
C.O.A.C.H. e-GUIDE

Student Material, Instructor material and Bibliographies

Erasmus + KA2 – Cooperation and
Innovation for Good Practices -
Strategic Partnerships

Project number 2015-1-IT02-
KA201-014883

Module 1: - Foundations Of Coaching Overview

Module Sections	Online Course Material	Live Training
Definitions	Definitions of coaching, mentoring and therapy	Group work on core characteristics of a coach
What coaches do	Roles and boundaries in coaching, including contracting Overview of key skills and outcomes of coaching	Setting contracting for coaching and mentoring related to ICF and AoC core competencies
History of Coaching	Network diagram of key influences in the development of the coaching profession, including research and current model Models of coaching	Characteristics of coaching v's mentoring v's therapy models Characteristics of coaching
7 Eyed Model of Coaching	Background reading to the model in context of coaching	Review of model and how it informs the professional work
Understanding Communication	Communication model and understanding basic filters. Johari Window Levels of Learning Cause and Effect Values and belief structures	Johari Window Levels of Learning – practical work Communication Model leading into Communication exercises applied in coaching for teaching and learning Listening for values in conversation
Core Competencies	Overview of ICF CC's Overview of AoC CC's Assessment against CC's	Coaching sessions throughout the day – building experience using the core competencies
ICF and AC Accreditation	Background to Accreditation and course requirements	Background to Accreditation and course requirements
Methodology for C.O.A.C.H	Key outline of assessment and portfolio work process, definitions	3 Loop learning and reflection model and course requirements

Overview

Understanding coaching and being able to use the skills across leadership management, teaching and learning means understanding the foundations of the profession. This module covers the foundations of coaching.

Objectives

- To explore 'what coaching is'
- To review the competences of the professional coaching bodies
- To understand the core principles of coaching.
- To recognise the benefits of coaching.
- To ensure you understand the need to coach safely and keep both you and your clients 'safe' by using professional contracting, boundary setting and ethics.
- To provide recognisable structured models e.g. GROW and SCORE, which coaches can use flexibly to keep clients moving forward and to a positive, achievable outcome.
- To provide practical opportunities to coach and receive feedback
- To promote your personal development, to reflect on and to enhance your coaching practice (to know yourself as a coach!)
- To raise your awareness of some tools, techniques and exercises you can use when coaching.
- To support you in gaining certification.
- To support you in planning further professional development and possibly achieving post graduate qualifications.
- To have fun and make deeper connections.

Methodology

During the programme delegates will:

- Be continually observed and assessed in their coaching by peers and experienced coaches using clear standards and criteria as defined by the Association for Coaching and ICF.
- Observe and assess peers in their coaching and use coaching to aid the planning and development of a personal learning programme.
- Practice during the programme with peers experiencing supervised applications of each of the assessment tools taught.
- Complete an open book questionnaire and write reflective assignments.
- Aim to achieve the training accreditation necessary to progress to full accreditation with the AC and/or ICF.

Materials

You may print the module and create your own working file. This will allow you to make notes accordingly.

Other Resources

Additional reading lists are given along with each module. Additional reading is required to understand the breadth and depth of the field of coaching.

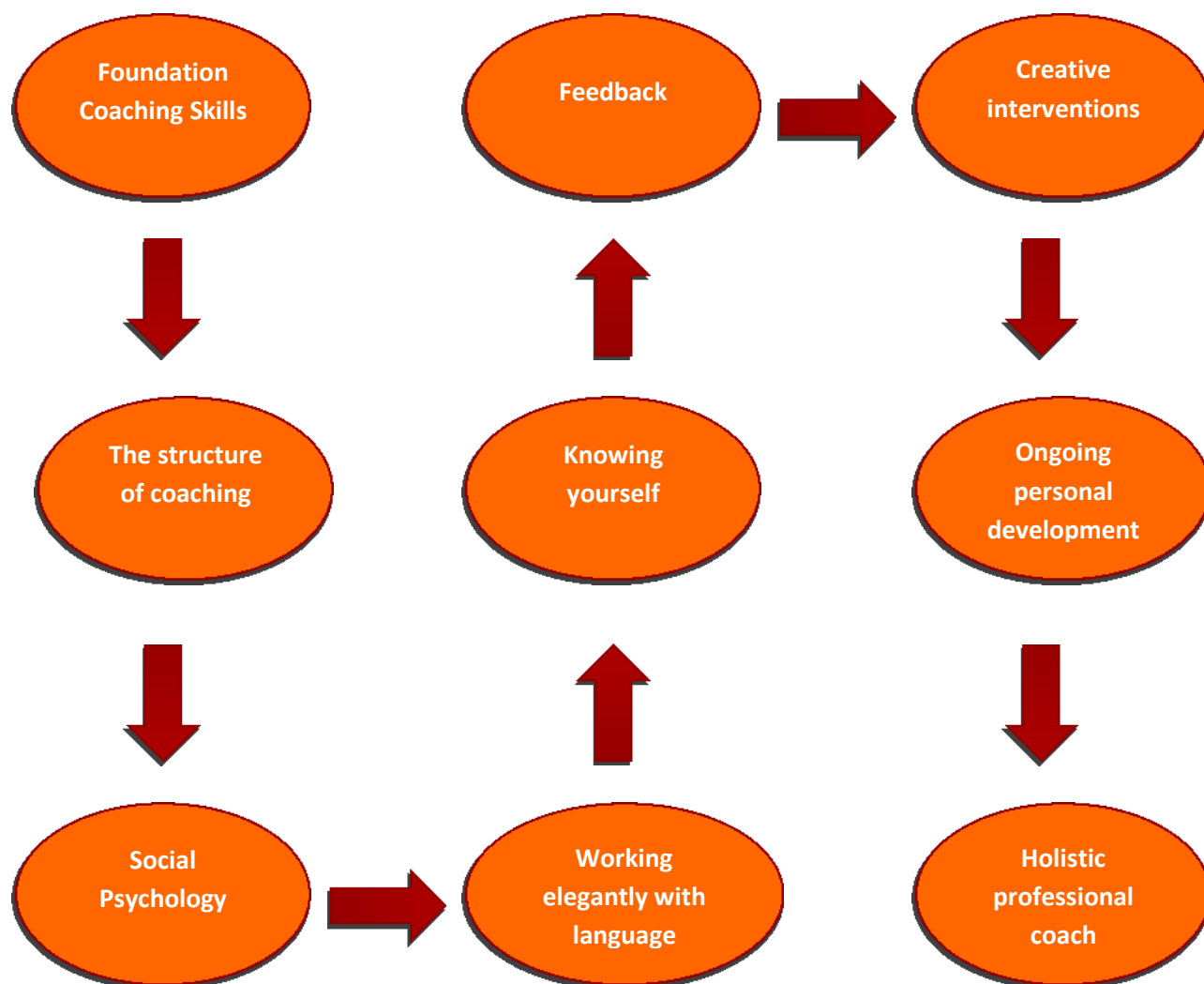
Additional resources may be found at

- <http://coachfederation.org>
- <http://uk.associationforcoaching.com>
- <http://www.emccouncil.org/>
- <http://www.tandfonline.com/toc/rcoa20/current>

Methodology

This course has been developed in alignment with both ICF and AC codes of ethics and assessment criteria. The mission for this course is to enable a coach with basic skills evolve to become a great holistic, creative and professional coach who can deliver high energy results by challenging, inspiring and connecting at the deepest level with their clients, and to do this by exploring the art and science of coaching.

The Professional Coach Development route ©Dr Sally Vanson



The Methodology used in this programme is based on double loop learning

©Dr Sally Vanson

You will learn the skills and knowledge of coaching whilst at the same time learning about yourself and how your preferred behaviours, beliefs and responses to others help or hinder the client outcomes. You will develop your interpersonal and professional skills through the observation, feedback and the reflection that enables you to become an effective coach.

During the programme participants will:

- Be continually observed and assessed in their coaching by peers and experienced coaches using clear standards and criteria as defined by the Association for Coaching and ICF.
- Observe and assess peers in their coaching and use coaching to aid the planning and development of a personal learning programme.
- Practice during the programme with peers experiencing supervised applications each of the assessment tools taught.
- Aim to achieve the training accreditation necessary to progress to full accreditation with the AC and/or ICF.

Training methods are participant centred, interactive and discursive and include demonstration, storytelling, practice, challenge and supported reflection as well as facilitated input. This programme is supported by The Virtual Coach interactive CD Rom which reinforces the basic content. This tool which helps both novices and experienced coaches to develop their expertise by;

- Experiencing the power of coaching from a choice of 4 content free coaching sessions
- Learning how to use coaching skills to liberate the potential and increase the performance of their people
- Gain critical insights from leading experts from the world of business coaching to **understand** why coaching is a vital skill in all aspects of today's world.
- Understand the use of coaching and coaching skills in an organisation by sharing **the 'Mazda' case study**.
- Learning **to use the core skills** and tools that are vital to effective coaching.
- You have received your personal copy of The Virtual Coach CD Rom which is used as pre-course learning, programme reinforcement and for valuable post-course personal coaching sessions.

Certification and accreditation

At the end of the programme you will have a practical assessment where you are required to coach one person for 30 minutes in front of your colleagues and make an audio recording of the session. Your peers will evaluate your session using the competence based assessment sheet provided. These sheets will be handed to your facilitator. You will send the recording and a transcript in English to sally@theperformancesolution.com

The following is a full breakdown of assessment of the course leading to certification:

April 2016

- Action learning set and individual learning from CD-Rom
- Pre-course questionnaires, peer assessed in group triads

September 2016

- **4 day** course part 1 in Lithuania
- Practical application and experience of Modules 1-3.

September 2016 - May 2017

- Theory and practical work via on-line platform from **Modules 1-3**
- Integrated practice at work and logged 100 hours
- Reflective practice log
- Reflective Supervision log
- 2 x Reflective essays
- Completion of open book exam
- Open book exam peer reviewed

May 2017

- **6 day** course part 2 (Italy)
- Presentation of Portfolio of practical work
- Practical application of **Modules 4-5**, plus overview of **Module 6**
- Recorded 30 min coaching session

Post May 2017

- ICF Marked Open Book Exam
- Assessed recording of a coaching
- ICF **ACC** application
- Module 6 further CPD

On successful completion of the programme each participant will receive a certificate bearing the accreditation stamps of Association for Coaching, ICF, COACH.

Certificates of attendance will be issued for participants who do not succeed in their assessments.

Definitions

Basic framework for coaching

Coaching Entry Points



'Remedial' Coaching

Some Characteristics:

A senior manager is performing well in key aspects of their job, but in other key aspects are not performing;

They are viewed as key players to future plans and seen as worth investing in

An e.g. may be a sales director who is achieving targets consistently but creating friction within their team through ineffective influencing/interpersonal style

Some Aims:

To establish clear behavioural feedback/evidence;

To assess the level of motivation for change;

To agree what good performance will look like

Support and Challenge Coaching

Some Characteristics:

Possibly an experienced manager who is looking to think through key strategy issues

A senior manager entering a new role who is concerned that they have the right support to grow into the new job

A senior manager who needs support in their current role but also stretch to increase their overall leadership performance.

Some Aims:

To establish clear goals for each session

To accelerate embedding into new role

To establish and remain focused on a 'meta' level agenda for their development

Stretch Coaching

Some Characteristics:

A person who is performing well but wants someone to challenge them over their blind spots and to perform excellently

A manager who wants coaching but doesn't have a clear view of what the agenda should be

An organization that has placed coaching as core to succession planning, leadership development and possibly developing coaching as a core leadership competency

Some Aims:

Identifying good performance;

Identifying what excellent performance looks like;

Creating and monitoring against stretch goals.

Adapted from Trevor Waldock

What Coaches Do

What coaches do and how?

"Professional coaches provide an ongoing partnership designed to help coachees produce fulfilling results in their personal, educational and professional lives. Executive Coaches help people optimise their performance and enhance the quality of their professional lives". ©*Dr Sally Vanson*

AND WHAT ELSE?

Characteristics of a good coach

"Coaches are trained to listen, to observe and to customize their approach to individual client needs. They seek to elicit solutions and strategies from the client; they believe the client is naturally creative and resourceful. The coach's job is to provide support to enhance the skills, resources, and creativity that the client already has." *ICF Web site*

AND WHAT ELSE?

There are three main professional associations;

- The Association for Coaching (Global) www.associationforcoaching.com
- The International Coach Federation (Global) www.coachfederation.org
- The European Mentoring and Coaching Council (European) www.emccouncil.org

A Code of Conduct and Ethics of practice bind each association. Members of these associations agree to operate by these Code of Conduct and Ethics and it shapes their coaching practice.

AC Code of Ethics and Good Practice

The Association for Coaching is committed to maintaining and promoting excellence in coaching practice. It therefore expects all members, whether coaches or coaching supervisors, to adhere to the essential elements of ethical, competent and effective practice as set out in this Code of Ethics and Good Practice. Please note: 'Client' refers to anyone receiving coaching or coaching supervision from you.

Fitness to Practise

1. You will have qualifications, skills and experience appropriate to the needs of your Client. If not, you should refer your Client to those who do, such as more experienced coaches, coaching supervisors, counsellors, psychotherapists or others offering specialist services.
2. You will be fit and healthy enough to practice. If not, you should stop until you are and, if necessary, your Clients should be offered alternative support.
3. You will have professional indemnity insurance adequate to cover your coaching and/or coaching supervision practice.

Maintaining Good Practice

4. You will always act in a manner that shows respect for people and organisations, and enhances the reputation of the coaching profession. Any claims you make about coaching or coaching supervision will be honest and reflect current knowledge and understanding.
5. You will be sensitive to issues of culture, religion, gender, sexuality, disability, race and all other aspects of diversity.
6. You will monitor the quality of your work through feedback from Clients and other appropriate professionals.
7. You will complete each year at least 30 hours of continuing professional development (CPD) in the theory and practice of coaching. For coaching supervisors, there shall be an additional 10 hours of Coaching Supervisor specific CPD per year. This is a condition of continued AC Membership and individual coach or coaching supervisor accreditation.
8. Both coaches and coaching supervisors will regularly reflect on their practice and development with a suitably qualified and experienced coaching supervisor.

9. A Client may need levels of psychological support you are not competent to provide. If so, the Client should be referred to an appropriate source of care, such as the Client's GP, a counsellor, psychotherapist, or another appropriate service or agency.

Contracting

10. You will explain and make explicit your commitment to abide by this Code of Ethics and Good Practice.

11. Before starting work with a Client, you will ensure that they know and fully understand the nature of and terms and conditions of any coaching or coaching supervision contract, including session cost and frequency. You will be open about the methods you use, and be ready to supply your Client with information about the processes involved on request.

12. You will consider the impact on your Client of any relationships you have with other clients and sponsoring organizations, and discuss any potential conflict of interest with those who might be affected.

13. While confidentiality will be an essential aspect of your commitment to Clients, your contract will make clear that if evidence of illegal activity or the potential for harm to the Client or others is disclosed during the engagement, you may have to inform the appropriate authorities. If possible and appropriate, this should be done with the Client's consent and permission. If the Client is a child or vulnerable adult, arrangements should be made with their sponsors to ensure a level of confidentiality in the best interests of that person while working within current legislation.

14. You will respect the Client's right to terminate the engagement at any point in the process.

Statutory and Legal Duties

15. You will keep up to date and comply with statutory or legal requirements that affect your work.

16. In particular, you will be aware of and comply with legislation related to working with children or vulnerable adults, including the need for a Disclosure and Barring Service (DBS) check before starting.

You will keep appropriate and accurate records of your work with Clients and ensure they remain confidential, are stored securely, and comply with the Data Protection Act.

ICF Code of Ethics Overview

Who We Are:

The International Coach Federation's (ICF) core purpose is to lead the global advancement of the coaching profession. ICF is a not-for-profit individual membership organisation, formed by professionals worldwide who practice, teach or research coaching. Our vision is that ICF is an integral part of a thriving society and every ICF Member represents the highest quality of professional coaching.

ICF has taken the lead in developing a definition and philosophy of coaching, as well as establishing ethical standards among its members worldwide. Through its own Code of Ethics, Ethical Conduct Review Process, and Independent Review Board (IRB), ICF sets professional coaching standards while also giving consumers a venue to file ethics complaints about ICF Members or ICF Credentialed coaches. ICF also maintains an Ethics Assist Line which can be utilised by sending an email to ethics@coachfederation.org or calling +1.859.219.3580 and indicating that you have an ethical inquiry.

ICF Core Values:

ICF coaches are committed to reliability, openness, acceptance and congruence and consider all parts of the entire ICF community mutually accountable to uphold the following values:

Integrity: We uphold the highest standards both for the coaching profession and our organisation.

Excellence: We set and demonstrate standards of excellence for professional coaching quality, qualification and competence.

Collaboration: We value the social connection and community building that occurs through collaborative partnership and co-created achievement.

Respect: We are inclusive and value the diversity and richness of our global stakeholders. We put people first, without compromising standards, policies and quality.

Ethics: Ethics are guided moral principles underlying how coaches behave congruent with the above ICF values.

What we expect of ICF Members when abiding by the Code of Ethics:

To elicit the best in each and every ICF coach, ICF Members and coaches are committed to:

- Ethical behaviour as the foundation of the coaching profession.
- Continued learning in the field of coaching as required.
- Search for continued self-awareness, self-monitoring and self-improvement.
- Acting and being an ethical individual in all professional interactions.
- Full accountability for the responsibility undertaken as an ICF Member and coach.
- Complete engagement with and commitment to the coaching profession, setting an example both to the

profession overall and to the community.

- Uphold the highest standards in a manner that reflects positively on the coaching profession.
- Be fully present in each and every interaction in which we engage.
- Recognise and abide by the applicable laws and regulations of each country, municipality and local governing body.
- Provide a safe space for trainers, service providers, coaches and coaches-in-training to learn, excel ethically and strive to become professional coaches of the highest caliber.
- Embrace diversity and inclusion, and value the richness of our global stakeholders.

ICF is committed to maintaining and promoting excellence in coaching. Therefore, ICF expects all members and credentialed coaches (coaches, coach mentors, coaching supervisors, coach trainers or students), to adhere to the elements and principles of ethical conduct: to be competent and integrate ICF Core Competencies effectively in their work.

In line with the ICF core values and ICF definition of coaching, the Code of Ethics is designed to provide appropriate guidelines, accountability and enforceable standards of conduct for all ICF Members and ICF Credential-holders, who commit to abiding by the following ICF Code of Ethics:

Part One: Definitions

Coaching: Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential.

ICF Coach: An ICF coach agrees to practice the ICF Core Competencies and pledges accountability to the ICF Code of Ethics.

Professional Coaching Relationship: A professional coaching relationship exists when coaching includes an agreement (including contracts) that defines the responsibilities of each party.

Roles in the Coaching Relationship: In order to clarify roles in the coaching relationship it is often necessary to distinguish between the client and the sponsor. In most cases, the client and sponsor are the same person and are therefore jointly referred to as the client. For purposes of identification, however, the ICF defines these roles as follows:

Client: The “Client/Coachee is the person(s) being coached.

Sponsor: The “sponsor” is the entity (including its representatives) paying for and/or arranging for coaching services to be provided. In all cases, coaching engagement agreements should clearly establish the rights, roles and responsibilities for both the client and sponsor if the client and sponsor are different

people.

Student: The “student” is someone enrolled in a coach training program or working with a coaching supervisor or coach mentor in order to learn the coaching process or enhance and develop their coaching skills.

Conflict of Interest: A situation in which a coach has a private or personal interest sufficient to appear to influence the objective of his or her official duties as a coach and a professional.

Part Two: The ICF Standards of Ethical Conduct

Section 1: Professional Conduct at Large

As a coach, I:

- 1) Conduct myself in accordance with the ICF Code of Ethics in all interactions, including coach training, coach mentoring and coach supervisory activities.
- 2) Commit to take the appropriate action with the coach, trainer, or coach mentor and/or will contact ICF to address any ethics violation or possible breach as soon as I become aware, whether it involves me or others.
- 3) Communicate and create awareness in others, including organisations, employees, sponsors, coaches and others, who might need to be informed of the responsibilities established by this Code.
- 4) Refrain from unlawful discrimination in occupational activities, including age, race, gender orientation, ethnicity, sexual orientation, religion, national origin or disability.
- 5) Make verbal and written statements that are true and accurate about what I offer as a coach, the coaching profession or ICF.
- 6) Accurately identify my coaching qualifications, expertise, experience, training, certifications and ICF Credentials.
- 7) Recognise and honour the efforts and contributions of others and only claim ownership of my own material. I understand that violating this standard may leave me subject to legal remedy by a third party.
- 8) Strive at all times to recognise my personal issues that may impair, conflict with or interfere with my coaching performance or my professional coaching relationships. I will promptly seek the relevant professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate my coaching relationship(s) whenever the facts and circumstances necessitate.

9) Recognise that the Code of Ethics applies to my relationship with coaching clients, coachees, students, mentees and supervisees.

10) Conduct and report research with competence, honesty and within recognised scientific standards and applicable subject guidelines. My research will be carried out with the necessary consent and approval of those involved, and with an approach that will protect participants from any potential harm. All research efforts will be performed in a manner that complies with all the applicable laws of the country in which the research is conducted.

11) Maintain, store and dispose of any records, including electronic files and communications, created during my coaching engagements in a manner that promotes confidentiality, security and privacy and complies with any applicable laws and agreements.

12) Use ICF Member contact information (email addresses, telephone numbers, and so on) only in the manner and to the extent authorised by the ICF.

Section 2: Conflicts of Interest

As a coach, I:

13) Seek to be conscious of any conflict or potential conflict of interest, openly disclose any such conflict and offer to remove myself when a conflict arises.

14) Clarify roles for internal coaches, set boundaries and review with stakeholders conflicts of interest that may emerge between coaching and other role functions.

15) Disclose to my client and the sponsor(s) all anticipated compensation from third parties that I may receive for referrals of clients or pay to receive clients.

16) Honour an equitable coach/client relationship, regardless of the form of compensation.

Section 3: Professional Conduct with Clients

As a coach, I:

17) Ethically speak what I know to be true to clients, prospective clients or sponsors about the potential value of the coaching process or of me as a coach.

18) Carefully explain and strive to ensure that, prior to or at the initial meeting, my coaching client and sponsor(s) understand the nature of coaching, the nature and limits of confidentiality, financial arrangements, and any other terms of the coaching agreement.

19) Have a clear coaching service agreement with my clients and sponsor(s) before beginning the coaching relationship and honour this agreement. The agreement shall include the roles, responsibilities and rights

of all parties involved.

20) Hold responsibility for being aware of and setting clear, appropriate and culturally sensitive boundaries that govern interactions, physical or otherwise, I may have with my clients or sponsor(s).

21) Avoid any sexual or romantic relationship with current clients or sponsor(s) or students, mentees or supervisees. Further, I will be alert to the possibility of any potential sexual intimacy among the parties including my support staff and/or assistants and will take the appropriate action to address the issue or cancel the engagement in order to provide a safe environment overall.

22) Respect the client's right to terminate the coaching relationship at any point during the process, subject to the provisions of the agreement. I shall remain alert to indications that there is a shift in the value received from the coaching relationship.

23) Encourage the client or sponsor to make a change if I believe the client or sponsor would be better served by another coach or by another resource and suggest my client seek the services of other professionals when deemed necessary or appropriate.

Section 4: Confidentiality/Privacy

As a coach, I:

24) Maintain the strictest levels of confidentiality with all client and sponsor information unless release is required by law.

25) Have a clear agreement about how coaching information will be exchanged among coach, client and sponsor.

26) Have a clear agreement when acting as a coach, coach mentor, coaching supervisor or trainer, with both client and sponsor, student, mentee, or supervisee about the conditions under which confidentiality may not be maintained (e.g., illegal activity, pursuant to valid court order or subpoena; imminent or likely risk of danger to self or to others; etc) and make sure both client and sponsor, student, mentee, or supervisee voluntarily and knowingly agree in writing to that limit of confidentiality. Where I reasonably believe that because one of the above circumstances is applicable, I may need to inform appropriate authorities.

27) Require all those who work with me in support of my clients to adhere to the ICF Code of Ethics, Number 26, Section 4, Confidentiality and Privacy Standards, and any other sections of the Code of Ethics that might be applicable.

Section 5: Continuing Development

As a coach, I:

- 28) Commit to the need for continued and ongoing development of my professional skills.

Part Three: The ICF Pledge of Ethics

As an ICF coach, I acknowledge and agree to honour my ethical and legal obligations to my coaching clients and sponsors, colleagues, and to the public at large. I pledge to comply with the ICF Code of Ethics and to practice these standards with those whom I coach, teach, mentor or supervise.

If I breach this Pledge of Ethics or any part of the ICF Code of Ethics, I agree that the ICF in its sole discretion may hold me accountable for so doing. I further agree that my accountability to the ICF for any breach may include sanctions, such as loss of my ICF Membership and/or my ICF Credentials.

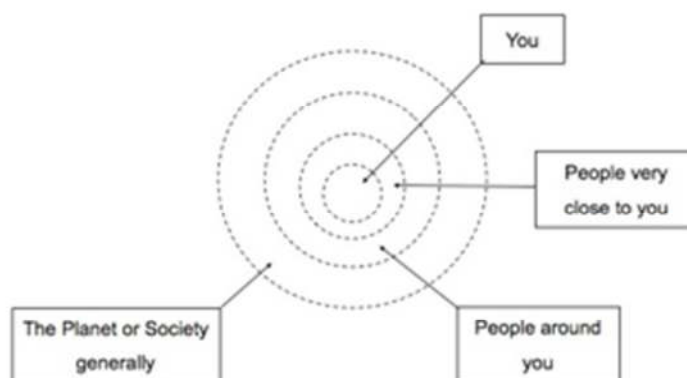
Adopted by the ICF Global Board of Directors June 2015.

Being Ethical and Ecological

As a coach you will help people in setting outcomes. We need to consider very carefully the consequences of achieving that outcome. Ecology is the study of consequences; of considering how any change you make impacts on the wider system of which you are a part. Ecology is having an awareness of the overall system and an Ecology Check is tracking the consequences of the change made in all aspects of that system.

An Ecology check on any outcome that we set assists us to recognise the impact of that change in all systems of which we are a part, ranging from people very close to us all the way to society and the planet generally.

It is important to ensure before any change takes place that there are no negative consequences of that change to you, the people close to you, the people around you, the organisation you work in and the general bigger picture.



©Julia Papworth

What are your experiences of coaching?

Is this really coaching?

Core Coaching Characteristics @Dr Sally Vanson

To become an excellent coach you should.....

- ✓ Be a balanced and well-adjusted professional individual
- ✓ Enjoy a good work/life balance
- ✓ Be open to all ideas, concepts and opinions
- ✓ Be able to be non-judgemental and objective
- ✓ Have held line management responsibility at a middle or senior management level (executive coaches)
- ✓ Have good interpersonal skills and an ability to build rapport and gain credibility
- ✓ Have been responsible for a number and variety of line reports (executive coaches)
- ✓ Be a respected professional in your chosen practice
- ✓ Understand the strategic direction and context of the organisation
- ✓ Be able to deal with ambiguity and complexity
- ✓ Be a 'big picture' thinker
- ✓ Be able to solicit and take feedback in a constructive and non-defensive manner
- ✓ Be a systemic thinker and think from fourth position (the 'we' factor)



The Association for Coaching suggests these characteristics define a good coach;

- ✓ Knowledge: *As a coach you need to know...*
- ✓ What coaching means and what distinguishes coaching as distinct from other learning and helping roles
- ✓ What the coaching process involves and what coaching models underpin your role as a coach
- ✓ Where coaching fits within wider developmental processes (particular within organisations)
- ✓ What personal and professional capabilities the coachee needs to develop
- ✓ How to manage the coaching relationship and to set clear boundaries
- ✓ How people respond to, manage and resist change
- ✓ How people learn and adapt coaching to suit different learning styles
- ✓ The limits and boundaries of own practice

Skills: As a coach you need to be able to...

- ✓ Actively listen and communicate at different levels
- ✓ Employ your intuition
- ✓ Creatively ask questions
- ✓ Influence with integrity
- ✓ Give feedback artfully
- ✓ Be empathic in face of setbacks
- ✓ Demonstrate confidence in self and coachee
- ✓ Be compassionate
- ✓ Work openly and collaboratively
- ✓ Challenge the coachee
- ✓ Help the coachee engage in problem-solving
- ✓ Facilitate goal-setting & generation of own strategies
- ✓ Focus on action
- ✓ Inspire persistence
- ✓ Act in the best interests of the coachee
- ✓ Network and access resources
- ✓ Manage self
- ✓ Demonstrate passion
- ✓ Act ethically and with the highest integrity

Behaviours: As a coach you should...

- ✓ Demonstrate empathy & build rapport
- ✓ Promote and facilitate excellence
- ✓ Inspire curiosity to open up new horizons
- ✓ Encourage self-discovery
- ✓ Act as a role model
- ✓ Be non-judgemental
- ✓ Possess a sense of humour & use appropriately
- ✓ Value diversity and difference
- ✓ Show tact and diplomacy
- ✓ Maintain trust and confidentiality
- ✓ Signpost client to other sources of support
- ✓ Seek opportunities to build client's confidence and self esteem
- ✓ Critically evaluate own practice
- ✓ Engage in continuous professional development (CPD)
- ✓ Share learning with clients and peers and wider coaching community

History of Coaching

©Dr Sally Vanson

The concept of coaching has been around for as long as the human race itself. Right from the earliest days the older or more skilled taught the young how to hunt, cook, paint pictures on cave walls and just how to be useful and effective members of their tribes or communities in general.

This type of practical, skill-related coaching still exists in most societies to this day. However, a more sophisticated form of coaching, aimed at inspiring greater understanding or awareness can be seen emerging in the earliest philosophies and religions, ranging from the lessons incorporated in Aesop's Fables to the lessons incorporated in the Parables.

As the idea of coaching developed, organisations started employing psychologists to understand employee motivation and development needs, as well as for recruitment, selection and assessment. Sport also had a strong influence on the rise of coaching. Tim Gallwey's book "The Inner Game of Tennis" in 1974 related to a more psychological approach to peak performance. He stated that the opponent in one's head was greater than the one on the other side of the net.

In 1992, Sir John Whitmore, a motor racing champion, published "Coaching for Performance" where he developed the most influential model of coaching - the GROW model (goal, reality, options, will). For more on this model, go to the end of the article. Gurus such as Stephen Covey and Antony Robbins also fuelled the appetite for personal development and awareness.

In the 1990's the US went into recession and corporate downsizing became the rage. It may have seemed good in theory, but did not take account of human needs. This left managers and leaders in highly stressed environments without support, which in turn added to the need for individuals and organisations to continuously develop. This need for performance maximisation has also contributed to the upsurge in coaching. Coaching requires a definite skillset and it takes time to develop into an effective coach.

Many large private, public and voluntary sector organisations (as well as small and medium sized businesses) use executive coaching as a stand alone development solution or dovetail coaching with other organisational development programmes.

Other background reading:

<http://coachfederation.org/files/includes/docs/004CoachingPracticesStudyGaleMaroz.pdf>

Classic Models of Coaching

Inner Game – Tim Gallwey

Enabling people to manage their own performance. A synthesis of the inner and outer self. 'Taking the whole person to the task'

GROW – John Whitmore, Graham Alexander

Maximise business performance through unlocking potential. Help individuals to learn through awareness raising and responsibility rather than teaching them

NLP (Neuro Linguistic Programming)

'The study of subjective experience' – how successful people do what they do. (Rapport, perspectives, models, behavioural patterning and language)

Positive Psychology

Focus on qualities of mental health and happiness rather than dealing with 'issues'. More therapeutic and often called 'happiness coaching' – ref: The Recovery Model used in Mental Health and Addiction to emphasise and support each individual's potential for recovery.

Behavioural Coaching – (Extended DISC)

Shifts the focus from client's inner goals, values and motivations to 'external behaviours' which when changed, go back and change the client's 'inner world'. It needs measurement and links to 360 degree 'before and after' benchmarking etc. The value of 'feedback'.

Ontological Coaching – Fernando Flores

The study of 'being' or the nature and quality of existence. Starts with principles not behaviour. Often described as the dynamic interaction of language, emotions and physiology which then drive behaviour generating what we say and do.

- Establish the relationship and accept the client on his/her terms
- Identify the client's concern and the extent of the gap between present state and goal
- Explore the language, moods, emotions and physiology that the client is using to create their way of being
- Help the client change those things that are preventing them reaching their goal, in a useful and productive way

Integral Coaching – Ken Wilber

Complete, inclusive, balance and comprehensive. Works with perceptual positions and 4 quadrant model. An all encompassing model and many coaches build their practice on a variation of this, especially in organisations. Can become a very spiritual model and may work differently for different genders.

Individual interior. 'I' as I see myself, subjective reality. Goals, values and ideas as I experience them in my states of consciousness	Individual exterior. 'it, him or her' as seen from the outside. Objective reality as in science and behaviourism
Shared understanding. 'we' as understood from the inside, cultures, shared values and world view	Social systems. Social sciences, human constructed environments and sociology

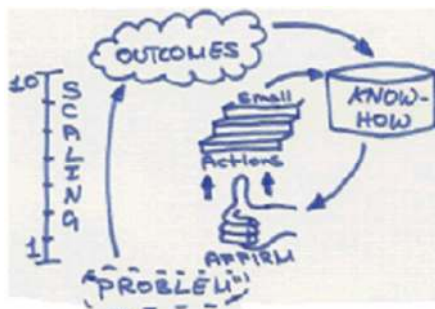
A useful model to chunk down into lines of development;

- Cognitive; the ability to think clearly and effectively
- Moral; ability to take on mantle of another person or community
- Emotional; ability to take on and think about emotions in a positive way
- Interpersonal; the ability to get on with people, communicate well, be liked and be trustworthy
- Psychosexual; used to understand happy and healthy sexual relationships and integrate these into a way that works for self and others

An overall integral model – Joseph O'Connor

The goals, mental habits and values of the coach, client. The subjective expectations of coach, client and other stakeholders.	The behaviours of the coach and client. The body language, spoken language and psychogeography of the coaching session.
The relationship between coach and client as experienced by them. The shared expectations and synergy that results.	The external systems that support the sessions, the business framework, logistics, economic system etc

Solution-Focused Coaching



Many of our approaches to change are problem-focussed - in that we attempt to move forward by exploring the problem: we try to understand what the problem is, what has caused it, and what we need to do to get rid of it. This works well in many situations, particularly those involving machines and other man-made artefacts. For example, we may notice that our car seems rather sluggish which prompts us to inspect the wheels. We discover that one of the tyres is flat and so replace it? problem solved! But when we are working with people, diagnosing the problem often gives us little indication of the solution and indeed may even make the situation worse! Fortunately there is another way. we can

focus on solutions instead. At heart this solution-focused approach involves:

finding out what works and doing more of it stop doing what doesn't work and doing something else.

It doesn't mean that we refuse to discuss the problem but it does mean that we use any problem discussion to discover what the person wants to do, to learn about their commitment and passion, and to unearth evidence of skills and resources they are already using.

OSKAR is a framework for solution focused coaching:

1. OUTCOME:

What is the objective of this coaching?

What do you want to achieve today?

2. SCALING:

On a scale of 0 to 10, with 0 representing the worst it has ever been and 10 the preferred future, where would you put the situation today?

You are at n now; what did you do to get this far?

How would you know you had got to n+1?

3. KNOW-HOW & RESOURCES:

What helps you perform at n on the scale, rather than 0?

When does the outcome already happen for you - even a little bit?

What did you do to make that happen? How did you do that?

4. **AFFIRM AND ACTION:**

What's already going well?

What is the next small step?

You are at n now, what would it take to get you to $n+1$?

5. **REVIEW: What's better?**

What did you do that made the change happen?

What effects have the changes had?

What do you think will change next?

Transformational Coaching

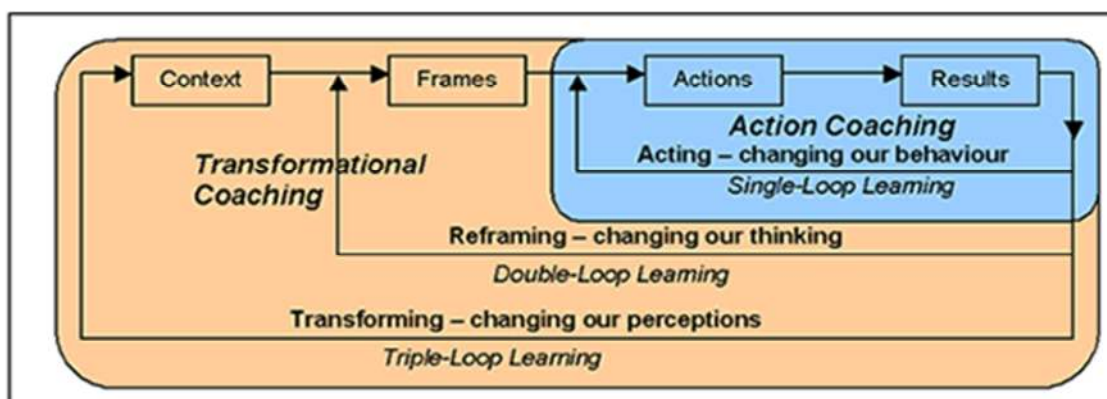
Robert Hargrove, the author of *Masterful Coaching* (ISBN 0-89384-281-8), states that "coaching is about interacting with people in a way that teaches them to produce often spectacular results in their businesses". He also sees it as a highly moral endeavour, requiring coaches to take a stand for the future of people, communities, societies and the world. Thus, for Hargrove, coaching is about creating business enterprises that are both outstandingly productive and that nurture the human spirit and allow people to learn and grow.

The methodology at the core of his approach is Trans-formational Coaching. Transformational Coaching seeks to go beyond helping people perform better (single-loop learning) to getting to the source of people's behaviour and altering their frames of reference (double-loop learning) and ways of being (triple-loop learning). Thus the three aspects of Trans-formational Coaching are:

- **1.Transforming who people are (triple-loop learning).** Empowering people to create a shift in their context or point of view about themselves with the intent of helping them learn, grow, and produce the results they truly desire.
- **2.Coaching people to learn to do new things (double-loop learning).** Enabling people to fundamentally reshape their patterns of thinking with the intent of helping them break through impasses and learn to do different things.
- **3.Coaching for incremental improvement (single-loop learning).** Coaching people to continuously improve their current practices or do what they are already doing better.

One core activity in transformational coaching is helping people surface, question and reframe the stories they tell about who they are. These stories shape, limit, and define our way of being. There are two basic kinds of story - rut stories and river stories.

Rut stories keep people in old ways of being and thinking patterns and result in inaction. River stories are generally those of personal growth, self-renewal and transformation. The coach seeks to transform rut stories into river stories by helping people realise that they are the authors of their stories and that they can choose to tell stories that open up new possibilities for themselves and support them in fulfilling their potential.



Dr Mike Munro



CDM Corporate Transformation Process

In the late 80s and early 90s an American consultancy, Creative Dimensions in Management (CDM), delivered corporate transformation processes based on one-on-one mentoring to a succession of UK banking organisations. The mentoring model used combined coaching with techniques and models drawn from Comprehensive Family Therapy. One of these models was based on a concept termed Progressive Abreactive Regression (PAR). At its simplest this model predicts

that, when a person attempts to significantly change their performance, they are likely to follow a zig-zag path to growth, alternatively progressing and regressing (see diagram).

CDM's approach to corporate transformation explicitly stimulated and managed these progressions and regressions. The person being mentored committed to deliver a performance improvement of at least 35%, this level of "stretch" being designed to provide the momentum to adapt to an entirely new level of performance.

Iris Martin, CDM's founder gives the following example of her work with CEOs. A commitment to a 15% increase in performance leads the CEO to ponder "Is this actually possible and if so why I hadn't I thought of this myself?" (introspection); a 25% performance improvement leads to a deeper regression where the CEO questions whether they can sustain this performance and whether it was really a result of their efforts anyway (fear of failure); a commitment to performance improvements of more than 35% leads to a still deeper regression in which the ego's existence is threatened (fear of success) and where breakthrough will result in a new sense of identity being forged and sustained higher levels of performance.

The key to managing these regressions lies in increased self-awareness. As the growth goal increases, awareness and self-consciousness must deepen in order to manage the regressive trends that occur. These trends include moving beyond one's illusions about oneself and one's potential; moving beyond the defences that protect the self from the anxieties of growth; examining and resolving the ambivalence that prevents a total commitment to achieving one's vision; embracing fears and terrors associated with failure and success including shame and abandonment; and, ultimately, discovering one's will - an energy source that can fuel the activation and achievement of any vision.

For more on this approach see "From Couch to Corporation", by Iris Martin, ISBN 0-471-11958-X.

Dr Mike Munro

What is Executive Coaching?

Executive Coaching is a specialist form of management development and education. It is particularly suited to senior executives who have risen above the scope of formal management development programmes and require highly focused development and support tailored to the particular challenges facing them in their business. It can and often does include Mentoring.

Executive Coaching stimulates and manages the individual growth necessary to deliver business performance beyond present levels and beliefs of what is possible by helping executives:

- build a solid personal foundation and demonstrate strong confidence in self and others
- develop their personal vision and uncover their value priorities
- think strategically and inspire shared vision, mission and values
- determine appropriate goals, strategies, tactics and action plans
- enhance their management and leadership skills
- identify their personal winning strategies
- uncover self sabotage, recognise repeating patterns and introduce change to interrupt habitual responses
- elicit high commitment to personal change and development.
- Take on new perspectives, tips and techniques for implementing action plans

Being coached can therefore be a challenging and stretching experience, inviting executives to draw on and develop hidden personal resources and qualities. And it can be an exciting, stimulating journey of self discovery and development which opens up new opportunities for personal fulfilment and achievement.

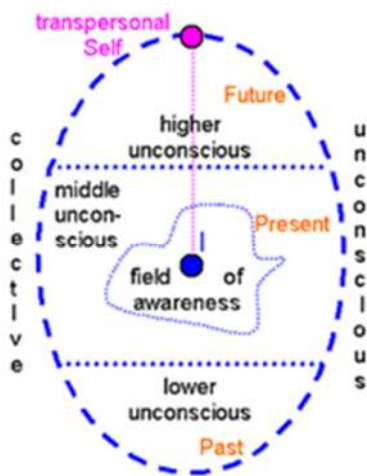
Organisational Coaching

Organisational Coaching is delivered through individual programmes of development work with senior executives. The programme promotes major organisational change by developing the personal vision, confidence and competence of the executives concerned. At the outset, clear personal goals for the programme are agreed which are aligned with the objectives and vision of the business so that the executive's personal development directly impacts on the organisation's performance.

Organisational Coaching Programmes are designed to:

- improve business performance by creating personal stretch goals in line with corporate objectives
- support and accelerate personal and organisational change
- make change work by sustaining commitment to the corporate vision in a critical mass of senior managers
- help manage the downside risk of change and maintain performance during periods of rapid change
- remove obstacles to successful change by predicting and managing personal and organisational regression
- promote balance and provide a stable base during periods of major organisational and career change

Psychosynthesis by Dr Mike Munroe



Fifteen years ago I was becoming increasingly curious about both my personal development and my spiritual growth. To find a way forward, I read widely, went to a variety of workshops and classes, and spoke to a lot of people - but without finding what I was looking for. Then one day I read the first chapter of the book *Psychosynthesis* first published in 1965 by Roberto Assagioli and had an epiphany - here was a path that could help me discover my true spiritual nature and increase my ability to live this in the world.

Since then, the philosophy and models of Psychosynthesis have strongly influenced my life and my work as a coach and mentor, none more so than Psychosynthesis's central model - "The Egg of Being" (see diagram). This is a map of who we are. At the heart of the diagram is the personal self, our individual "I" or self that experiences itself as having thoughts, emotions and sensations. Becoming more aware of this centre of our being is a primary goal

of Psychosynthesis for this is the place from which we can manage and direct our personality - rather than be directed by it - and take responsibility for our process of becoming.

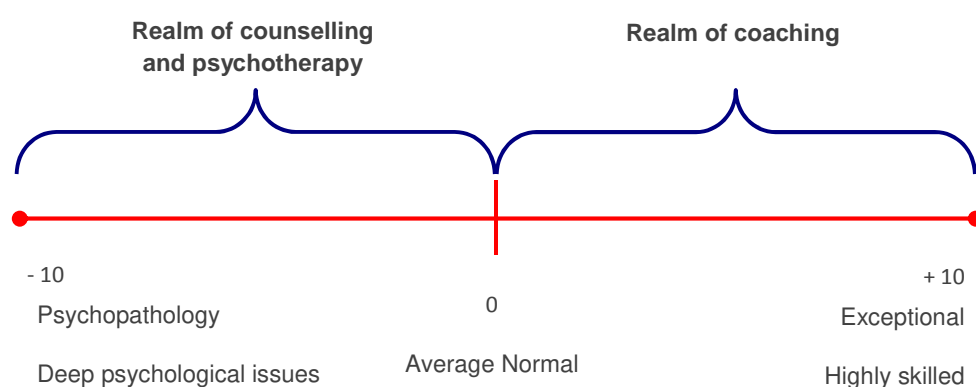
Becoming more fully integrated human beings (which Warren Bennis asserts is also the route to becoming a great leader) involves enabling the self's attention to more freely range across the whole of who we are (represented as the interior of the egg). The middle unconscious represents our present and contains those aspects of ourselves that can easily be brought into our field of awareness. Our field of awareness is constantly changing in shape as what we attend to changes. The lower unconscious stands for our past and includes repressed complexes, long forgotten memories, instincts and physical functions over which we ordinarily have no conscious control. The higher unconscious represents our evolutionary future and is that part of our psychological space from which we receive inspiration and illumination and is where our intuition and potential lie. We are immersed in the collective unconscious in which all beings play a part.

When we incarnate, our self is clothed in a physical body and a personality, both of which develop as we grow enabling us to be and act in the world. But both can also limit us. Our personality with its particular configurations of thoughts, beliefs and emotions may come to bind us too tightly. As we learn to disidentify from the contents of our consciousness and expand our field of awareness, so we come to know our essential self and to express the fullness of ourselves in the world. Assagioli expresses it very eloquently; "Psychosynthesis is a method of psychological development and Self realisation for those who refuse to remain the slaves of their own inner phantasms or of external influences, who refuse to submit passively to the play of psychological forces which is going on within them, and who are determined to become the masters of their own lives."

Coaching/counselling

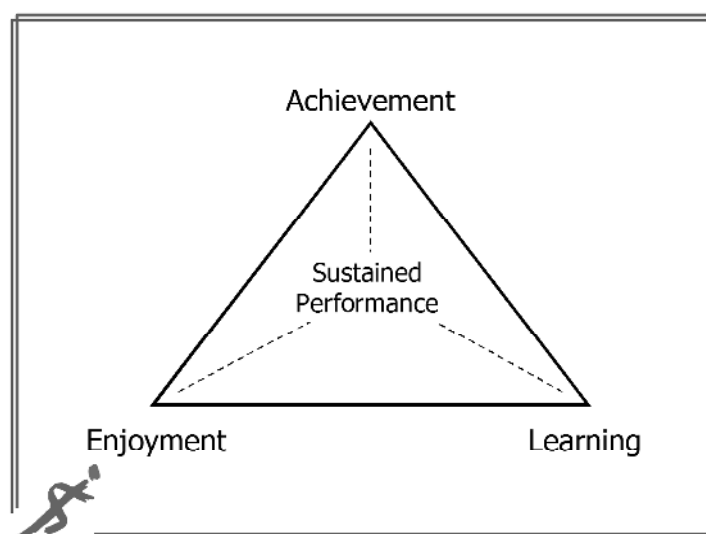
In '*Personal and Executive Coaching*', Fairley and Stout suggest that, in counselling, 'the person is seen as broken, bruised and in need of healing' whereas in coaching, people are seen as 'creative, resourceful and whole'. The following model illustrates the relationship between counselling and coaching:

The relationship between Counselling and Coaching

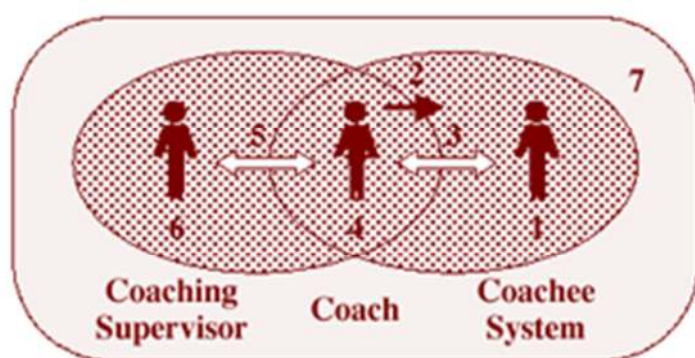


Debate; What are the similarities and differences between coaching, mentoring, counselling and consulting and what if any dilemmas does this cause?

Coaching interactions need to unlock the powerful intrinsic motivators of:



The 7- Eyed Model for Coaching



A systemic perspective to knowledge building and increased effectiveness

Peter Hawkins and Robin Shohet developed this model originally for supervisors working with individuals, with groups, and with organisation's, in the Human Resources professions. It takes a personal and social systems perspective. It supports the coach to build and develop expertise in several levels of knowledge that will greatly enhance their effectiveness

The TPS team is delighted to be working with this model as it provides a valuable framework within which to focus on the various players in the coaching process, and the social systems in which they operate. It combines attention to the minutiae of the work; to the beliefs, feelings and energetic experience of the coach; and to the interactions in the coaching process, as well as in the supervisory relationship itself. The key benefit to coaches is that the wider and deeper the knowledge gained, the more the work will flow.

Whichever 'eye' we look through we will see a different facet of the whole.

The seven 'eyes' are as follows:

1. The Coach system.

The focus is on the situation, the problem the coach wants help with, and how issues are presented, and keeps the attention upon the immediate agenda of the coaching work.

2. The Coach interventions.

The focus is on what kinds of intervention have been made, the rationale for them, and what else could they have done. This focus may be especially valuable for novices who are consolidating their basic skills.

3. The relationship between the Coach and their client.

The focus is on the dynamic between them, or on what is going on at both a conscious and an unconscious level, it can offer a mine of information that can assist in understanding the deeper, underlying processes which affect the outcome of the work. By paying attention to this part of the system, the coach can stay true to the contract, and learn to tune in accurately to the underlying psychological climate of the work.

4. The Coach's own experience.

Here there is an opportunity to become more self aware, and so deepen the learning about how to use their full potential, and about what may be getting in the way of that happening.

5. The Parallel Process.

This is a valuable perspective as the dynamics that are present in the coach and client relationship can be played out within the supervisory relationship. When this happens, the coach and supervisor learn together what it is like for the client to be in the relationship. It is as if the client is present. With an energy perspective, we learn here that their energy is present, and has arrived alongside the coach. The data gathered in this way, adds another dimension to the supervisee's learning, and effectiveness

6. The Supervisor's own self-reflections.

Such reflections give an added dimension to the gathering of data within the supervision meeting, and may open up new avenues of understanding the coach's relationship with the client.

7. The Wider Context.

The supervision meeting is also a time to reflect on the ethical, organisational, contractual, social and cultural aspects of the work. There will be different concerns at different stages in the work. With this 'eye', the wider world is held in view, lest the coach shuts out the systemic implications of the wider field.

Understanding Communication

©Dr Sally Vanson

Knowing ourselves and the way we react to the world around us ensures that we can be the most effective coach possible. This journey starts with ensuring we are safe to coach others and able to keep ourselves safe in the process. We cannot not communicate, so developing emotional intelligence is key to becoming a good coach.

Emotional Intelligence - EQ - is a relatively recent behavioural model, rising to prominence with Daniel Goleman's 1995 Book called 'Emotional Intelligence'.

Emotional Intelligence embraces and draws from numerous other branches of behavioural, emotional and communications theories, such as NLP (Neuro-Linguistic Programming), Transactional Analysis, and empathy. All work for a coach must start with Self, from this one must develop an understanding of managing self and of understanding others. This leads to social skills which positively impact on others. Developing self-awareness can come from numerous tools - 360degree feedback, performance profiling, such as DISC (behaviours), MBTI (abilities), IWAM (attitude and motivation), performance reviews, self analysis, coaching and coach supervision.

Daniel Goldman's (2006) book Social Intelligence states how we are literally 'hard-wired' to communicate, to get in synch with each other through rapport and sharing physiological states through interaction with another person, know as empathy. As a coach the higher your ability to have social intelligence the more effective for someone else you can become. All change starts with SELF.

Feedback

The purpose of feedback is to gain Awareness. Understanding where there is or is not awareness in an individual is important to their professional development. Feedback as a function is often seen as a negative - 'what I did wrong'. This perception does little to empower anyone, creates fixed mindsets, can lead to defensive behaviours and cause stress. **Feedback is NOT about failure!**

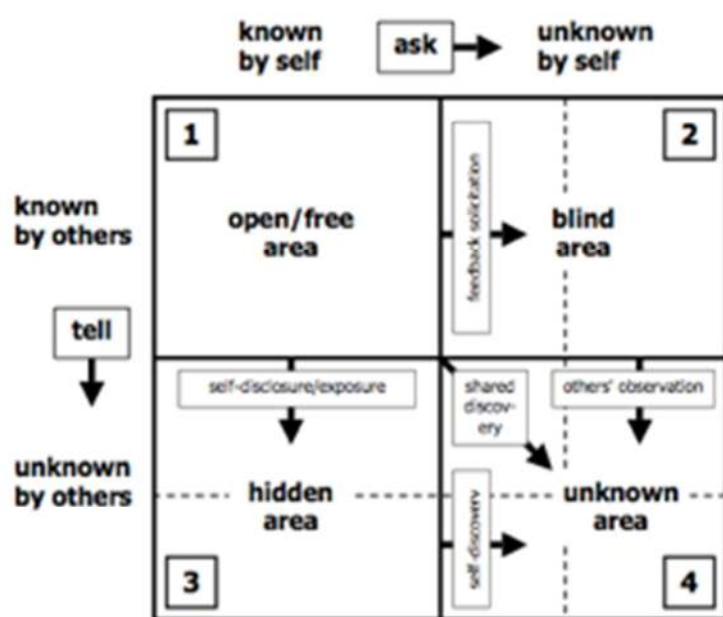
No one person has all the answers, this is why mentoring is a profound and benevolent process. Together mentor and mentee can build a relationship based on trust enabling both to grow, learn, develop and support each other in their learning. It is not a one-way process.

Feedback is a process for gaining awareness and that may come from inside or outside the person. Knowing ourselves (as mentor or mentee) and the way react to the world around us ensures that we can be as effective as possible. We cannot not communicate, so developing emotional intelligence and awareness is essential for growth.

Johari Window

The Johari Window model was devised by American psychologists Joseph Luft and Harry Ingham in 1955, while researching group dynamics at the University of California Los Angeles. It is an effective model to understand awareness and development of SELF.

The Johari Window model is a simple tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group and to improve a group's relationship with other groups. This version © alan chapman 2003. This diagram is based on the Ingham and Luft Johari Window, developed and adapted by Alan Chapman (Business Balls)



This version © Alan Chapman 2003. This diagram is based on the Ingham and Luft Johari Window, developed and adapted by Alan Chapman (Business Balls)

1 - Johari region 1 is also known as the 'area of free activity'. This is the information about the person - behaviour, attitude, feelings, emotion, knowledge, experience, skills, views, etc - known by the person ('the self') and known by the group ('others').

Established team members logically tend to have larger open areas than new team members. New team members start with relatively small open areas because relatively little knowledge about the new team member is shared. A mentor operates from this place.

2 - Johari region 2 is what is known about a person by others in the group, but is unknown by the person him/herself. By seeking or soliciting feedback from others, the aim should be to reduce this area and thereby to increase the open area.

This blind area is not an effective or productive space for individuals or groups. This blind area could also be referred to as ignorance about oneself, or issues in which one is deluded. A blind area could also include issues that others are deliberately withholding from a person.

3. **Johari region 3** is what is known to ourselves but kept hidden from, and therefore unknown, to others. This hidden or avoided self represents information, feelings, etc, anything that a person knows about him/self, but which is not revealed or is kept hidden from others.

Most people fear judgement or vulnerability and therefore hold back hidden information and feelings, etc, that if moved into the open area, i.e. known by the group as well, would enhance mutual understanding, and thereby improve group awareness, enabling better individual performance and group effectiveness.

4 - **Johari region 4** is what is known to ourselves but kept hidden from, and therefore unknown, to others. This hidden or avoided self represents information, feelings, etc, anything that a person knows about him/self, but which is not revealed or is kept hidden from others. This is an area where coaching may help the person discover and unlock talents

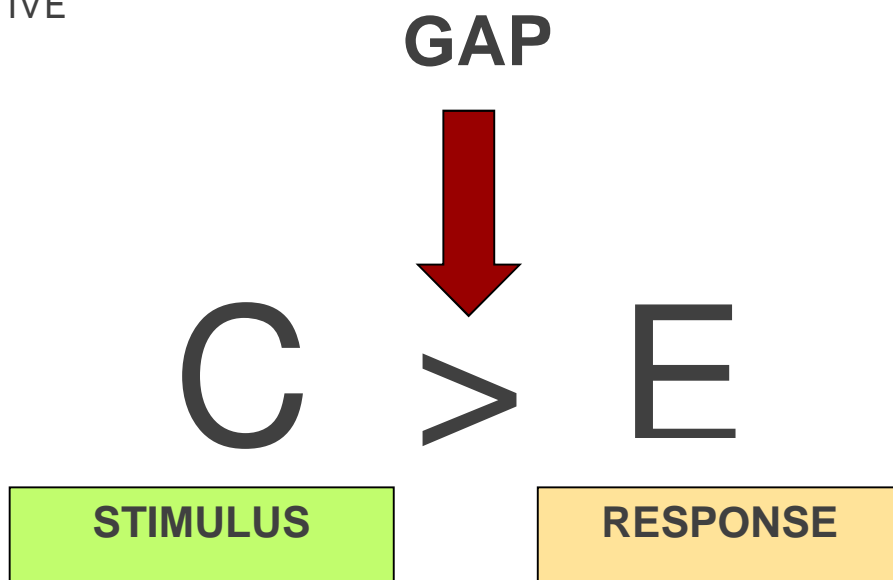
Uncovering 'hidden talents' - that is unknown aptitudes and skills, not to be confused with developing the Johari 'hidden area' - is another aspect of developing the unknown area, and is not so sensitive as unknown feelings. Providing people with the opportunity to try new things, with no great pressure to succeed, is often a useful way to discover unknown abilities, and thereby reduce the unknown area.

BASIC SET UP FOR COACHING

In order to ensure that the coachee is clear on their responsibility in the relationship its is useful to describe the concepts of Cause and Effect, The NLP Communication Model and the Basic Framework for Coaching;

Taking responsibility for My own Actions

BE PROACTIVE

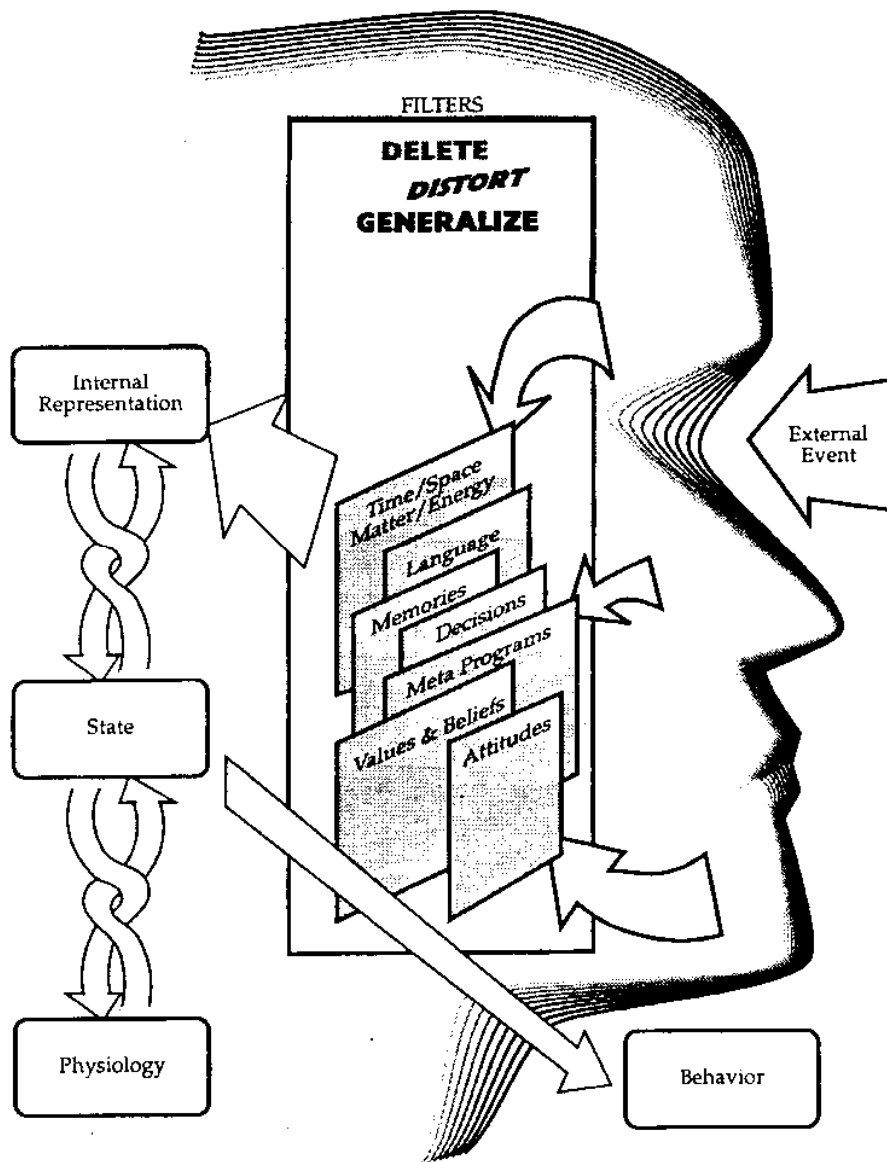


Understanding the Cause Effect equation is the starting point of taking control of things that before have seemed impossible and out of reach. If you sit on the Effect side of the equation you are forever in the victim mentality whereby the world and everything in it is doing things to you that you have no control over. Once you realise and accept that the results that you are getting are directly attributable to your behaviours and actions then you can take back control of what is happening in your life.

"We who lived in concentration camps can remember the men who walked throughout the huts comforting others, giving away their last piece of bread. They may have been few in number, but they offer sufficient proof that everything can be taken away from a man but one thing: the last of the human freedoms – to choose one's own attitude in any given circumstances, to choose one's own way. (Viktor Frannkl)

NLP Communication Model

NLP Communication Model



Reprinted under licence from Advanced Neuro Dynamics'

NLP Master Practitioner Manual 2000

Values formation @Dr Sally Vanson

Values are those ideas in which we are willing to invest time, energy and resources to either avoid or achieve,

- Unconscious filters of information
 - Decision making
 - Good or bad
 - Right or wrong
 - How we feel
 - Hierarchical – we have many of them
 - Link to how we perceive and experience the world
- 'Towards' or 'away' from, they are our attractions or repulsions.
- Can change with context e.g. business or personal relationships
- Create primary feelings that determine our motivation
- Knowing someone's values can help us predict their behaviour
- Brand values help predict organisational behaviour in the market place

Age	Values formation
Birth – 7	Imprint period. Basic programming occurs between ages 2 and 4 and by the age of 4 most major programming has occurred. Many phobias develop between the ages of 3 and 7. The child is unconsciously picking up the behaviours of the parent
8 - 13	According to the sociologist Morris Massey this is the Modelling period. The child consciously and unconsciously models the behaviours around him/her, S/he becomes separate from his/her parents, notices behaviours of family and friends and begins to adopt the behaviours of people seen as heroes. At this point values are based on what is happening in the world.
14-21	This is the Socialisation Period. The young person picks up values which will inform the rest of his/her life. By age 21 values formation is just about complete and will not change unless there is a significant emotional experience .

Sources of values

- Family
- Friends
- Religion
- School
- Geography/ location
- Economics/ prosperity
- Major historical events
- The Media
- Cultural difference
- Age and experience

MAJOR VALUES GROUP

Traditionalists

Age 40 -70, in control of their lives, like group and teamwork, company of like minded people, look up to authority, believe in law and social order. Stability equals money, a job is a job not a life, problem and committee orientated, materialistic.

Harmonisers

Age 30 -40, programmed by traditionalists, worry about 'missing out'. Like self-help books and goal is to 'find themselves'.

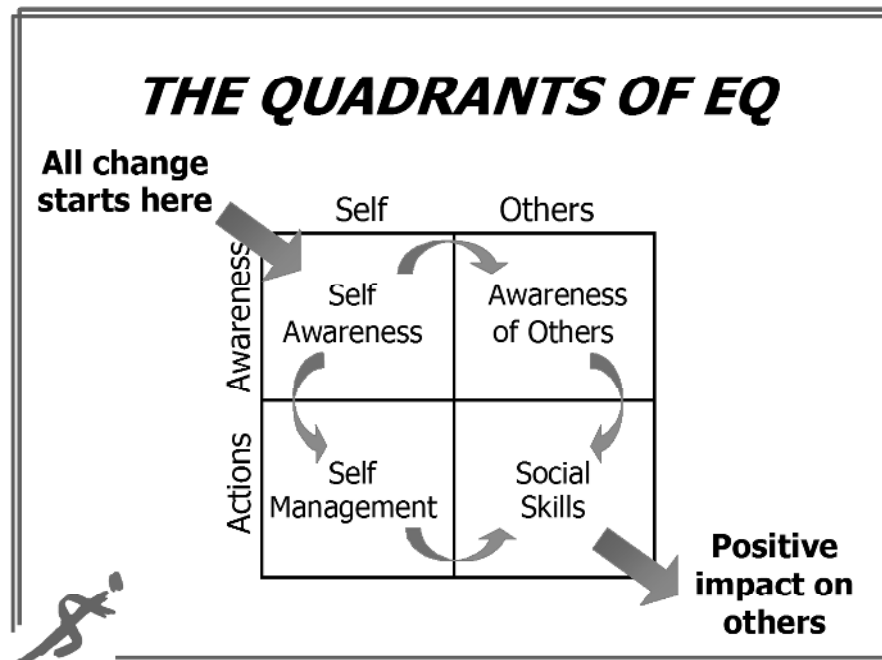
Rejectionists

Age 25 to 35, reject traditional ways of being, do not like groups or teams or rules and regulations, do not accept authority for the sake of it, ask 'why', sensual, have fun, informal, get bored, work is not important, may not be fully accountable, 'throw away' society, hate overtime.

Synthesisers

Mid teens – 25, confused and worried about future, worried about the world, global warming. Not knowing etc and worry produces more traditional behaviour

EMOTIONALLY INTELLIGENT COACHING



(The Performance Solution with Performance Consultants 2003)

Being an effective coach means cleaning up our own act to ensure we are 'safe' to coach others and that we can keep ourselves 'safe' and in the process irrespective of what the content may be. Even organisational coaching will cross the border into highly complex personal issues at times. Knowing ourselves and how we react to the world around us will ensure we are as professional and effective as possible

Self Awareness

The ability to recognise and understand your moods, emotions and drives, as well as the effect on others.

Self Management

The ability to manage or redirect disruptive impulses and moods and to suspend judgement and to think before acting.

Awareness of Others

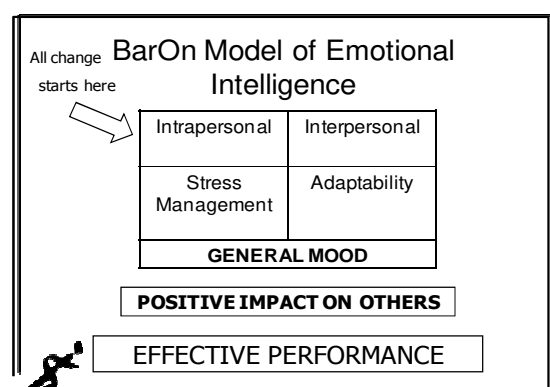
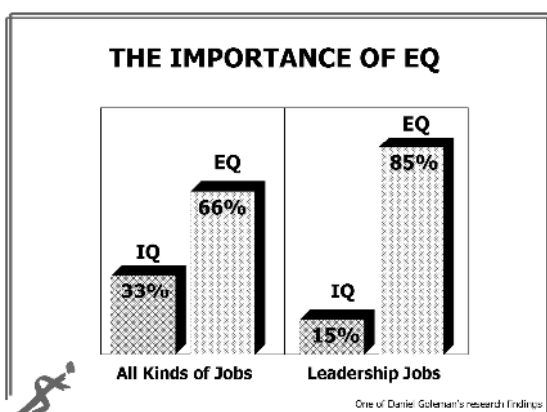
The ability to recognise and understand the emotions and drives in others along with the effects that these have on inter-personal relationships

Social Skills

Proficiency in managing and building networks with an ability to find common ground and build rapport.

Emotional Intelligence: the facts

- 1 "In an analysis of 181 different positions in 121 organisations world-wide, 67% of the abilities deemed essential for effective performance were emotional competencies" (Rosier, 1994)
- 2 In data from 40 different corporations, to differentiate star performers from average ones "emotional competencies were found to be twice as important in contributing to excellence as pure intellect and expertise". (Goleman, 1989)
- 3 Analysing hundreds of executive and leadership positions in 15 global businesses, 90% of the difference between average and best performers was emotional competencies. (Goleman, 1997)
- 4 Among over 2000 managers from 12 large organisations, 81% of the competencies that distinguished outstanding managers were related to emotional intelligence. (Boyatzis, 1982).
- 5 When we have an experience, we feel and think at the same time. Usually, we start feeling before we start thinking. It is literally impossible for us to make even the simplest decision without feelings.



Bar-On EQ-i DESCRIPTIONS

Intrapersonal

Self Regard – the ability to look at and understand oneself, respect and accept oneself, accepting one's perceived positive and negative aspects as well as one's limitations and possibilities.

Emotional Self-Awareness – the ability to recognise and understand one's feeling and emotions, differentiate between them know what caused them and why.

Assertiveness – The ability to express feelings, beliefs, and thoughts and defend one's rights in a non-destructive way.

Independence – the ability to be self-reliant and self-directed in one's thinking and actions and to be free of emotional dependency; these people may ask for and consider the advice of others. But they rarely depend on others to make important decisions or do things for them.

Self-Actualisation – the ability to realise one's potential capacities and to strive to do that which one wants to do and enjoys doing.

Interpersonal

Empathy – the ability to be attentive to, to understand, and to appreciate the feelings of others ... it is being able to "emotionally read" other people.

Social Responsibility – the ability to demonstrate oneself as a co-operative, contributing and constructive member of one's social group.

Interpersonal Relationship – the ability to establish and maintain mutually satisfying relationships that are characterised by intimacy and by giving and receiving affection.

Adaptability

Reality Testing – the ability to assess the correspondence between what is experienced (the subjective) and what in reality exists (the objective).

Flexibility – the ability to adjust one's emotions, thoughts, and behaviour to changing situations and conditions.

Problem Solving – the ability to identify and define problems as well as to generate and implement potentially effective solutions.

Stress Management

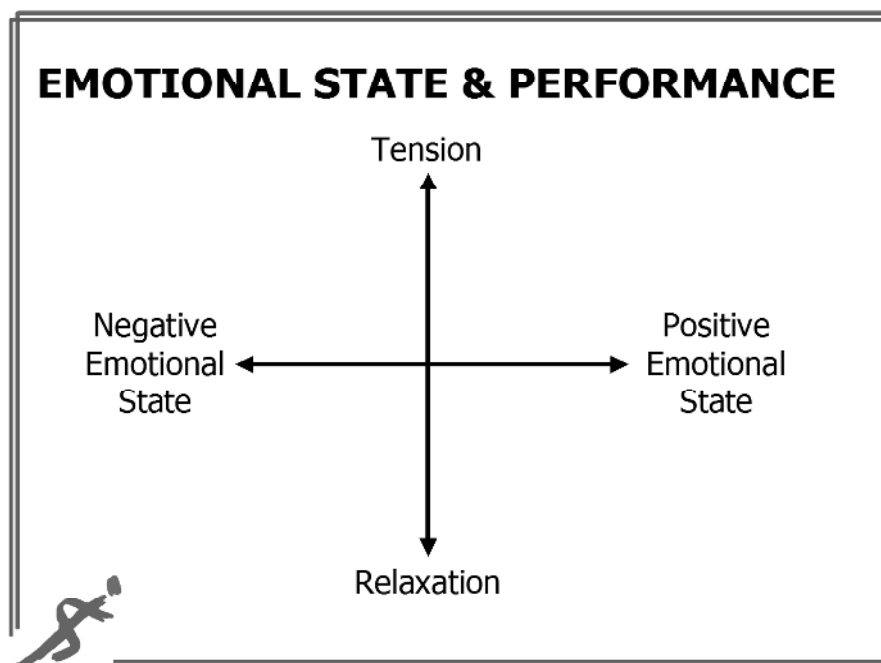
Stress Tolerance – the ability to withstand adverse events and stressful situations without falling apart by actively and confidently coping with stress.

Impulse Control – the ability to resist or delay an impulse, drive, or temptation to act.

General Mood

Optimism – the ability to look on the brighter side of life and to maintain a positive attitude even in the face of adversity.

Happiness – the ability to feel satisfied with one’s life, to enjoy oneself and others, and to have fun.



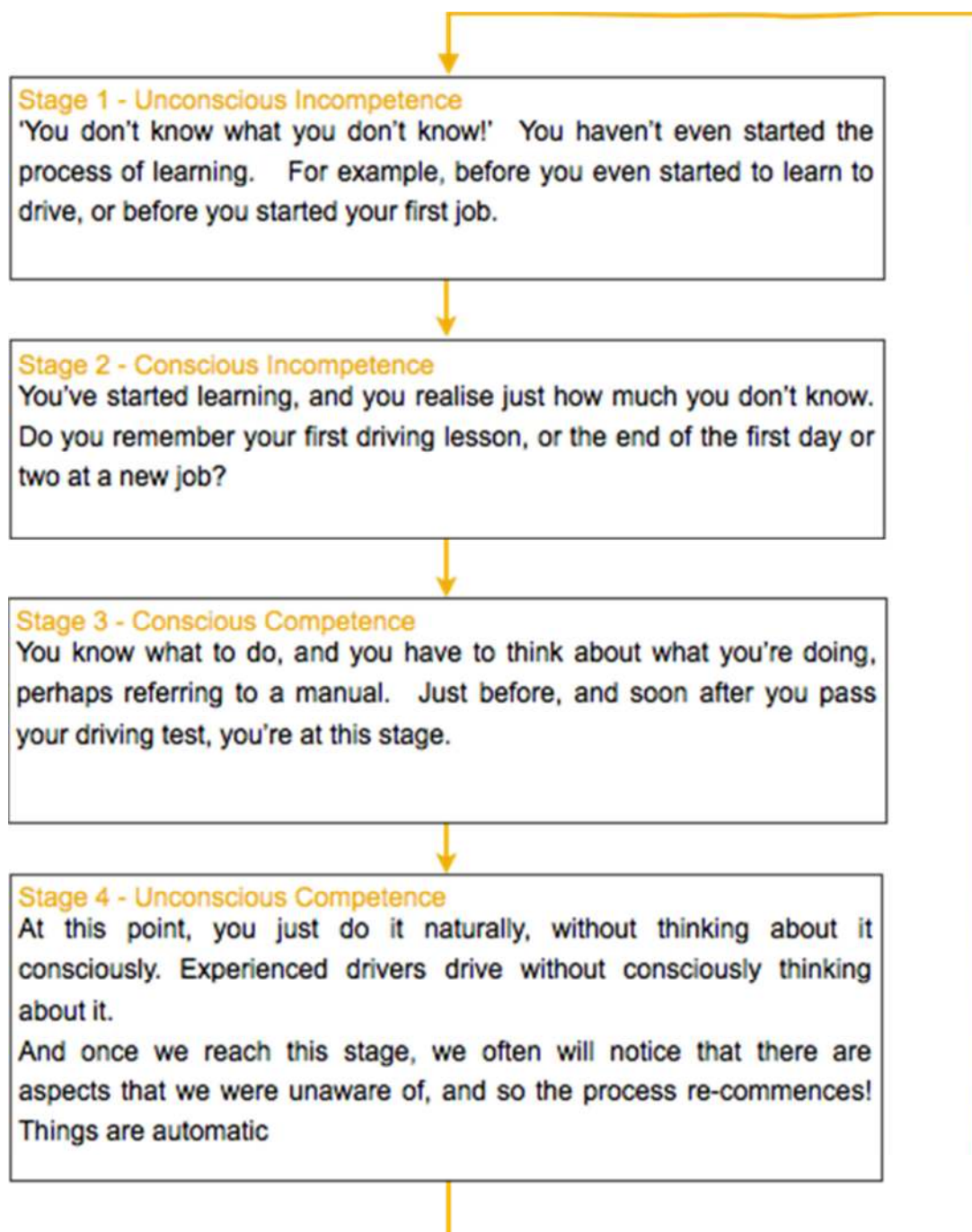
EXERCISE;

Review the Bar-on EQi descriptions and score yourself on a scale of 1-10 against each one. (10 = excellent). Which are the 3 areas you will develop and gain feedback on during this programme? How do you like to receive feedback?

The four steps to learning

As we learn any new skill, we will pass through these four stages of learning.

'To be conscious that you are ignorant of the facts is the first great step to knowledge' Benjamin Disraeli



Core Coaching Competencies

ICF Coaching Core Competencies

The following eleven core coaching competencies were developed to support greater understanding about the skills and approaches used within today's coaching profession as defined by the ICF. They will also support you in calibrating the level of alignment between the coach-specific training expected and the training you have experienced. Finally, these competencies were used as the foundation for the ICF Credentialing process examination. The core competencies are grouped into four clusters according to those that fit together logically based on common ways of looking at the competencies in each group. The groupings and individual competencies are not weighted - they do not represent any kind of priority in that they are all core or critical for any competent coach to demonstrate.

A. SETTING THE FOUNDATION

1. MEETING ETHICAL GUIDELINES AND PROFESSIONAL STANDARDS
2. ESTABLISHING THE COACHING AGREEMENT

B. CO-CREATING THE RELATIONSHIP

3. ESTABLISHING TRUST AND INTIMACY WITH THE CLIENT
4. COACHING PRESENCE

C. COMMUNICATING EFFECTIVELY

5. ACTIVE LISTENING
6. POWERFUL QUESTIONING
7. DIRECT COMMUNICATION

D. FACILITATING LEARNING AND RESULTS

8. CREATING AWARENESS
9. DESIGNING ACTIONS
10. PLANNING AND GOAL SETTING
11. MANAGING PROGRESS AND ACCOUNTABILITY

NOTE: Each competency listed on the following pages has a definition and related behaviours. Behaviours are classified as either those that should always be present and visible in any coaching interaction (in regular font), or those that are called for in certain coaching situations and, therefore, not always visible in any one coaching interaction (in italics).

A. SETTING THE FOUNDATION

1. **Meeting Ethical Guidelines and Professional Standards** - Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations
 - a. *Understands and exhibits in own behaviours the ICF Standards of Conduct (see list),*
 - b. *Understands and follows all ICF Ethical Guidelines (see list),*
 - c. *Clearly communicates the distinctions between coaching, consulting, psychotherapy and other support professions,*
 - d. *Refers client to another support professional as needed, knowing when this is needed and the available resources.*
2. **Establishing the Coaching Agreement** - Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship
 - a. *Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate),*
 - b. *Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered, and about the client's and coach's responsibilities,*
 - c. *Determines whether there is an effective match between his/her coaching method and the needs of the prospective client.*

B. CO-CREATING THE RELATIONSHIP

3. **Establishing Trust and Intimacy with the Client** - Ability to create a safe, supportive environment that produces ongoing mutual respect and trust
 - a. *Shows genuine concern for the client's welfare and future,*
 - b. *Continuously demonstrates personal integrity, honesty and sincerity,*
 - c. *Establishes clear agreements and keeps promises,*
 - d. *Demonstrates respect for client's perceptions, learning style, personal being,*
 - e. *Provides ongoing support for and champions new behaviours and actions, including those involving risk taking and fear of failure,*
 - f. *Asks permission to coach client in sensitive, new areas.*
4. **Coaching Presence** - Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident
 - a. *Is present and flexible during the coaching process, dancing in the moment,*
 - b. *Accesses own intuition and trusts one's inner knowing - "goes with the gut",*
 - c. *Is open to not knowing and takes risks,*
 - d. *Sees many ways to work with the client, and chooses in the moment what is most effective,*
 - e. *Uses humour effectively to create lightness and energy,*

-
- f. *Confidently shifts perspectives and experiments with new possibilities for own action,*
 - g. *Demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered or enmeshed by client's emotions.*

C. COMMUNICATING EFFECTIVELY

- 5. **Active Listening** - Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression
 - a. Attends to the client and the client's agenda, and not to the coach's agenda for the client,
 - b. Hears the client's concerns, goals, values and beliefs about what is and is not possible,
 - c. Distinguishes between the words, the tone of voice, and the body language,
 - d. Summarizes, paraphrases, reiterates, mirrors back what client has said to ensure clarity and understanding,
 - e. Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.,
 - f. Integrates and builds on client's ideas and suggestions,
 - g. *"Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long descriptive stories,*
 - h. *Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps.*
- 6. **Powerful Questioning** - Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client
 - a. Asks questions that reflect active listening and an understanding of the client's perspective,
 - b. Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client's assumptions),
 - c. Asks open-ended questions that create greater clarity, possibility or new learning
 - d. Asks questions that move the client towards what they desire, not questions that ask for the client to justify or look backwards.
- 7. **Direct Communication** - Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client
 - a. Is clear, articulate and direct in sharing and providing feedback,
 - b. Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about,
 - c. Clearly states coaching objectives, meeting agenda, purpose of techniques or exercises,
 - d. Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon),
 - e. *Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.*

D. FACILITATING LEARNING AND RESULTS

- 8. **Creating Awareness** - Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results
 - a. Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description,

-
- b. Invokes inquiry for greater understanding, awareness and clarity,
 - c. Identifies for the client his/her underlying concerns, typical and fixed ways of perceiving himself/herself and the world, differences between the facts and the interpretation, disparities between thoughts, feelings and action,
 - d. Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them,
 - e. Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action,
 - f. Helps clients to see the different, interrelated factors that affect them and their behaviours (e.g., thoughts, emotions, body, background),
 - g. Expresses insights to clients in ways that are useful and meaningful for the client,
 - h. *Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching,*
 - i. *Asks the client to distinguish between trivial and significant issues, situational vs. recurring behaviours, when detecting a separation between what is being stated and what is being done.*
9. **Designing Actions** - Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results
- a. Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice and deepen new learning,
 - b. Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals,
 - c. Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions,
 - d. Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterwards in his/her work or life setting,
 - e. Celebrates client successes and capabilities for future growth,
 - f. Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action,
 - g. *Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them,*
 - h. *Helps the client "Do It Now" during the coaching session, providing immediate support,*
 - i. *Encourages stretches and challenges but also a comfortable pace of learning.*
10. **Planning and Goal Setting** - Ability to develop and maintain an effective coaching plan with the client
- a. Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development,
 - b. Creates a plan with results that are attainable, measurable, specific and have target dates,
 - c. Makes plan adjustments as warranted by the coaching process and by changes in the situation,
 - d. *Helps the client identify and access different resources for learning (e.g., books, other professionals),*
 - e. *Identifies and targets early successes that are important to the client.*

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11. **Managing Progress and Accountability** - Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action
- a. Clearly requests of the client actions that will move the client toward their stated goals,
 - b. Demonstrates follow through by asking the client about those actions that the client committed to during the previous session(s),
 - c. Acknowledges the client for what they have done, not done, learned or become aware of since the previous coaching session(s),
 - d. Effectively prepares, organizes and reviews with client information obtained during sessions,
 - e. *Keeps the client on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s),*
 - f. *Focuses on the coaching plan but is also open to adjusting behaviours and actions based on the coaching process and shifts in direction during sessions,*
 - g. *Is able to move back and forth between the big picture of where the client is heading, setting a context for what is being discussed and where the client wishes to go,*
 - h. *Promotes client's self-discipline and holds the client accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames,*
 - i. *Develops the client's ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences),*
 - j. *Positively confronts the client with the fact that he/she did not take agreed-upon actions.*

**Training in Advanced Coaching Skills;
ICF Assessment – Beginning PCC Level
And competent ACC level**

Name of candidate:		
Organisation:		
Date of assessment :		
Activity:		
Name of Assessor:		
Competence		
Key Skills Evaluated	Minimum skill at PCC level	Failure at PCC level
1. Meeting Ethical Guidelines and Professional Standards	<ol style="list-style-type: none"> Must stay in coaching mode and be using recognisable coaching methodology. 	<ol style="list-style-type: none"> Telling the client what to do or how to do it (consulting) Conversation remains in the past, part. The emotional past (therapy)
2. Establishing the Coaching Agreement		
<ol style="list-style-type: none"> Depth of creation of agreement for session Ability to partner and depth of partnering with clients in the creation of agreement, measures of success and issues to be addressed 	<ol style="list-style-type: none"> Client chooses agenda Coach explores and confirms agenda is meaningful Explores measures of success Explores issues relating to each outcome Check in with client during session 	<ol style="list-style-type: none"> Coach chooses Topic Coaches does not explore Coach does not explore measures of success Coach does not explore underlying issues. Does not check that the client is getting what they want from the session.
3. Establishing trust and Intimacy with the Client		
<ol style="list-style-type: none"> Depth of connection with the client Depth of demonstration of trust in clients and their processes of <u>thinking and creating</u> Willingness to be completely comfortable with their own authenticity with the client 	<ol style="list-style-type: none"> Shows genuine concern for the client Good degree of connected relationship to the client Demonstrates trust Ongoing support for new behaviours and action (and invitation for client to participate!) 	<ol style="list-style-type: none"> Does not seek information about client's thinking or goals. Attention on coach's performance or knowledge Does not Invite the client to share thinking on an equal level
4. Coaching Presence		
<ol style="list-style-type: none"> Depth of partnership with the client Depth of observation of and use of the whole of clients in the coaching process 	<ol style="list-style-type: none"> Attends to and seeks information about the clients' agenda. Responsive to information relating to planned actions or client's <u>thinking, learning or being</u> Responsive to actions taken in relation to agenda and partly how they relate to thinking, learning or being Demonstrate good level of partnership – client can choose method and manner of coaching 	<ol style="list-style-type: none"> Attention on coach's views, own performance or knowledge Does not seek or respond to information about the client's views and goals. Overly reliant on an obvious coaching formulae Client does not create the method or way the session evolves
5. Active listening		
<ol style="list-style-type: none"> Depth of hearing what clients say about their agenda Ability to hear on multiple levels incl. Emotional and substantive content of words Ability to hear underlying <u>beliefs, thinking, creating and learning</u> Ability to recognise incongruities in language, emotion and action Ability to hear clients' language and encourage clients to deepen descriptions for themselves 	<ol style="list-style-type: none"> Listens at a conscious level and responds to it in relation to the agenda. Hear a good portion of the client's way of <u>thinking, creating and learning</u> and respond accordingly. Demonstrate coach has heard and take clients' language into account. Hear strengths as well as challenges 	<ol style="list-style-type: none"> Does not demonstrate listening by responding to what the client says, nor related to what the client wants to achieve Limited to problems and weaknesses Coach listens for places to demonstrate own knowledge or tell the client what to do Coach can only hear through their own perceptions and models of <u>thinking, learning and creating</u>.

6. Powerful questioning		
<ol style="list-style-type: none"> 1. Depth of questioning to evoke core issues around the agenda 2. Ability to explore with and evoke exploration by clients of the emotive and substantive content of words; and underlying beliefs, and means of <u>thinking, creating and learning</u> 3. Depth of questioning that provides thinking space and elicits new perspectives. 	<ol style="list-style-type: none"> 1. Must attend to clients' agenda 2. Have a mix that is more evocative than informational 3. Some questions to explore issues underlying the agenda 4. Some questions to see how clients' <u>being, learning, creating and acting</u> can be used to achieve success 	<ol style="list-style-type: none"> 1. Based on coaches' view or preconceived ideas 2. Leading the client in a direction chosen by coach 3. Standardized questions 4. In the coaches model of <u>thinking and learning</u>
7. Direct communication		
<ol style="list-style-type: none"> 1. Ease, directness and depth of sharing perspectives, thoughts, intuition and feedback 2. Extent to which coach is attached to own perspective 3. Effective use of clients' <u>language and learning</u> models 4. Breadth of invitation to share perspectives, thoughts, intuition and feedback 	<ol style="list-style-type: none"> 1. Is frequently direct in sharing perspectives, thoughts, intuition and feedback 2. Allows client to share their intuition and models of <u>thinking</u> 3. Attends to broader thinking and learning 4. Make good use of clients' language 	<ol style="list-style-type: none"> 1. Relies on own language, thinking and learning models 2. Does not allow client to share own intuition and models of <u>thinking and learning</u> 3. Coach is attached to a particular direction or outcome
8. Creating Awareness		
<ol style="list-style-type: none"> 1. Fully partner with clients in exploring new and broader perspectives, learning, creating and actions 2. Ability to share perspectives without attachment and invitation to the client to share their own thinking, perspectives and intuition 3. Acceptance of clients' <u>intuition, thinking and language</u> as critical tools in the coaching process 4. Ability to highlight clients' fixed ways of thinking without treating them as truth 5. Ability to use clients' language to create awareness 6. Ability to integrate whole session together if appropriate to clients' <u>learning and creating</u> 	<ol style="list-style-type: none"> 1. Focus on deeper inquiry by the client 2. Creates new awareness by encouraging problem solving or goal achievement 3. Encourages exploration and creation of new techniques or tools 4. No attachment to specific outcome and somewhat willing to let coaching wherever it goes. 5. Helps the client integrate new awareness 6. Sometimes invites the client to define the learning that is occurring 7. Understands how the client learns and creates 8. Uses how the client learns and creates and the client's language as coaching tools 	<ol style="list-style-type: none"> 1. Does not attend to clients' agenda, changes agenda without input from the client 2. Is attached to a particular outcome or solution 3. Does not use how the client learns and creates and the client's language as coaching tools 4. Coach uses assessments or standard coaching exercises to the exclusion of tools the client already possesses 5. Does not explore clients' awareness, seek clients' view on coach's observations or seek client's own observations
9. Designing Actions		
<ol style="list-style-type: none"> 1. Fully partner with clients in designing action relating to agenda 2. Actions have a breadth and depth that they may include <u>thinking, feeling and learning</u> 3. Actions integrate the whole of the client 4. Actions are appropriate to session, agenda and outcomes 5. Actions are appropriate to clients' way of <u>thinking, learning, integrating and creating</u> 	<ol style="list-style-type: none"> 1. Demonstrates partial partnership to design actions 2. Actions relate to agenda and accomplishment of agenda 3. Any suggested homework has clear purpose and move clients' <u>thinking, learning or action</u> around agenda 4. May suggest tools, exercises or structures infrequently, but discusses value and gets input on how and whether they should be used. 5. Tool, exercises or structures must be related to agenda and clients' style of <u>learning, creating and achieving</u> 	<ol style="list-style-type: none"> 1. Little or no co-creation of actions 2. Actions do not relate to agenda or clients' style of <u>learning and creating</u> 3. Actions do not have potential to move clients forward 4. Suggested tools and structures are not related to clients' needs or agenda 5. They are imposed on the client without discussion.

10. Planning and Goal Setting

- | | | |
|--|--|---|
| <ol style="list-style-type: none">1. Fully partner with client in creating goals and plans relating to clients' <u>learning and creating style</u>, agenda and outcomes2. Plans and goals have a breadth and depth that may include <u>thinking, feeling, learning and creating</u>3. Plans and goals integrate the whole of the client4. Plans and goals are appropriate to session, agenda and outcomes5. Plans and goals are appropriate to clients' <u>methods of thinking, learning, integrating and creating</u>6. Design measurable achievements that are steps towards ultimate outcome, where appropriate. | <ol style="list-style-type: none">1. Demonstrates partial partnership to design goals that are related to achieving agenda and objectives.2. Plans and measures of achievements have clear purpose and potential to develop clients' <u>thinking, learning and action</u> around agenda and towards overall measures of success3. May suggest tools or structures occasionally, but discusses value and gets input on how and whether they should be used.4. Tool, exercises or structures must be related to agenda and clients' style of <u>learning, creating and achieving</u> | <ol style="list-style-type: none">1. Little or no co-creation of and mostly suggesting plans and goals,2. Unable to provide support for client to develop and effective coaching plan.3. Plans or goals do not relate to clients' agenda or outcome or their <u>learning and creating process</u>4. Plans or goals do not have clear purpose and potential to move clients forward5. Suggested tools and structures are not related to clients' needs or agenda6. Suggests standard tools or exercises without discussing the value for clients |
|--|--|---|

Name of candidate:	
Organisation: COACH project	
Date of assessment :	
Activity:	
Name of Assessor:	
Competence	Specific Feedback
1. Meeting Ethical Guidelines and Professional Standards	
2. Establishing the Coaching Agreement	
3. Establishing trust and Intimacy with the Client	
4. Coaching Presence	
5. Active listening	
6. Powerful questioning	
7. Direct communication	
8. Creating Awareness	
9. Designing Actions	
10. Planning and Goal Setting	

11. Managing progress and accountability

Describe up to 3 things the coach did best that exceeded beginning PCC level Standard

1.

2.

3.

Describe up to 3 things the coach did that did not meet PCC Level Standard and could develop

1.

2.

3.

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C.O.A.C.H. e-GUIDE

Student Material, Instructor material and Bibliographies

Erasmus + KA2 – Cooperation and
Innovation for Good Practices -
Strategic Partnerships

Project number 2015-1-IT02-
KA201-014883

Module 2: - Key Skills Of Coaching

Module Sections	Online Course Material	Live Training
Building trust – rapport, EQ, listening, sensory acuity	Rapport background Rapport and Trust model Rapport and Challenge model Sensory Acuity 5 Levels of Listening and relationship to presence	Rapport building exercises Sensory acuity in vision, hearing and sensing Using intuition in coaching Emphatic listening How to be objective on trust
Working objectively, being present and effective questions	Assumptions based on observation and intuition Creating objectivity from assumptions to ensure presence Purpose of questions Structure of questions	Practical based on the theory Powerful Questions techniques and practical exercises Coaching without response
Working with learning styles	Honey and Mumford Learning Styles Howard Gardner's Multiple Intelligences Eric Bern's Drivers	Comparison of learning styles and implications on coaching Practical coaching session focussed on learning styles
Outcomes and goals	Background to goal setting Well Formed Outcomes Framework Big picture and detail goals for coaching sessions	Understanding the 3 phase coaching model (Cox) and how a client moves through a coaching dialogue
Working with language - Presuppositions	Understanding the big picture of language structures and coaching – construction of reality through presuppositions	Listening for presuppositions in coaching dialogue, being aware of Coach and Client assumptions.
- Hierarchy of ideas	How language is chunked Creating questions through chunking language to move experience How chunking language informs the coaching conversation	Structure of language order in coaching conversations and using chunking as an effective tool to gain perspectives in conversation
- Milton and Meta patterns	Introduction to all the patterns of Milton and Meta models	Practical integration through observation and listening in 3 way coaching conversations
Feedback	Definitions of feedback, Barriers to feedback, Models of feedback and creating purpose through feedback Johari window in relation to feedback	Giving feedback, changing frames of reference, opening doorways to receiving feedback in relation to Cause and Effect – practical coaching sessions

Overview

Understanding coaching and being able to use the skills across leadership, management, teaching and learning means understanding the foundations of the profession. This module covers the key skills of coaching.

Objectives

- To explore what building trust and rapport means in coaching
- To develop sensory acuity and deep listening skills
- To understand the core skills in relation to coaching
- To recognise the benefits of working objectively
- To ensure you understand presence and how it impacts the level and success of coaching interactions
- To work with learning styles within the coaching interaction
- To provide practical opportunities to coach and receive feedback
- To promote your personal development through goal setting and promote personal development in your clients
- To learn the use of language patterns in coaching and teaching
- Understand feedback in the coaching situation and how it can be used to aid learning in teaching
- To support you in planning further professional development and possibly achieving post graduate qualifications.
- To have fun and make deeper connections.

Methodology

During the programme delegates will:

- Be continually observed and assessed in their coaching by peers and experienced coaches using clear standards and criteria as defined by the Association for Coaching and ICF.
- Observe and assess peers in their coaching and use coaching to aid the planning and development of a personal learning programme.
- Practice during the programme with peers experiencing supervised applications each of the assessment tools taught.
- Aim to achieve the training accreditation necessary to progress to full accreditation with the AC and/or ICF.

Materials

You may print the module and create your own working file. This will allow you to make notes accordingly.

Other Resources

Additional reading lists are given along with each module. Additional reading is required to understand the breadth and depth of the field of coaching.

Additional resources may be found at

- <http://coachfederation.org>
- <http://uk.associationforcoaching.com>
- <http://www.emccouncil.org/>
- <http://www.tandfonline.com/toc/rcoa20/current>

Building Trust and Rapport

COACHING – KEY PRINCIPLES /SKILLS/PROCESS

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Key Principles

- Awareness and responsibility

Key Skills

- Building Rapport
- Effective Listening
- Effective Questioning

Process

- GROW

AWARENESS

“Self Generated

High Quality

Relevant Input”



RESPONSIBILITY

“The Performer’s Choice

to Own a Task”

Rapport is the ability to relate to others in a way that creates a climate of **trust** and **understanding**.

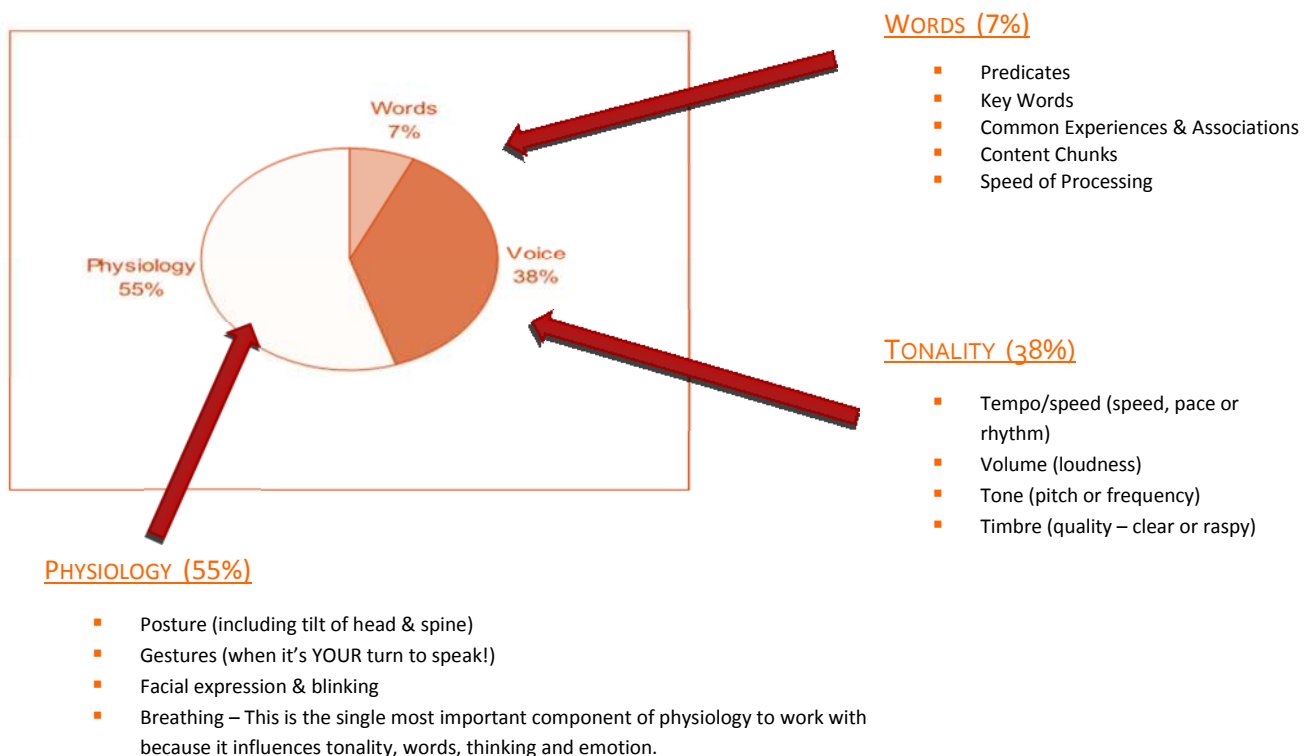
Variously described as *click*, *chemistry*, *getting along*, *a natural relationship*, it's the state where you easily get along with, communicate, be understood, understand, like and be liked by someone else.

Rapport is natural and anyone can build rapport with anyone else, but with some people, it seems easier than with others. The purpose of rapport is to establish a feeling of comfort and commonality between people, in order to be better able to influence them. We are far more likely to build rapport with someone from the same culture, the same background, wearing the same sorts of clothes, speaking the same language and holding the same values and beliefs, than someone from a world away, who speaks another language, dresses differently, has a different sense of humour and values.

Why? Because it's easy. It's safe. People like people like them and are less likely to understand or like someone who is very different quickly. For most people different is either scary or hard work and people don't want either.

Being in Rapport also helps people to see each other's point of view, to be on each other's same wavelength, and to appreciate each other's feelings. The aim is to be able to establish rapport with any person(s), at any moment in time. When people are like each other, they like each other. Rapport is a process of creating trust, not necessarily "liking" people.

The following conveys the meaning of a message - The Meta Message is the 93% beyond the words, and it forms the bulk of communication and people's response to it.



Taken from M.Argyle et al., British Journal of Social and Clinical Psychology, v 5, 1970, pp222-231

Process of building Rapport

People like people who are like them. **Rapport** is created by pacing someone in their model of the world. You can use a person's physiology, voice qualities or words to achieve this.

Rapport is the process of responsiveness, at the unconscious level, established by matching and mirroring. This is replicating or reflecting aspects of the client's non-verbal behaviour back to them. This enables the unconscious mind to accept and begin processing suggestions.

Pacing and Leading

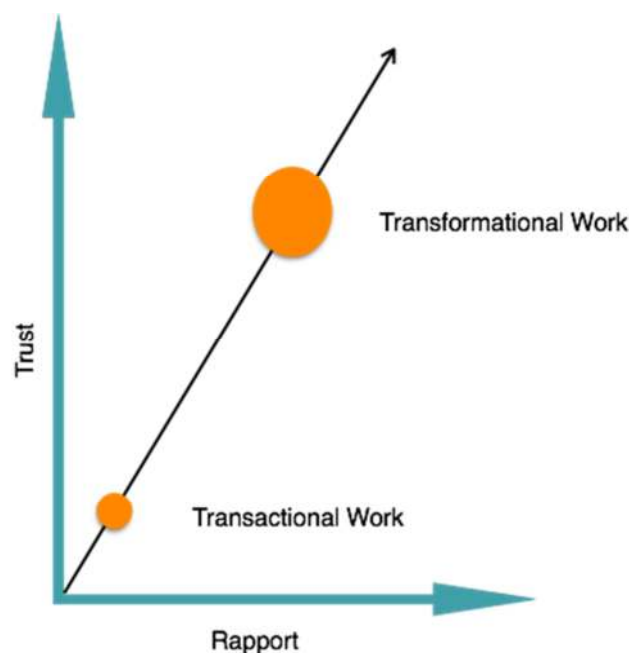
When the quality of rapport is good it is possible to encourage an individual to follow the movements, and potentially the thinking, which you are using. Pacing and Leading involves matching someone for a while (pacing) until you have gained a level of rapport sufficient that when you slowly start to change what you are doing, the individual will follow you (leading). In this way you can lead your partner into different (more comfortable) body postures, and also to be able to bring them more into line with your thinking.

Pacing and leading depends on the quality or level of rapport that you build up. If your partner follows your lead unconsciously you have a good level of rapport. If the partner does not follow your lead go back to matching again, observing more attentively (pacing) before leading again. As a rule of thumb:

PACE..... PACE..... PACE.....LEAD

The applications of this technique are many and varied. This can be used when people are upset, angry or defensive, or when you want to change someone's opinion at a meeting. Building rapport puts you in a position to influence them towards win-win situations.

TRUST / RAPPORT MODEL



Listening Skills

Sensory Acuity

Sensory Acuity is the ability to gain awareness of how other people automatically (often non-verbally) respond. Along with Rapport it is the foundation stone to being **PRESENT** with the client. Although we are rarely trained to perceive another person's automatic (and in some cases, unconscious) responses, almost everyone is able to do it quite easily with people who they know.

We can normally tell if a close friend or family member has had a bad day, just by a simple glance at them or listening to the way they say 'Hello'. Becoming more sensory aware means being able to notice more about how other people respond. Developing greater sensory acuity or awareness allows you to:

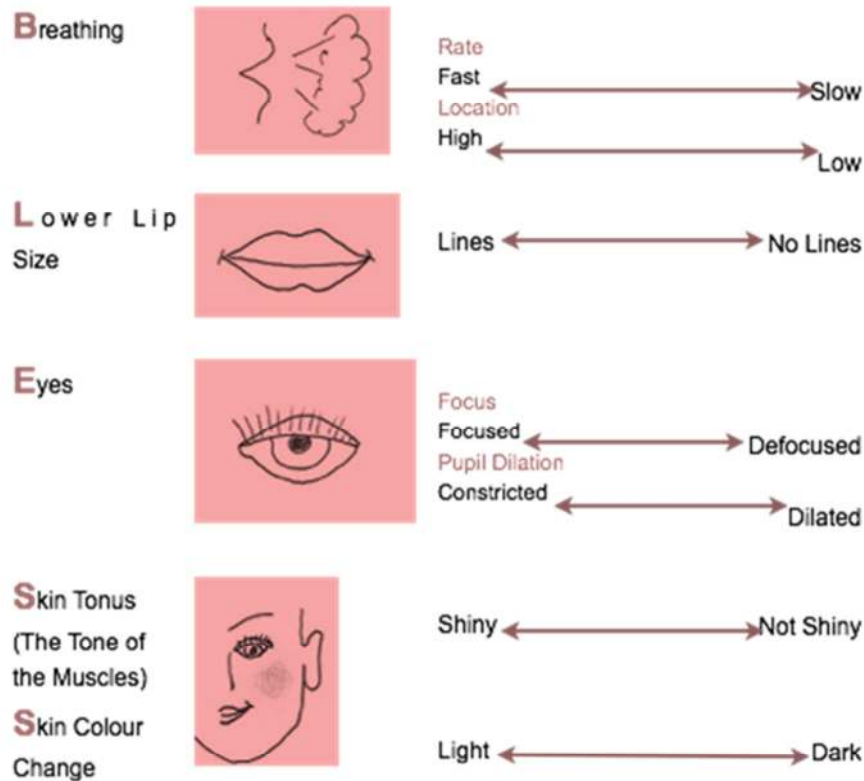
- Create and maintain rapport with others
- Notice when you are succeeding and when you need to change what you are doing
- Notice when your client has achieved their outcome

By observing people who we don't know quite so well through our visual, auditory and kinaesthetic senses, we can notice responses that indicate a tremendous amount of new information and help us accelerate the process we do naturally with people we know well.

Why is this useful?

- To enable you to communicate even more effectively.
- To determine the client's response to a process that affects and changes behaviour.
- Once you know your outcome, you can determine through your senses whether you are on track or off track with your client.
- Once you are more sensory aware, you are able to notice when something is not working and you are able to change your direction and reach your outcome.
- Sensory acuity is one of the principles of success.
- Having excellent sensory acuity will enable you to notice whether the client's conscious and unconscious messages are congruent.
- Using sensory-based information can often prevent us 'mind-reading' or jumping to conclusions about someone.

Calibration using BLESS



That sensory acuity then extends deeper and using all your senses to take meaning from what you are seeing, hearing and feeling, becomes listening to understand, because you must now hear every word spoken, because people choose the words they use consciously and carefully.

Repetition: Listen for repeated words or phrases. People repeat things because they want you to hear them! They are important for some reason. Use the same phrases back to them. This will help build rapport and show them that you are listening and hearing what they are saying

Emphasis: Listen for emphasis. People will put a tonal or other audible emphasis on words or phrases. They do this because they want you to understand that it's important. Notice it, repeat the emphasised word or phrase, flag it in some manner, because again you want them to know you picked up on the emphasis.

Congruence: Often the words will say one thing, but the tone of their voice tells you something else entirely. The tone will often be supported by the body language you are seeing, and both of those are indicators to the state the person is in. If they are down, unhappy, nervous, preoccupied, frightened, bored or in some negative state it will be very obvious to you – ask them what's wrong, how you can help, empathise, maybe suggest having the conversation you want at another time. But you can initiate a state change.

State change: Sometimes you will notice a change of state as you talk, or you can do this deliberately. Change the conversation to another topic and if it's one they like or relate with they can be excited, funny, relaxed, fully engaged. Often you can change someone's state simply by changing their environment or their posture. Suggest going out for coffee, or walk down to the coffee machine. Stand up look out of the window.

Look for internal dialogue: Internal dialogue is when people are thinking, and thinking in the form of words, sentences, or even a full debate. This is common to everyone and after a question shows they are actually running a cognitive process, deliberating on their answer. Don't interrupt at this point. Let them think. What you will get back is a considered answer.

Door knob statements: Often people will hold back the real issue till the very end, and let the bombshell drop as you are at the door. They may have been waiting to see if they feel they can trust you, they may have just thought 'what the hell, just say it' but always listen to those last words. They may be cryptic to an extent, but you can always gently ask for an explanation

Exclusion: Listen for what they haven't said! Do a congruence ecology check against the physiology, against the facts, against what you already know. What have they left out, left unsaid?

Empathy

Levels of Listening

When other people speak we listen at five different levels of engagement. The first four levels keep the listener engaged firstly in their own personal motives and then the clients. A person who listens at the fifth level can put their own personal motives to one side and listen, trying to discover what the other persons perspective is, including meaning and feeling.

So when we say "you are not listening to me" we may be looking for level 4 or above and getting level 3 and below!!

Ignoring	Makes no effort to listen or engage in what is being said
Pretending to Listen	Making believe or giving the appearance of listening
Selective listening	Hearing only parts of the conversation that interest you, or to show listening whilst engaged in your own thought.
Attentive listening	Paying attention and focussing on what the speaker is saying, then comparing it to your own experience
Emphatic listening	Paying attention and focussing on what the speaker is saying. Listening and responding with an understanding mind and an open heart to the speakers feelings, words, intentions, actions. Being curious about another persons inner world.

Emphatic Listening

Empathic listening skills in part give others psychological air (open space in which a person may explore feelings, vent emotions and feel understood without being judged). These skills include capturing feeling from non verbal cues, listening attentively and phrasing empathic responses clearly, supportively and sincerely. But while all of these skills are important attitude is even more important for allowing others psychological air. To work effectively, skills must be built on a caring attitude and a sincere desire to understand.

The basic skill of empathic listening is to help the speaker feel heard and understood. we can do that by using 6 responses

1. Repeat their exact words (used in clean language skills)
2. Rephrase the content
3. Reflect back feelings
4. Rephrase content and feelings
5. Reflect body language and gestures
6. Discern what is being said

"The one who listens does the most work not the one who speaks" Stephen Covey

*"A wise old owl sat in an oak,
the more he heard, the less he spoke,
the less he spoke, the more he heard,
wasn't that owl a wise old bird?"*

Anon.

Useful Listening Phrases

©Dr Sally Vanson

- ✓ I perceive that you feel that... or What I perceive you had said is....
- ✓ So, what I am picking up is... or So, what I am hearing is...
- ✓ I think what I have understood is...
- ✓ What I notice is...
- ✓ As I hear what you have said...

May I clarify what I am understanding...

Faithful Translator

On the lines below describe a situation in your work life that you feel strongly about and that you are happy to share.

.....

.....

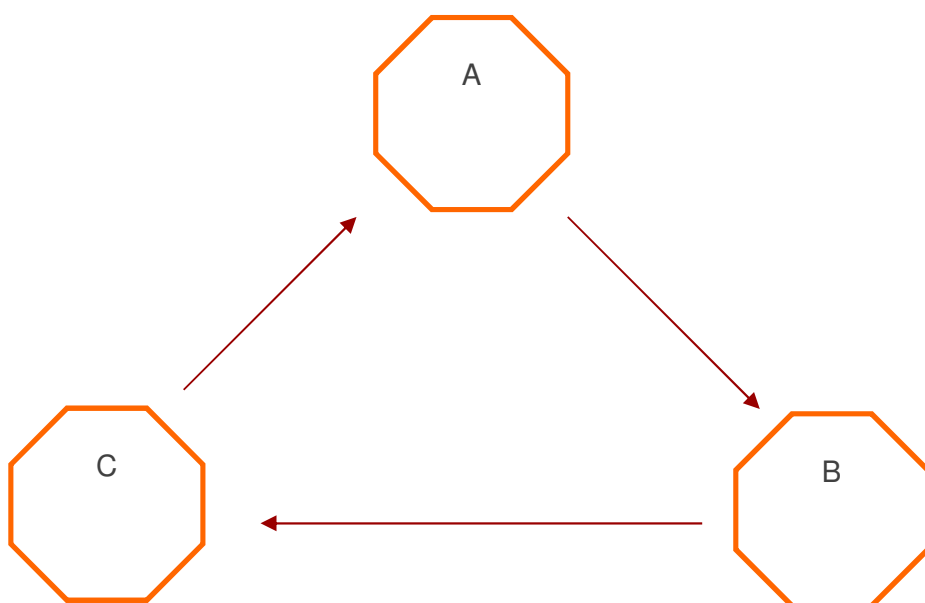
.....

Now in groups of 3 take turns in sharing the frustration you have experienced regarding the situation with the other members of your group.

Person A - Shares his/her situation with Person B

Person B - Plays the faithful translator – listens empathically and shares with person C the content and feelings of what person A is expressing

Person C - Captures the meaning from person B and gives an empathic response to Person A



Working Objectively

Presence

Coaching Presence—Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.

- Is present and flexible during the coaching process, dancing in the moment.
- Accesses own intuition and trusts one's inner knowing—"goes with the gut."
- Is open to not knowing and takes risks.
- Sees many ways to work with the client and chooses in the moment what is most effective.
- Uses humor effectively to create lightness and energy.
- Confidently shifts perspectives and experiments with new possibilities for own action.
- Demonstrates confidence in working with strong emotions and can self-manage and not be overpowered or enmeshed by client's emotions.

Outcomes and Goals

The term 'outcome' is often used to denote our desired goal or objective. It is a fundamental aspect of coaching, since it is about having more of what we want and less of what we don't want. Being able to set 'well-formed' goals or outcomes is essential our own ability to achieve.

By setting an outcome, we become aware of the **difference** between what we have currently and what we want instead. By filtering one's thinking toward what we want to achieve, we pay attention to the opportunities which will assist us in achieving our desired outcome.

Why Set Well-formed Goals/Outcomes?

1. In setting outcomes and having an Outcome Orientation, we create a direction and purpose in life by which we can "programme" ourselves to consistently achieve what we want.
2. By achieving our outcomes and continually reviewing and setting new outcomes, short and long term, we create the success we desire and deserve in all aspects of our life.
3. To create purpose and so make your outcome even more compelling, if we know what we want, we are more likely to be able to achieve it!
4. To assess your progress and to establish when you have achieved the outcome
5. If we know what we want, we can assess whether we are on track, and take necessary action if we are not. This is the way The Principles for Success' operate.
6. By setting well-formed goals/outcomes, we will be more likely to achieve them.
7. Successful people tend to set well-formed goals.
8. Compare where you are now with where you want to be so you can create the most beneficial opportunities
9. Take responsibility for the problem and empower yourself to move toward a solution

Nowhere is goal setting more embraced than in sport. The field of sport psychology offers some useful distinctions around goals setting. There are three main types of goals in sport psychology.

- **Outcome goals:** These are the big picture goals such as 'winning the county 400m hurdles', or in the workplace 'getting my company to become a FTSE 100 company'.
- **Performance goals:** These are the performance we would need to achieve to give us the best chance of achieving the outcome goal, for example 'running 400m hurdles in less than one minute', or 'generating pre-tax profits of £200 million'. It is useful to set performance goals because sometimes there are factors outside our control, such as the performance of other runners or other companies, which can impact on the achievement of the outcome goal
- **Process goals:** These are the specific tasks that would need to be done to achieve the performance goals. Examples could be 'running 400 metres in less than one minute, ten times per week', or 'winning three new customers a month and creating one new product each quarter'.

Depending on the goal, the distinctions between performance and process goals can be blurred. Generally outcome goals are more compelling than performance and process goals, which can be seen as milestones along the way. When setting goals, and helping others to do the same, it is useful to be aware of what type of goal is being set.

These are a series of questions to ask when setting goals, to help formulate the goal. Sometimes just asking these questions can help clarify the goal, and increase motivation or lead you to re-assess the goal.

1. Stated in positive terms.
2. Initiated and maintained by client.
3. Specific, sensory-based description of the outcome/goal including the date/time (and possibly the steps necessary to get there).
4. Ecological
5. More than one way to get the outcome or achieve the goal.
6. First step to be taken is specified and achievable.
7. Does the outcome/goal increase choice?
8. Keeps the positive by-products of the present situation
9. Achievable & realistic

Using Questions....

The purpose of questions is to invoke enquiry in a clients mind, to discover new ideas, resources, ways of thinking. To become aware of greater possibility, generate from a sense of own motivation, internalize new processes and take ownership. The word 'accountable' can have negative connotations, implying an action done to others, but true accountability is self-generation, self-motivation and self-reflection. Questions enable a person to do this. In general 'Why' questions are weak because they elicit details and justifications. Questions starting with 'what' and 'how' create a focus on finding the answers. Here are some examples....

- Powerful question examples:
- What do you want?
- What will this goal/outcome do for you?

- What are you unwilling to change?
- How do you appear to other people?
- How far have you progressed?
- What have you tried?
- What have you not tried?
- What is the number one problem right now?
- What are you doing right?
- What needs attention right now?
- What does x give you?
- What does x not give you?
- Who are you becoming?
- Where are you not fulfilled yet?
- What other choices do you have?
- What are the questions you have not asked about this situation?
- What are you committed to?
- What are you not committed to?
- What's the best that could happen?
- What's the worst that could happen?
- What habits are holding you back?
- What beliefs are holding you back?
- What limiting decisions are holding you back?
- What's blocking you from taking action?
- What does this situation mean about you?
- What is the positive intention of thinking like this?

Task

1. Person A shares something they would like coaching on
2. Each member of the group formulates a question to ask
3. Each member, one at a time asks the person A the question
4. Person A rates the questions on a scale of 0-10 according to the effectiveness of that questions to create thinking
5. Person A shares their score but does not answer the question
6. Complete all questions
7. Person A gives feedback to each member on why the question was scored.
8. Repeat until everyone in the group has been Person A

Working With Learning Styles

Howard Gardiner Multiple Intelligences

Howard Gardner's Research at Harvard looked at intelligence as the ability to achieve something of value to the culture. Howard Gardner's Multiple Intelligence Theory was first published in Howard Gardner's book, *Frames Of Mind* (1983), and quickly became established as a classical model by which to understand and teach many aspects of human intelligence, learning style, personality and behaviour - in education and industry.

Came up with 9 but 'spiritual' needs more work. No one person needs all, key is being able to define preferences and refine communication to develop rapport with stronger ones.



"Whenever two people meet there are really six people in the room. There is each one as s/he sees himself, each as the other person sees him, and each as s/he really is."

William James Bloomsbury Dictionary of Thematic Quotations

The Eight Intelligences

1. Interpersonal
2. Intrapersonal
3. Linguistic
4. Mathematical and logical
5. Visual and spatial
6. Kinaesthetic
7. Musical
8. Naturalist

intelligence type	capability and perception
Linguistic	words and language
Logical-Mathematical	logic and numbers
Musical	music, sound, rhythm
Bodily-Kinesthetic	body movement control
Spatial-Visual	images and space
Interpersonal	other people's feelings
Intrapersonal	self-awareness

Interpersonal Intelligence

- To be able to understand and work with others
- To see other peoples map of the world and adjust your own behavior
- To get on well with people
- Parent, leaders, salesperson, trainer, coach

Intrapersonal Intelligence

- The understanding of oneself
- To access ones own feelings and emotions and make sense of them
- The ability to self motivate, have a high degree of self-knowldge and a strong sense of values
- Learns from mistakes/self-improvement

Linguistic Intelligence

- Sensitivity to the meaning of words, their order, sounds, rhythm and inflection
- The capacity of words to change mood or convey information
- 'gift of the gab' – likes to read good novels, write poetry, debate, converse

Mathematical and Logical Intelligence

- The ability to solve and construct non-verbal sollutions
- To be able to sequence logiv and order
- To work with patterns and relationships $x=y$
- Engineers, scientisis, accountants

Visual and spatial Intelligence

- To be able tocreate or re-create images, scenes or objects
- To be good at visualizing desired outcomes
- Designers, artist, techniciaons, navigators
- Achieve through attraction

Kinaesthetic Intelligence

- To use physical movement to aid memory.
- The ability to use ones body with highly defined skills and movment
- Sports, builder, arts and crafts, dancer, dentisit, surgeon

Naturalist Intelligence

- Back to nature
- Works with environment, outdoors, sensitivity to the world around
- Need for pleasant working surroundings
- Farmers, trainers, naturalist, environmental conservation

Musical Intelligence

- The be able to understand and ues tones, musical patterns
- To listen and interpret sounds including the human voice
- Learns with rhyme, jingles, song and with musical backgrounds

Honey and Mumford Learning Styles

Peter Honey and Alan Mumford developed their learning styles system as a variation on the Kolb model while working on a project for the Chloride corporation in the 1970's. Honey and Mumford say of their system:

"Our description of the stages in the learning cycle originated from the work of David Kolb. Kolb uses different words to describe the stages of the learning cycle and four learning styles..."

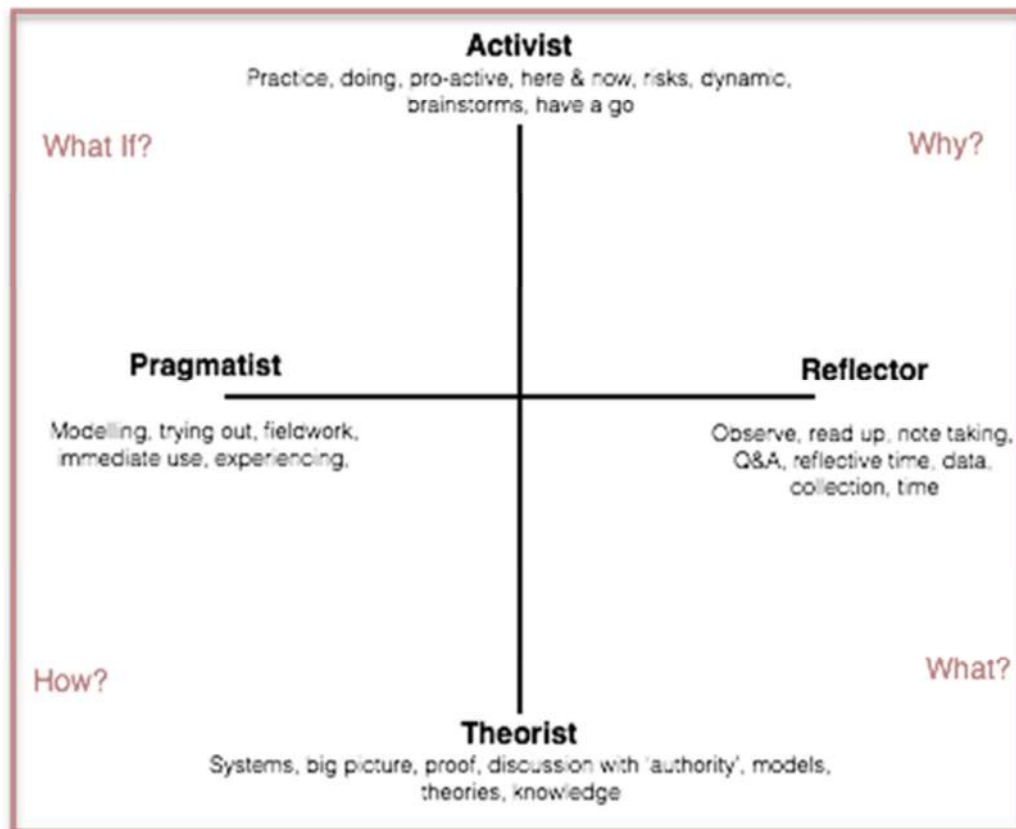
In summary there are brief descriptions of the four Honey and Mumford key styles..

'**Having an Experience**' (stage 1), and **Activists** (style 1): 'here and now', gregarious, seek challenge and immediate experience, open-minded, bored with implementation.

'**Reviewing the Experience**' (stage 2) and **Reflectors** (style 2): 'stand back', gather data, ponder and analyse, delay reaching conclusions, listen before speaking, thoughtful.

'**Concluding from the Experience**' (stage 3) and **Theorists** (style 3): think things through in logical steps, assimilate disparate facts into coherent theories, rationally objective, reject subjectivity and flippancy.

'**Planning the next steps**' (stage 4) and **Pragmatists** (style 4): seek and try out new ideas, practical, down-to-earth, enjoy problem solving and decision-making quickly, bored with long discussions.



Hurry Up



Myth:

Everything must be done as quickly as possible

I get rewarded (and feel OK) for finishing things quickly

Symptoms:

Rushing everywhere, driving fast

Over-filled diary - at work and at home

Speaking quickly, interrupting others, glancing at watch, fidgeting

Writing fast, sometimes not fast enough to keep up with your thinking

Hates queuing, waiting, lying on the beach doing nothing

Productive Behaviours:

Efficiency

Responds well to deadlines

Gets lots done

Quick thinking

Perception of Others:

Lively, energetic, dynamic, adventurous

Stressors:

Having time to think

Nothing to do

"I'll never get it all done"

"I must not be long"

Unproductive Behaviours:

Mistakes, carelessness

Interrupts others, doesn't brief clearly

Perception of Others:

Insensitive, impatient

Antidote:

Plan sufficient time

Plan work in stages

Learn and practise good listening skills

Learn to relax and be alone

Be Perfect

Myth:

Everything must be *exactly* right *first* time, *every* time
I get rewarded (and feel OK) for getting it done right



Symptoms:

Deliberate speech, uses jargon, says "Obviously, actually, there's something missing"
Immaculate clothes, aloof, stiff
Everything needing to be just so before we start, straightening pictures, papers
Getting into the detail

Productive Behaviours:

Organisational skills
Completer-finisher, with an eye for detail
Plans ahead, thorough preparation
"What if ...", risk planning
Accurate
Logical, concerned with 'how'

Perception of Others:

Structured, organised, detailed, exact, reliable,
trustworthy

Stressors:

Own and others' perceived carelessness, mistakes
Loss of control, certainty or structure
Can really struggle in times of high ambiguity and
change

Unproductive Behaviours:

May not meet deadlines
Overly critical of self and others
Won't delegate
Uses jargon, too much detail
Complexity and over-questioning

Perception of Others:

Slow, risk-averse, picky

Antidote:

Keep clear about what your goal is
Prioritise
Learn to use mistakes as a source of learning
It doesn't have to be perfect before you start - take a
risk
Ask for and understand the appropriate quality
needed for a job ("fit for purpose")

Please People

Myth:

I have to please others (often without asking or being asked)

I have to get it right for you, by doing the right thing (which I have to guess)

Symptoms:

Lots of smiling, good eye contact, head nodding when listening

"I mean ...", "You know", "Really ..."

Gets very anxious when conflict and anger appear in meetings

Presents views as questions

Concerned about others' opinions

Productive Behaviours:

Flexible

Adaptable

Concerned for others,

Intuitive, particularly to others' feelings

Good, empathetic listeners

Teamworkers

Unproductive Behaviours:

Finds it difficult to confront, over-sensitive to criticism

Can't say "no" takes on too much, can lack assertiveness

Will guess rather than ask

Tendency to do for others what they are capable of doing for themselves

Perception of Others:

Willing, likeable, friendly, considerate,

Empathetic

Perception of Others:

Manipulative, insincere, indirect, or condescending

Stressors:

If I disagree with you may not like me

If my help is rejected I feel misunderstood

"I am responsible for how you feel"

Being ignored, criticised or blamed

Antidote:

Learn to confront constructively

Learn to say "no"

Give others the responsibility for their own feelings

Learn to accept feedback that is constructive



Try Hard

Myth:

It's the effort that counts

I must try hard (not necessarily to get a result), see how hard I tried

Symptoms:

"I'll try and do that", "That's interesting ...", "Can you ..."

"Here's something new and exciting I've found"

Volunteering, interested, enthusiastic

Lots of questions, some off at a tangent

A trail of unfinished jobs



Productive Behaviours:

Persistence

Enthusiasm

Innovative, creative

Very hard worker, setting high goals

Unproductive Behaviours:

Not finishing tasks and projects, unfocused

Abdicating rather than delegating

Gets bored easily and has to move on, constantly changing priorities.

If goals are not aligned with the team's, can cause havoc by pursuing own agenda

Perception of Others:

Passionate, motivated, enthusiastic, interested

Perception of Others:

Butterfly, faddish, fickle, no attention to the detail, superficial, dreamer

Stressors:

Being criticised for not caring

"You're not trying hard enough"

Irresponsibility - self and others

Fear of failure

Antidote:

Clarify goals and direction, and *prioritise*

Learn to finish and to recognise and celebrate your successes

Stop volunteering

Stop trying and just do it!

Be Strong

Myth:

I must cope, by myself

I have to do it all

Showing any form of weakness means I'm not OK



Symptoms:

Distant, aloof

Unemotional, detached, calm

"The Facts are here ..." "Let me sort it out ..." "Pull yourself together ..."

Doesn't smile much, maybe a loner, doesn't often ask for help

Productive Behaviours:

Calm under pressure

Firm but fair

Strong sense of duty

Works at unpleasant tasks

Gives honest feedback

Can work well alone

Unproductive Behaviours:

Delegation is a sign of weakness

Working long hours

Unemotional when the situation demands an emotional response

Lacking empathy

Highly self-critical and highly task-focused

Perception of Others:

Reliable, trustworthy, rock-solid

Perception of Others:

Martyrdom, distant, unapproachable

Stressors:

Forced to talk or expose feelings

Being vulnerable

Being close to others, soft and fluffy team-building events

Antidote:

It is OK to ask for help

Check your work/life balance. Are your work levels realistic?

New task? Check you've asked for enough resource and set realistic targets

Recognise the importance to others of their feelings

Working With Language

How We Construct Our Reality

Generalisation – we create categories or classes. We are inundated with information through our five senses, and we code, order and give meaning to our experience in words, sounds, pictures, feelings, tastes and smells (our reality).

To describe the rich sensory experiences, past and present, we use language to attempt to convey it in words. Our language becomes a “map” of the “territory” of our constructed reality.

In order to reduce the overwhelming amount of information we receive and to be sane, we reduce and change the input of experience in three ways:

Deletion – we leave out much of the input.

Distortion – we change the input to make it fit our model of the world through the filters of our perception.

Generalisation – we cluster single examples, by chunking.

To communicate verbally, we repeat the process of deletion, distortion and generalisation by:

Deleting or selecting information to put into words, or

Distorting by giving a simplified version which generally distorts the meaning, or

Generalising by minimising all the exceptions that would make conversation very lengthy.

The Words we use are not the item they represent.

Language is a label.

Language is not reality.

Language limits.

The art of re-languaging

The key to linguistic change is the ordering and sequencing of the internal representations that take place inside your client. Tad James

We have natural language abilities built into our neurology. Noam Chomsky

Presuppositions are what is assumed in a sentence. The power of linguistic change presupposes that the unconscious mind has to accept the presuppositions inherent in the sentence in order for the unconscious mind to make sense of the sentence.

Hypnotic Language Patterns are the language of ambiguity, using the **Milton Model**. By being artfully vague in our languaging we can induce trance states enabling individuals to overcome their problems and discover new resources.

Hierarchy of Ideas is the order of thinking. By being flexible in our language, we can pace a client's model of the world and influence them to higher or lower levels of abstraction or specificity.

Language of Specificity is the use of the Meta Model. The **Meta Model** was developed to recover information about how the client has created their Model of Reality. By gaining more specificity, new choices become actualised.

Metaphors are stories with many levels of meaning. The power of metaphor is to distract the conscious mind and to mobilise the resources of the unconscious mind through suggestion and symbology.

Linguistic Presuppositions

Presuppositions are the linguistic equivalent of assumptions and are useful for both recognising what is assumed by the client's speech (their model of the world) and assisting in creating new internal representations for the client. Presuppositions are assumptions made in advance. They have implied meaning within sentences. They imply that a condition is already existing to be true or make sense.

Every sentence that we say has a presupposition in it. Most of the time we presuppose what we do not want rather than what we do want. We can make the greatest alterations in our lives by presupposing what we want and avoiding presupposing what we don't want. You may suggest to yourself and to the client that changes can be made easily, effortlessly, and quickly or that changes will be slow and painful. Which will the client pick as their solution? Which would be more fun?

In Executive Coaching it is important to begin noticing the inherent qualities and concepts in the speech of the client and what is assumed in their model of the world. What's the purpose of noticing someone else's presuppositions within their speech? The purpose is two-fold. First, you can notice the way that someone structures their communication. Secondly, you can begin to use presuppositions to re-structure their internal thought processes through their internal representations. Knowing someone else's presuppositions enables you to structure their internal processing toward change.

The most important thing to remember about presuppositions is that you can assist the client in structuring the order and sequence of their internal representations. Presuppositions work because the client must accept certain things in the concept of the sentence in order for the sentence to work. This displaces resistance by the conscious mind. The unconscious mind can then accept the presupposition while the conscious mind is distracted.

Types of Presuppositions

1. Existence - Whether positive or negative, the effect of the presupposition is still the same. This is usually a noun, a person, place or thing, in a person's language based on their memories, decisions or values.

*Sue knew there was a **sailboat** on the **ocean**. Sue didn't know there was a **sailboat** on the **ocean**.*

*John realised that there was a **mountain** behind the **house**.*

2. Modal Operators – The energy we use to organise our life.

Possibility - Whether or not the client believes something is possible. Cue words like *can, could, will, would, possible* which are known as Modal Operators.

*Sue realised that she **could** be sailing on that boat.*

*John decided it was **possible** to climb the mountain behind the house.*

Necessity - Cue words like *should, must, got to, have to*, that suggest the client is motivated by necessity.

*Sue realised that she **had to** be sailing on that boat.*

*John finally knew that he **must** climb the mountain behind the house.*

3. Cause - Effect (C>E) - Something that causes a specific effect; an implied connection. Cue words like *because, in order to, makes, as you . . . then you . . . , if . . . then.*

*The vibrant colours of the sail caught Sue's attention and **caused** her to realise there was a sailboat on the ocean.*

*It was a brilliant flash of lightning that **caused** John to realise that there was a mountain behind the house.*

4. Complex Equivalent (A=B) - Occurs when you attach meaning to something specific. Cue words like derivatives of the verb *to be, means, like* that ascribe meaning to something.

*Sue's inquisitive nature **meant** that she would want to know how to sail that boat.*

*John knew there was a mountain behind the house, which **meant** he had to climb it.*

5. Awareness - Verbs that imply perception of some sort. Cue words such as *know, realise, aware of, and any of the senses*.

*Sue regretted that she hadn't **known** about the sailboat.*

*John was **aware** of the mountain behind the house.*

*John **saw** the mountain and **realised** he would climb it.*

6. Time - Verbs and verb tenses that move the client through time, *-ing* implies ongoing; *-ed* implies in the past. Cue words like, *stop, now, yet, before*.

*Can you see yourself **sailing** on a boat now?*

*John felt like he was **climbing** the mountain behind the house.*

7. Adverb/Adjective - Verb/Noun (Modifiers) where the modification is accepted as a presupposition.

*Sue didn't realise how **easily** she would sail that boat.*

*John realised how **hard** it would be to climb such a **high** mountain.*

8. Inclusive / Exclusive OR (the basis of Double Binds)

*Sue hadn't decided whether to sail today **or** tomorrow (exclusive).*

*John hadn't determined whether the mountain was large **or** small (inclusive).*

9. Ordinal - Signifies numeric order or a list, and can use a word like *Firstly, Secondly, Lastly*.

*The **first** thing Sue realised was that she remembered how to sail.*

***Firstly** John realised that he would have to get fit to climb the mountain.*

Mind Reading

Linguistic presuppositions are the linguistic equivalent of assumptions and are useful for both recognising what is assumed by the client's speech (their model of the world) and assisting in creating new internal representations for the client.

It is important to distinguish between 'Presuppositions' and 'Mind Reads'. Mind reads are where we assume things which aren't necessarily there, for example that someone is feeling a particular way without the person saying it. Linguistic Presuppositions are what has been said/mentioned in a sentence.

Exercise

In the following sentences, please distinguish between a presupposition and a mind read. Put a 'P' or an 'MR' next to each one:

1. "I'm not sure whether I should stop talking about my car to my wife."

- ___ A. He has a car.
- ___ B. He loves his car.
- ___ C. He currently talks about his car.
- ___ D. His wife should divorce him for being so boring!

2. "I don't see why I can't do it. All my colleagues are given the chance to!"

- ___ A. He feels that he is treated unfairly.
- ___ B. He wants to be treated like his colleagues.
- ___ C. This person's colleagues are given the chance to do something that he isn't.
- ___ D. All his colleagues are forging ahead with their career!

3. "If I don't learn how to appreciate my partner, she'll leave me."

- ___ A. His partner feels that she is treated unfairly.
- ___ B. He doesn't know how to appreciate his partner.
- ___ C. He wants to learn new behaviours.
- ___ D. His relationship with his partner is connected to his ability to show appreciation.

4. "I have always set unrealistic standards."

- ___ A. She can't stop setting unrealistic standards.
- ___ B. She believes she is trapped.
- ___ C. She sets standards.
- ___ D. She's a loser who is bound to be unhappy.

5. "I'm more successful now! I can see how some of the things I was doing just held me back."

- ___ A. He was a failure.
- ___ B. He is a success.
- ___ C. Something has changed in his life now.
- ___ D. He fixed himself so he should be congratulated

Linguistic Tips

- Small words with Big Meanings:
- But, although, however. Probably better to use 'And'.
- 'Try'. This implies difficulty and/or high possibility of non-success.
- 'Or'. This can limit our thinking to 1 or 2 options.
- 'Don't....'. 'Don't think of a blue tree now'.
- 'Yet' - implies possibility in time
- 'Can' - a positive affirmation of belief creates possibility

The Milton Model (Tad James)

In 1974 **Milton Erickson** was widely regarded as the foremost practitioner of hypnotherapy. He was the founding president of the American Society for Clinical Hypnosis and travelled extensively giving seminars and lectures as well as working in private practice. He had a worldwide reputation as a sensitive and successful therapist and was famous for his acute observation of non-verbal behaviour.

Erickson used language in artfully vague ways so that his clients could take the meaning that was most appropriate for them. He induced and utilised trance states, enabling individuals to overcome problems and discover their resources. After studying the techniques of Milton Erickson, John Grinder and Richard Bandler (founders of NLP) wrote up the Milton Model in *The Patterns of the Hypnotic Techniques of Milton H. Erickson, I & II*.

Erickson's work was based on a number of ideas shared by many successful therapists. He respected the client's unconscious mind. He assumed there was a positive intention behind even the most bizarre behaviour, and that individuals make the best choices available to them at the time. He worked to give them more choices. He also assumed that at some level, individuals already have all the resources they need to make changes.

Milton Erickson was masterful at gaining rapport. He respected and accepted his client's reality. He assumed that resistance was due to lack of rapport. To him, all responses were valid and could be used. To Erickson, there were no resistant clients, only inflexible therapists.

So the Milton Model is a way of constructing sentences which are artfully vague and deliberately ambiguous. The client must fill in the details and actively search for the meaning of what they hear from their own experience. In other words, the practitioner provides the context with as little content as possible. You give them the frame and leave them to choose the picture to put in it. When the client provides the content, this ensures they make the most relevant and immediate meaning from what you say.

MILTON MODEL HYPNOTIC LANGUAGE PATTERNS THAT DISTRACT THE CONSCIOUS MIND

1. MIND READ

Claiming to know the thoughts or feelings of another without specifying the process by which you came to know the information.

I know that you are wondering . . .

I can understand that . . .

I knew you were curious . . .

With a forced mind read, you "start a sentence and not quite . . ." Your client will gladly fill it in for you.

2. LOST PERFORMATIVE

Value judgements where the performer of the value judgement is left out.

Learning is easy . . .

And it's a good thing to wonder . . .

And it's a good thing to . . .

That's right . . .

3. CAUSE & EFFECT

Where it is implied that one thing causes another. Implied Causatives include:

a. *C>E makes*

b. *If . . . then . . .*

c. *As you . . . then you . . .*

You can use this to pace a current experience in your client to an Embedded Command.

Because . . .

If you study, you will learn.

Because you're listening, you are gaining understanding.

4. COMPLEX EQUIVALENCE

Where two things are equated; their meanings become equivalent.

The more you study, the more you learn.

Gaining more understanding means gaining more learning.

5. PRESUPPOSITION

The linguistic equivalent of assumptions. Almost everything presupposes something else.

You are learning many things . . .

And you are absorbing all the learnings.

Have you noticed how easily you learn language patterns?

6. UNIVERSAL QUANTIFIER

A set of words having: a. *universal generalisations*

b. no referential index

c. all, every, never, always, nobody

And all the things . . .

Absolutely know it to be true.

And all beings are part of a greater knowledge.

7. MODAL OPERATOR

Words which implies possibility or necessity, and which form our rules in life such as *will, can, may, must, should, need*.

That you can learn . . .

One should begin the process.

It is possible for you to absorb all of the learnings now.

8. NOMINALIZATION

Process words (verbs) which have been frozen in time by making them into nouns that delete a great deal of information.

Provide you with new insights, and new understandings.

Accessing your own inner knowledge will give you unlimited wisdom and understanding.

9. UNSPECIFIED VERB (UNSPECIFIED PREDICATE)

The listener is forced to supply the meaning of the sentence.

And you can . . .

I want you to become . . .

10. TAG QUESTION

A question added after a statement designed to displace resistance.

Can you not?

. . . weren't they?

You can, can't you?

11. SIMPLE DELETIONS

Recovering awareness of experiences or sensory input.

You may understand . . .

As you wonder . . .

12. LACK OF REFERENTIAL INDEX

Phrase in which the subject of the sentence is unspecified.

One can, you know, learn language patterns easily.

Some people know

Others may begin to feel . . .

You know the feeling.

13. COMPARATIVE DELETION (Unspecified Comparison)

Where the comparison is made and it is not specified as to what or to whom it was made. *Right and Wrong; Now and Then; Sooner or Later; At One Time or Another; More & More.*

And it's more or less the right thing.

Sometimes it's better to feel now and then . . .

14. PACE CURRENT EXPERIENCE

Where client's experience (verifiable, external) is described in a way which is undeniable.

You are sitting here, listening to me, looking at me, (etc.) . . .

When you understand this.

You are sitting here, listening to my voice, writing your notes in your own words or mine, . . .

15a. EMBEDDED COMMANDS

Directives that are embedded within the sentence which direct a person to do something. This is a double message and sends one message to the conscious mind and another message to the unconscious mind.

You will absorb the learnings . . .

I don't know if you'll remember this now or later . . .

15b. EMBEDDED QUESTIONS

A sentence with a question included to which an overt response is not expected.

I wonder whether you know which hand will rise first.

If you were to know when . . . are you going into trance . . .

16. DOUBLE BIND

A paradox which on the surface creates choice for the client but where either choice is acceptable.

You can change as quickly or as slowly as you want to now.

Will you take your bath before or after your goodnight story?

And that means your unconscious mind is paying attention or you are already relaxed completely.

17. CONVERSATIONAL POSTULATE

The communication has the form of a question, a question to which the response is either a yes or a no. If I want you to do something, what else must be present so that you will do it, and out of your awareness? It allows you to choose to respond or not and avoids authoritarianism.

Do you feel this is something you understand?

Will you feel more comfortable with your arms unfolded?

18. EXTENDED QUOTE

Distracting the conscious mind by the use of many referential indices.

Last week I was with Richard who told me about his training in 1999 at Denver when he talked to someone who said . . .”

19. SELECTIONAL RESTRICTION VIOLATION

A sentence that is not well formed in that only humans and animals can have feelings.

A chair can have feelings . . .

The car knew how to get there.

The walls are listening; they have ears.

As you write your notes, you note that your pen sees these learnings too.

20. AMBIGUITY

a. Phonological:

Hear and Here. To and Too and Two. No and Know.

*As you sit . . . **here** . . . the sound of my voice*

b. Syntactic:

Where the function (syntax) of a word cannot be immediately determined from the immediate context.

Hypnotising hypnotists can be tricky.

They are visiting relatives.

Running water.

Shooting stars.

c. Scope:

Where it cannot be determined by linguistic context how much is applied to that sentence by some other portion of the sentence.

Your deep breathing and trance . . .

Speaking to you as a child . . .

The old men and women . . .

The weight of your hands and feet . . .

The comfort of the couch and floor . . .

d. Punctuation:

*I want you to notice your . . . **hand** . . . me the glass.*

Seeing the staircase . . . as you go into trance.

21. ANALOGUE MARKING

Marking out a portion of the sentence verbally or non-verbally (with gestures).

You can . . . go into trance . . . now . . .

Will you . . . let your eyelids close . . .

22. UTILISATION

Utilise all that happens or is said, using the client's language.

Client: *I am not sold.* Response: *That's right you are not sold, yet, because you haven't asked the one question that will have you totally and completely sold.*

Practitioner: *Notice how the room fills with light as you become more comfortable, lighter and lighter, . . .*

Putting it all together:

I know that you are wondering . . . and it's a good thing to wonder . . . because . . . that means . . . you are learning many things . . . and all the things . . . that you can learn . . . provide you with new insights, and new understandings. And you can, can you not? You may understand; one can, you know. And it's more or less the right thing. You are sitting here, listening to me, looking at me, and you will absorb these learnings, and that means that your unconscious mind is also here, and can hear what I say. And since that's the case, you are probably learning about this and already know more at an unconscious level than you think you do, and it's not right for me to tell him, learn this or learn that, let him learn in any way he wants, in any order. Do you feel this . . . is something you understand? Because, last week I was with Richard who told me about his training in 1999 at Denver when he talked to someone who said, "A chair can have feelings . . .

Putting it all together some more:

I know that you are curious and it's a good thing to be curious. Because your being curious in this class will compel you to learn and that means that learning one thing equals learning all things. And you are absorbing all the learnings . . . and all beings are part of a greater knowledge. One should begin the process it is possible for you to absorb now. Accessing your own inner knowledge will give you unlimited wisdom and understanding. I want you to become. Can you not . . . as you wonder . . . others may begin to feel . . . sometimes it is better to feel now and then the right things as you are sitting here, listening to my voice, getting read to, writing your notes in your own words or mine . . . I don't know if you'll remember this now or later. Will you continue to listen to me while you go into trance and that means that your unconscious mind is here or you are already relaxed completely. And you are completely relaxing at this moment, haven't you . . . do you feel this . . . is something you understand . . . as you prepare to write notes, you know that your pen sees these learnings too . . . I know that you . . . no . . . time in the unconscious . . . mind . . . seeing the staircase as you go into trance . . . the comfort of the couch and floor. Notice how the room fills with light, as you become more comfortable, lighter and lighter . . .

META MODEL

Abstract to Specific

One of the first patterns developed by **John Grinder** and **Richard Bandler** in **NLP** the Meta Model uses language to clarify language, to re-connect language with experience. The **Meta Model** is a set of language patterns and questions that reconnects the deletions, distortions and generalisations with the experience that generated them.

Meta means above or beyond. The meta model is a model of language used on language itself to clarify language.

Deep Structure is our pure experience, and exists at an unconscious level. We transform that deep structure or pure experience into a form that we can communicate, our verbal and non-verbal behaviours, our **Surface Structure**.

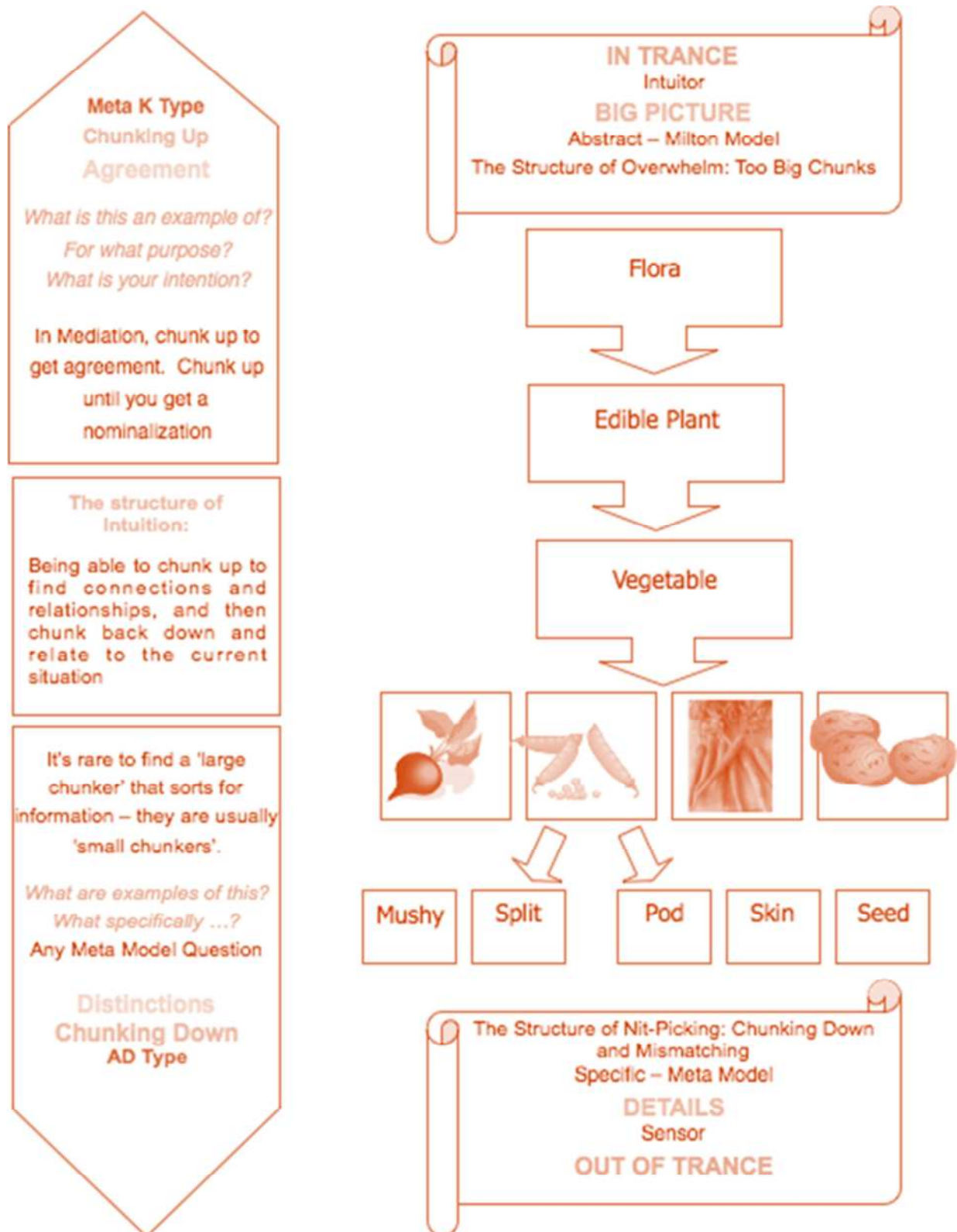
The Meta Model language patterns were modelled by Richard and John from the questioning style of two prominent psychotherapists, **Fritz Perls** and **Virginia Satir**, who used these patterns to gain information.

The Meta Model is used to:

- Gain more specificity,
- To recover information from the speaker's Model of the World, and
- To bring someone out of trance.

When we ask clients to become more specific, we are assisting them to recover from their deep structure, the deletions, distortions and generalisations that have created the perception of the problem as a problem. In short, we use the Meta Model to assist individuals to come out of a problem state with the intention of increasing choice.

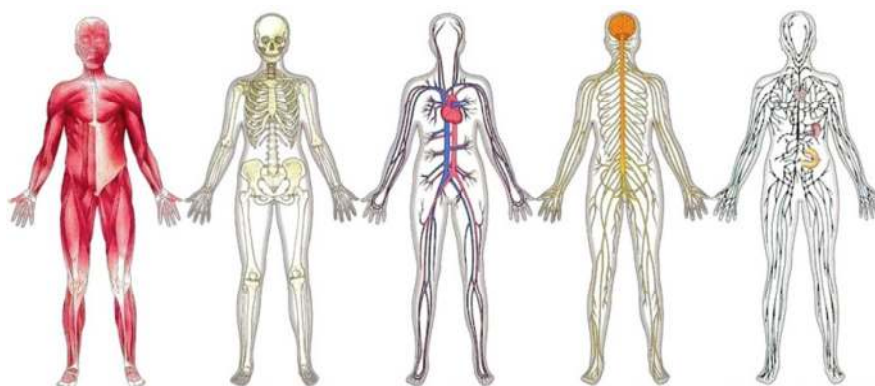
Hierarchy of Ideas



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Pattern	Response	Prediction
DISTORTIONS		
1. Mind Reading: Claiming to know someone's internal state. Ex: "You don't like me."	"How do you know I don't like you?"	Recovers Source of the Info.
2. Lost Performative: Value judgements where the person doing the judging is left out. Ex: "It's bad to be inconsistent."	"Who says it's bad?" "According to whom?" "How do you know it's bad."	Gathers evidence. Recovers source of the belief, the Performative, strategy for the belief.
3. Cause—Effect: Where cause is wrongly put outside the self. Ex: "You make me sad."	"How does what I'm doing cause you to choose to feel sad?" (Also, Counter Ex., or "How Specifically?"	Recovers the choice.
4. Complex Equivalence: Where two experiences are interpreted as being synonymous. Ex: "She's always yelling at me, she doesn't like me."	"How does her yelling mean that she..?" "Have you ever yelled at someone you liked?"	Recovers Complex Equivalence. Counter Example.
5. Presuppositions: Ex: "If my husband knew how much I suffered, he wouldn't do that." There are 3 Presuppositions in this sentence: (1) I suffer, (2) My husband acts in some way, and (3) My husband doesn't know I suffer.	(1) "How do you choose to suffer?" (2) "How is he (re)acting? (3) "How do you know he doesn't know?"	Specify the choice & the verb, