



Hints on Certification

PERFECT 50+

Past Experience Recognised for Future Excellence through
Coaching and Training 50+

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0 Introduction

This paper comprises basic hints and approaches to set standards for the quality of the course “company coach” as it was designed throughout the project PERFECT 50+. Basically, certification can aim at two different levels. One is the certification of the participants of a training in order to assess whether they acquired the competences needed to execute their coaching tasks. For the purpose of this paper we will call the first level “personal certification”. The second level deals with ensuring the quality of the training itself. This has basically to do with three factors:

1. the training content should be up to date and adaptable to the individual needs of the participants
2. the methodology used should be appropriate for the target group and up to current standards
3. the trainers have to be qualified

In the context of this paper we will call this the “organisational aspect of certification”.

Ideally, both the personal as well as the organisational certification will be evaluated and supervised by an acknowledged authority, such as Chambers of Commerce in Germany. However, during the project time it was not possible to succeed to establish a working network for co-operation on this topic. So this paper aims at giving recommendations that should form the basis of any future certification procedure. These recommendations reflect the view and experiences of the project partners and were agreed on throughout the project.

The remaining part of the paper is therefore structured as follows:

Part 1: Organisational Certification

- 1) Training Content
- 2) Methodology and basic course structure
- 3) Trainers

Part 2: Personal Certification

- 4) Assessment of Success

Part I: Organisational Certification

1 Training Content

The content of the PERFECT 50+ - Curriculum were carefully chosen to meet the demands of SMES. However, the situation of companies and course participants vary widely. Because of this a curriculum should have some built-in flexibility to allow for individualisation. For Example, some vocational trainers inside companies will have experiences with gathering and comparing offers from training providers. In this case, module 4 (selection of training measures) might be shortened or even skipped in favour of other topics. To ensure that this is possible without losing quality, the rules presented in point 2 were created.

2 Methodology and basic course structure

1) Number of hours (minimum 40h¹)

- main topics will specify
 - Introduction to the topic of adult learning
 - Developing enterprises by developing employees
 - Coaching
 - Evaluation of training measures and securing the transfer of knowledge into work practice
- main topics should cover 75% of the time (that means for example by a total time of 40h minimum 30h)
- residual time is discretionary for other subtopics (that means for example by a total time of 40h minimum 10h) for example
 - Selection of training measures
- Minimum number of hours of Communication skills (which is the basis for being capable to carry out effective coaching): 10h (out of the 40h above-mentioned)

2) Coaching phase required

1 40 hours do not necessarily mean 40 hours of seminar style training. Methodologies of E-Learning or distance learning may shorten the hours the participants have to be present personally. However, it is important to take into account, that most of the topics of the training are not purely theoretical in nature and demand an activity-based training approach. This demands a certain level of direct contact with trainer and seminar group in order to make role play or practical communication practice work. Because of this the authors of the curriculum would recommend to carefully check the following hints on methodology before trying to reduce the number of hours of seminar-style learning.

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- 3) Use of Active-teaching methodologies
- 4) Modules (Minimum number and contents):
 1. The role of coach
 2. Adult learning
 3. Assessment of requirements/competences/Professional DP/choice of training (*NB: all the TECHNICAL SKILLS related to the concept*)
 4. Coaching and communication
 5. Evaluation
- 5) Methods
 - role play
 - communication practices
 - case studies as practical experiences from the participants as possible otherwise to use fictional cases
 - group work
 - for each main topic to use minimum 2 methods of the 4 methods
- 6) Provide a Coach Handbook (that may need to “influence” also the management)
- 7) Maximum and minimum group size: minimum 4, maximum 12, if 2 trainers work in team maximum 20 participants (the maximum is due to the total amount of hours, in fact a 40-hours course does not allow to invest enough time for discussion needed to satisfy the requirements of a higher number of participants)
- 8) Good-looking and meaningful certificate:
 - The logo and reference to project “Perfect 50+” as the origin of the concept should always be included.
 - Description of competences acquired, presented according to the division into CAPABILITIES (to be able to do/be) and KNOWLEDGE (to know). (*NB: the description of general contents of the training such as the reference to title of modules or of training units are addressed to the course trainers and would be of low use to include it in the certificate*)
 - The signature of the person certifying the acquiring of such competences by the participant.
 - Course length: number of course hours, indicating how many of classroom and how many of coaching experience/practical work on real case.
- 9) Delivery of a questionnaire, when the course ends, in order to assess:
 - a) satisfaction of participants (consistency of the course to the expectations agreed when the participant enrolled)

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- b) effectiveness of the didactic organisation (perceived effectiveness of trainers, availability and value/usability of didactical materials, availability and value/usability of equipments during lessons)

10) Presence

- participants must be 80% present of the course time

3 Trainers

The project partners did not formulate any typical standards for trainers that give the course, because in most certification processes there are special trainer exams or other formal ways of checking if a trainer has the competences needed for his specific task. However, the above statements allow for some clear guidelines.

1. Trainers should have a background that includes theoretical knowledge as well as real-life experience with human resources development.
2. They should have coaching experience.
3. They should be able to effectively use modern pedagogical approaches (activity based learning etc.)
4. They should strictly adhere to the competence approach that forms the basis of the PERFECT 50+ concept.

The question of how these competences will be proved has to be up to any organisation setting up a valid certification.

Part 2: Personal Certification

4 Assessment of success

Assessing the success of a training measure has to do with evaluating if the participants gained the competences they aimed to acquire. The work of the company coach is focused on helping coachees to name their individual competences, to support them during a training process and guide them to evaluate success. The same three steps are also valid for the training of the coaches. Thus, the coach training should always base on

1. the future coaches determine their competences as well as their learning goals
2. “coaching the coach” is an integral part of the training
3. a final meeting for assessment closes the training. During this meeting the participants reflect on their success by evaluating if they achieved their self-set goals.

To give some practical ideas on how this evaluation can take place, the project partners conceived some aids and examples to demonstrate how this way of evaluation can work in the current setting. These aids come in two groups:

- Sections 4.1 to 4.4 are a small “toolbox” that introduces some ways of assessing the success of the training. These focus on specific aspects of the course and demonstrate how they may be evaluated.
- Section 4.5 contains a complete personal certification based on the dutch variant of this curriculum.

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All those practical aids can be used as inspiration for the design of additional materials or adapted to fit into a specific implementation of the curriculum.

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4.1 Evaluation of an on-going coaching session

The following criteria are related to the evaluation of a participant in the training course “Perfect 50+” when leading a coaching session with a worker (REAL CASE), in his role of Company Coach. The assumption standing below the criteria of assessing the coaching session during a *real case* is that only if the course trainer has the possibility to see the participant within a real experience (not only in role play), it is possible to assess the level of adequacy of his competences and skills towards the role as Coach.

The evaluation of a Coaching Session is based on two main levels of competences (to be checked):

- 1) **Technical competences** (related to the formal procedure/outline of a standard coaching session)
- 2) **Soft skills** (related to how the participant keeps the communication with the worker throughout the whole coaching session).

Both these levels of competences/skills are important for the best effectiveness of a coaching session because this cannot be successful simply following strictly the procedure, neither only communication and soft skills can be enough by themselves. Only if BOTH of the described requirements are met, as a whole, at a level that the trainer consider to be Sufficient in order to conduct a coaching session profitably/successfully from the beginning to its end, then the participant can be considered prepared to undertake the role of Company Coach.

Sufficient here is intended when the participant/Coach:

- a) brings the session to the end*
- b) reaches the session aim*
- c) follows the formal structure and rules of coaching*
- d) solves any arising conflicts*
- e) does not leave any unsolved issue*
- f) leave the worker satisfied of the job done during the coaching*

(see in the grids below how to assess specifically these points).

“Sufficient” includes the fact that is only *through repetition (within the company)* that the expertise in leading a coaching session can grow effectively and the Coach may actually learn how *to master different situations and workers* (the so-called “learning by doing”). After a 40-hours training, a Sufficient level of leadership in a Coaching Session can be considered as the adequate potential hold by a participant in order to qualify him as Coach and on which he can build further capabilities and mastery. (This means that some mistakes in giving coaching may obviously occur, but as far as the elements from *a) to f)* are reached as a whole, the session can be considered successful and the level of competences appropriate).

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How to set up the situation: the trainer asks the participant to organise the setting for the coaching (with a worker) within his company, so that he can also evaluate the capability of the participant to respect the “rules” of setting a comfortable environment where Coach and worker/coachee won't be disturbed nor interrupted nor seen. Therefore the trainer himself goes to the premises of the company in order to assist to the session. The participant/coach has to inform the worker that the coaching session will be seen by the trainer and he has to agree on that. If this is not possible, the examination session can be organised within the premises of the training organisation delivering the course. In this case it is the trainer himself who has to take care to respect the rules of the perfect setting up of a coaching session. The participant will bring to the training organisation the worker who accepted to undertake the coaching where the coach will be examined.

How to deal with the situation: within the room/office of the coaching session, the trainer has to sit in a position where he can see and hear very well both the coach and worker, but in a position such as not to disturb/attract their attention with his presence. The trainer has to explain to the coach and worker that they have to proceed as he is not there. They cannot ask him for any advise. In no case the trainer can intervene, even if relevant mistakes are occurring. The coach has to have the whole responsibility of the session, from the start to its end. During the session it is important that the trainer takes not about what he is witnessing. It is important to motivate the final result of the examination to the participant and take the chance to give him a learning feedback about his task. The first grid here below can be used by the trainer to simply cross what points are respected. The second grid can be used as reference for trainer's notes about how the coach is leading the communication with the worker.

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1) Technical competences. In the following grid there are the *Steps* that the participant (Coach) has clearly to go through in order to lead a formal effective Coaching Session. For each *Step* of the procedure there are some formal requirements/elements that *the trainer specifically has to assess and check*.

BASIC STEPS OF A COACHING SESSION	WHAT TO ASSESS FOR EACH STEP
Opening of the session	<ul style="list-style-type: none"> ✓ Does the Coach look for worker's attention? ✓ Does the Coach clearly obtain worker's attention? ✓ Does the Coach specifically ask for the agreement of the worker to start the Session? ✓ Does the Coach wait for worker's specific agreement before starting the session? <p><i>(note that the Step of Opening is necessary to obtain worker's <u>commitment</u> during the whole session. If needed, at any following Step of the session the Coach can make reference to this agreement to make the worker to cooperate better)</i></p>
Identification of the topic of the session	<ul style="list-style-type: none"> ✓ Does the Coach clearly explore/clarify/identify the topic of the session? ✓ Does the worker show to have clearly understood what will be the topic of the session? ✓ Does the Coach ask for specific approval from the worker about the topic? ✓ Does the coach go on with the session only after worker's clear approval of what will be the topic of the session?
Focus on the goal	<ul style="list-style-type: none"> ✓ Does the coach set and agree with the worker the specific goal of the session? (whether it is to evaluate his PDP, or agree on the training to undertake or to assess how the training is doing, etc) ✓ Does the coach go on with the session only after worker's clear agreement on that?
Identification of personal actions	<ul style="list-style-type: none"> ✓ Does the coach ask (and not impose or suggest) the worker what are the actions to achieve the goal identified? ✓ Does the coach clearly agree on the actions and set with the worker a specific and feasible action plan (if needed)?
The check	<ul style="list-style-type: none"> ✓ Does the coach specifically agree with the worker on how to check the achievement of the goal and intermediate results? ✓ Does the coach go on with the session only after worker's clear agreement on that?
	<ul style="list-style-type: none"> ✓ Does the coach summarize to the worker what has been agreed up to now?

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Commitment	<ul style="list-style-type: none">✓ Does the coach formally ask the worker to confirm his commitment in achieving what agreed?✓ Does the coach go on with the session only after worker's clear confirmation of commitment?
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<p>The point achieved</p>	<ul style="list-style-type: none"> ✓ Does the coach ask the worker what he think he has achieved during this session? ✓ Does the coach make sure that the worker ends the session holding the awareness of having learnt something or having done something useful for himself?
<p>Closure of the session</p>	<ul style="list-style-type: none"> ✓ Does the coach ask for worker's agreement to close the session? ✓ Does the coach wait for worker's clear approval before closing the session? ✓ Does the coach is able to manage any further issue that may arise before closing the session and go back to the specific step of reference? ✓ Does the coach is able to listen to any further issue arising from the worker and understand whether is better to manage it immediately or agree with the worker to postpone it to the following coaching session?

2) **Soft skills.** Throughout all the timeframe of the coaching session, the *trainer* has to assess whether the participant/Coach is able to:

<ul style="list-style-type: none"> ✓ Listen actively to the worker (it means he can make links between the contents of what the worker says throughout the session) ✓ Not to express opinions but help the worker to find the best solutions ✓ Respect the limits of a Company Coach, that is to say not to invade the level of worker's private life (since the Company Coach has NOT the competences to tackle problems arising from that area) ✓ Leave the worker the time to express comfortably himself and/or answer the questions when requested ✓ Respect the "rule" according to which the worker is the one who has to find solutions ✓ Make the worker comfortable during the conversation/session ✓ Make the worker perceive him (the Coach) as a peer during the session ✓ Not to be influenced by the management point of view during the session and be completely available for the worker, open to him ✓ Keep the timeframe of the session as scheduled and not let the worker over-speak or go beyond the agreed topics, if this is unproductive ✓ Perceive when the worker's answers are hesitant or unsure (and may hidden doubts or negative opinions that is important to solve/unveil) ✓ Repeat, paraphrase, interpret the worker's words and ask for confirmation so as the communication between the two does not encounter misunderstandings ✓ Take on the responsibility of the communication and not leave any possible arising conflict and complaint unsolved

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- ✓ Use Questions in the right way to get needed information or answers (i.e. questions to clarify, or to get information, or to focus the contents, or to explore, etc)
- ✓ Accept worker's negative feedbacks (whether on himself as Coach or on the company) and transform them in a chance for improvement and better understanding between the parts

4.2 Evaluation using a communication test

Kommunikationstest

1. Information and Communication

- 1.1. What is information?
- 1.2. Please explain what the meaning of the term communication?
- 1.3. Explain the basic model of sending and receiving!

2. Communication Models

- 2.1. Why are models of communication relevant and why do they help us practically?
- 2.2. Name the four aspects of a message!
- 2.3. Explain one of the aspects of 2.2 in detail!
- 2.4. Apply the aspect you chose in 2.3 to the following example:

A coach asks an employee if he is interested in taking a further vocational education course.

The employee's answer: „A course? I have that much to do each working da that I have no time for taking courses.“

3. Specific Techniques of communication

- 3.1. Which specific techniques of communication are you familiar with?
- 3.2. Explain a specific communication technique in detail!
- 3.3. Apply the technique you chose in 3.2 on an example of your choice!

Remarks:

2.2.-2.4. refers to the communication model of Friedemann Schulz von Thun: the „Communication square“ or „four-ears-model“

Point 3. refers to techniques such as question techniques, feedback, active listening etc..

4.3 Material for Achievement Test: Role Playing

General issues on role playing

In vocational initial and further trainings the method of role playing serves the purpose of allowing authentic experiences through the imitated identification with another person or the imitated identification with oneself in another situation than the actual one. The core elements of role playing is the experiencing, recognising and understanding of what the role player experiences in the role playing situation. Thus role playing conduces to personality development. It can be used for acquiring any non-professional key competence (methodological, personal and social competence). What is also possible is to focus mainly on the development of a certain desired qualification. The focus that is chosen determines the preparation, the introduction and the evaluation of the role play.

As can be seen from the explanation above, role playing is rather inappropriate for developing professional competence. Applying theoretically acquired contents in practical contexts is not role playing but transfer. The special potential of role playing lies in the development of non-professional competences. For that purpose the aspect of experiencing, i.e. the emotional side of a process, is important. A role play, however, can of course refer to the solution of a professional problem as far as the concept and setting are concerned.

Role playing as a subject to be tested within examinations of vocational initial and further training focuses on the definition of aims and the preparation and follow-up work of the role play. In that examination the coach should show that s/he can effectively plan, apply and evaluate role playing as a training method of vocational qualification. So focussing on aspects of acting is not appropriate then. Apart from that, the acting of a role play does not make a factual contribution to a useful evaluation although the way in which one acts may be seen as personal behaviour and serves as the subject of the evaluation and follow-up discussion.

Without intending to describe the method of role playing in this paper, it is important, however, to refer to its constituent elements in order to assess the use of that method in vocational qualification. Within the evaluation, the four essential milestones or phases of the group play are taken into consideration as various aspects of the coach's behaviour. Those are namely context and aim (I), the introduction of the participants to the role play and their integration (II), the evaluation of the play (III) as well as the leadership and intervention in situations of crisis (IV).

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Participating people

The examination itself can only be carried out practically. The optimally designed examination situation is attended by three groups of people with different functions:

- ❑ Coachees: participants of qualification measures and actors in the role play. They hold different roles and experience the play. The coach asks and motivates them to describe and reflect on their experiences.
- ❑ Coach: the leader of a qualification measure that can aim at one or several participants. The coach plans and initiates the role play and conducts the evaluation.
- ❑ Examiners: They observe, question and assess the behaviour of the coach and his aim.

Not including the group of the coachees would make the examination of the role play to the mere determining of existing (theoretic) knowledge.

Criteria for assessment

The description of the aspects of assessment and criteria listed below are oriented on the perspective of the examiners. What and how they perceive the behaviour of the coaches in applying the role play is decisive. Additional questions after the play can only serve the purpose of clarifying and better understanding.

❑ Context and aim:

The context includes the personal conditions of the participants and the coach as well as the systematic place of the application of the method and possibly the technical and organisational conditions.

Possible questions could be, for example:

- Did the coach consider the level of learning development of the participants?
- Was the method of role playing the right choice to apply for the given cause and aim?
- Is s/he qualified to fulfil the task as the leader and moderator in a role play?
- Did s/he make the right organisational (technical) arrangements to be able to carry out the intended role play?
- Is the necessary equipment available?

The aim includes the intentions and results that are to be reached. So it comprises questions on the motivation for applying the play and on the pedagogical effects that are to be achieved.

- Was an explicit (articulate) aim defined?
- Does the method conduce to the aim?

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- Are cost and effort of the method justifiably proportionate to the intended aim?
- Is the role play as a necessary element of the measure harmonically integrated into the further progress?

Introduction and integration of participants:

The introduction of the role play comprises its description, the explanation of the aims and its characteristics. An essential part of the introduction is the motivation of the participants to recognise the potential of the role play for their qualification and to support that.

- Does the coach explain the role play so that all the questions of the participants are answered sufficiently?
- Does the coach initiate a clarifying discussion with the participants before the actual role play in which wishes and worries can be mentioned and responded to?
- How does s/he motivate the participants to take part in the role play?
- Does s/he check on the agreement of the participants to take part in the role play?
- How does the coach cope with resistance or refusal?
- Does s/he convey a sense of security to the participants?

Evaluation:

The evaluation of the role play is always twofold: on the one hand the coach and the participants perceive and assess their experiences in a more or less conscious way both immediately during and after the play until the play is evaluated by the whole group. On the other hand there is a moderated and structured evaluation discussion on the role play among all people involved.

- Does the coach take into consideration all perceivable behaviour of the actors during the whole role play including also the preparation and the following discussion?
- Is the evaluation superficial?
- Is the nature of the discussion appropriate?
- Does the coach obey feedback rules and does s/he urge the participants to do so as well?
- Does s/he provide a structure for the evaluation that makes it easier also for participants to face up to the discussion on their behaviour?
- How good and appropriate for the role play is the evaluation?
- How good is the coach's contribution to an open atmosphere of the role play?
- How well can s/he convey the sense of security and protection especially to problematic participants?

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- How does the coach cope with his/her person and behaviour possibly being a subject of discussion among the participants when applying the method of the role play?
- If the coach hands the moderator's role over, does s/he inform the participants on the reasons and does s/he pursue a certain purpose in doing so?

Leadership and intervention:

Role playing bears the risk of possibly letting develop completely unforeseeable situations. That is why the coach needs to be prepared to be forced and able to take on again the leadership at any time even if s/he has handed it over for the play. That is of special importance in situations with extreme emotional strains for the participants. The coach has to effectively intervene then.

- How well does the coach handle the tension between leadership and restraint (e.g. during the actual role play)?
- How well does s/he recognise situations in the play and the evaluation that require an intervention.
- How considerably does s/he intervene?
- What does s/he do to re-create an appropriate communication atmosphere?

Determining the examination results

For assessing the achievement, a clear scale is especially needed when the result is to be expressed as a verbal (qualitative) description of the examination results and not only as a (quantitative) figure. Basically, two scaling modes are possible:

- Scaling through adjectives that describe different levels through their meaning. That mode is applied for German school and many other certificates. The achievements are categorised according to a describing catalogue of criteria into six levels ranging from "sehr gut" (very well) to "ungenügend" (insufficient).

For the assessment, perceived achievement is weighted and assigned to the terms of the criteria catalogue.

- Assessing the achievement on point scales that often range from 0 to 100. That mode is used by German chambers of commerce and industry. 100 points are the maximum of the reachable achievement.

The assessing technique in this mode is often the examiners' thinking about what the performance deficits were in comparison to the maximum. The missing elements are then weighted in relation to the maximum, assigned with points and subtracted from the maximum of 100.

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The reverse procedure is also possible even if its application is not recommended: the perceived achievements are named, assigned with points and summed up for the overall result. That bears, however, the risk that positive achievements are not considered in an appropriate way. For, in examination situations, examiners tend to perceive mistakes more intensely than extremely good achievements.

Both scaling modes refer to the maximum of reachable achievements that can, however, be determined only by the examiners themselves. That meta scale is neither certain nor definite and significantly more difficult to justify than the direct assessment of achievement. Most of the times, the examiners understand it as a consensus and according to aspects of plausibility without further examination – often in reference to experiences – openly or in hidden form.

4.4 Evaluation by simulation

The final aims of the training is to qualify participants to become company coaches for dealing with 50* workers. To check if training has been successful different methods of evaluation can be implemented. One of them is the named simulation:

a) The objective of this simulation is to check if participants reached the expected training aims.

The teacher will present participants different cases. The cases will face participants with a problem. To solve the problem in a successful way the participants should apply all what they learnt during training. By checking if participants used the best solutions according training, the trainer can decided about the success or not of the training concerning each participant.

Below you can find two examples. Trainer can decide to use real cases from his/her experience or to propose other cases according needs of company or profiles of participants.

Participants are offered one hour to solve the exercise .

Case 1.

In a SME are having problems with productivity of elderly workers, specially in the sales department. Manager has already met with some of these workers, but al last he was not able to find out what the problem is. Besides that , these workers start being isolated from their colleagues and they do not participate regularly in company long life training actions.

¿What can be done ?

Case 2 .

A very efficient older worker as a result of a professional illness becomes disabled and is experiencing big difficulties for moving in his work environment and for using different work services and facilities The company wants to retain this employee and for that explore all possibilities ...

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Finally company decides

Check list for evaluation

Check list	yes	No
Did the participant design in an successful way a global methodology to face the problems?		
Did the participate make a evaluation of the workers needs?		
Did the participant reach the real problems?		
Did the participant design a common plan with the participation of company and worker?		
Did the participant point out the right solutions for company and worker?		
The suggested solutions, can be easily implemented ?		
Did the participant design a support and evaluation plan?		

If trainer finally decides that the participant has got the needed competences. A certification of the training can be offer to the participants

4.5 A complete example for personal certification

CERTIFICATION COACH 50+

PERFECT 50+

Past Experience Recognised for Future Excellence through Coaching and Training 50+

Financially supported by the Commission of the European Union
in the framework of the programme Lifelong Learning.

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GD Bildung und Kultur

Programm für lebenslanges Lernen

0 The course Coach 50+

Aim

Coaching 50+ employees through coaching in the context of further vocational education measures. This will help to preserve the capabilities and update the competences of the employees.

Competences:

The coach is able to:

- Determine training-needs of older employees
- Counsel older employees in questions of further and/or advanced vocational education
- Determine the need for coaching of older employees
- Plan the coaching
- Prepare decisions about the execution of internal training measures
- Prepare decisions about the execution of external training measures
- Advise about the choice of an external trainings institute
- Support older employees during their participation in training measures
- Evaluate trainingmeasures
- Support older employees during their participation in training measures
- Document the results of coaching
- Document the results of training measures

The coach knows how to use:

- Conversation techniques
- Feedback-techniques
- Problem-solving techniques
- Conflict-management
- Motivation-techniques
- How to support the learning process
- E-learning

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The training structure

Your training course has a duration of 6 months. You will follow a training in 8 sessions of 3 hours.. The classroom training is provided by P3transfer. The following topics are part of the course:

1	Coaching
2	Personal Development Plan and Personal Action Plan
3	Communication techniques
4	Feedback techniques
5	Problemsolving techniques
5	Conflict management
7	Motivation techniques
8	Learning processes
9	E-learning
10	Handbook Coach 50+

During the course you will receive three practice papers with which you can train your skills directly into practice. Those papers can be finished in different periods but at least in the fifth month of the course.

The practice papers will be used in the criterion based interview at the end of the course.

Also 2 observations in the company will take place. More about this in the certification plan.

All aims of the course, work processes and competences of the coach are integrated in the proofs.

1 Certification plan

This chapter tells you what you should do for a successful certification.

The test plan provides 3 key instruments:

1. Practice papers (3) (PP)
2. Practical observations (2) (OBS)
3. Criterion Based Interview (CBI)

Certification matrix

		Practice Papers (PP)	Obs. 1	Obs. 2	CBI
MAIN TASKS / WORK PROCESSES	Competences				
1. Determine training-needs of older employees	Corporate Act Studies Analyze	X			X
2. Counsel older employees in questions of further and/or advanced vocational education	Coaching/Counseling Attention and show understanding Work together to produce	X			X
3. Determine the need for coaching of older employees	Analyze	X			X
4. Plan the coaching	Plannen	X			X
5. Prepare decisions about the execution of internal training measures	Plans Advise Decide and initiate		X		X
6. Prepare decisions about the execution of external training measures	Advise Decide and initiate activities		X		X
7. Advise about the choice of an external traininginstitute	Advise Decide and initiate activities		X		X

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8. Support older employees during their participation in training measures	Coaching/Counseling Attention and show understanding Convince and influence Work together to produce			X	X
9. Evaluate training measures	Studies Formulate and report Analyze	X			X
10. Support older employees during the transfer of newly learned skill into the daily work routine	Coaching/Counseling Attention and show understanding Convince and influence Work together to produce			X	X
11. Document the results of coaching	Formulate and report	X			X
12. Document the results of training measures	Formulate and report	X			X

The key instruments

Practice papers

You create 3 practice papers. Your trainer has a qualifier of 1-3:

1 = The coach is not able to do this

2 = The coach is doing this well

3 = The coach is doing this very good

The making of the practice papers assumes that you have the possibility to coach 1 worker for the practice period of approximately 4 months. Also you must have the ability to train all different stages in the coaching and training process.

Practice paper 1

1. Determine training-needs of older employees	Corporate Act Studies Analyze
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Check the need for coaching or education

A question for education or training can have different causes. This may be due to technological developments, an extension of the function or other production processes or working conditions.

1.1 Describe the situation of the employee / coachee

1.2 Describe the training question

1.3 Analyze the training demand = is training the solution to the problem

1.4 Describe, according to Figure 3: flowchart, check situation from The Coach handbook, your choice of the follow-up / how to proceed and motivate this choice.

Practice paper 2

Counsel older employees in education

Counsel older employees in questions of further and/or advanced vocational education	Coaching/Counseling Attention and show understanding Work together to produce
Determine the need for coaching of older employees	Analyze
Plan the coaching	Plan

The development and activity plan is compiled by the coachee to enable him to clearly define his personal goals and wishes before talking about them. A personal Development Plan and a Personal Activity Plan are reviewed with the coach during a coaching session. It is necessary to formulate his personal goals and wishes SMART. This makes it possible to follow the developments.

2.1. Endorse the Coachee in compiling a personal development plan. Describe how this plan has been compiled

2.2. Please describe the interventions you had to make as a coach

2.3. Use the instruments 3 and 4 from the coach handbook and add these instruments to your practice papers or motivate a different approach

2.4. Support the Coachee in compiling a personal activity plan. Describe how this plan has been compiled

2.5. Please describe the interventions you had to make as a coach if managers have

2.6. Use the tools 3 and 5 from the coach handbook and add these instruments to your practice papers or motivate a different approach

Certification

Practice Paper 3

Evaluation and documentation of training measures and coaching measures

9. Evaluate trainingmeasures	Studies Formulate and report Analyze
11. Document the results of coaching	Formulate and report
12. Document the results of training measures	Formulate and report

3.1 Evaluate the training measure and use tool 8 evaluation in the coach handbook, or use your own format and add this to the practice paper.

3.2 Specify the components of the training and give your opinion about the training and training components

3.3 Describe how the results of coaching are documented in your organisation

3.4 Specify the forms and fomats for documenting the results of coaching in your own organization and add these tools to your practice paper.

3.5 Describe how the results of training measures are documented in your organisation

3.6 Specify the forms and formats for documenting the results of training measures in your own organization and add these tools to your practice paper

Certification

Practical observation

Two times the trainer will organise a practical observation. He will make an appointment with the coach and the coachee for the time and date. The trainer must have the possibility to observe you during the coaching sessions.

Practical observation 1

This practical observation is focused on the education advice from the coach about the execution of internal or external training measures. The observation will obtain one main task / work process. The trainer is in the same room as the coach and the coachee.

5. Prepare decisions about the execution of internal training measures	Plans Advise Decide and initiate
6. Prepare decisions about the execution of external training measures	Advise Decide and initiate activities
7. Advise about the choice of an external training institute	Advise Decide and initiate activities

The assessment of the observation must be "3 = The coach is doing this very good"

Practical observation 2

This practical observation is focused on the coaching and support of older employees during their participation in the training measure or during the transfer of the newly learned skills into the daily work routine. The trainer joins a coaching session in which you are supporting the coachee during the training measure or during the transfer of newly learned skills in the daily work routine. The observation will obtain one main task / work process. The trainer is in the same room as the coach and the coachee.

8. Support older employees during their participation in training measures	Coaching/Counseling Attention and show understanding Convince and influence Work together to produce
10. Support older employees during the transfer of newly learned skill into the daily work routine	Coaching/Counseling Attention and show understanding Convince and influence Work together to produce

The assessment of the observation must be "3 = The coach is doing this very good"

Certification

When did you finish the course successfully?

You succeeded when:

1. The 3 practice papers are judged with "3 = The coach is doing this very good"
2. The assessment of the 2 practical observations are "3 = The coach is doing this very good"

Judgement

When the judgment of your practice papers is less than required, discuss with your trainer how you are going to work for the measurement. You are entitled to a second chance.

When the assessment of the practical observation is lower than "3" you speak with your trainer about a new observation. You are entitled to a second chance.

Delay

As a result of all kinds of circumstances (illness, private circumstances) may delay in your progress you can contact P3transfer.

Certification

WEIGHTING

On the basis of the three detailed practice papers and the 2 practical observations the trainer will check in a criterion based interview the knowledge and capability of the coach and fill out the form below.

1 = The coach is not able to do this

2 = The coach is doing this well

3 = The coach is doing this very good

	MAIN TASKS / WORK PROCESSES		1	2	3
1	Determine training-needs of older employees	PP1			
2	Counsel older employees in questions of further and/or advanced vocational education	PP2			
3	Determine the need for coaching of older employees	PP2			
4	Plan the coaching	PP2			
5	Prepare decisions about the execution of internal training measures	OBS1			
6	Prepare decisions about the execution of external training measures	OBS1			
7	Advise about the choice of an external training institute	OBS1			
8	Support older employees during their participation in training measures	OBS2			
9	Evaluate training measures	PP3			
10	Support older employees during their participation in training measures	OBS2			
11	Document the results of coaching	PP3			
12	Document the results of training measures	PP3			

Certification

The coach has:

- succeeded
- not succeeded on the main tasks / work processes:

Remarks:

Name and signature trainer:

Name and signature coach:

Place:

Date: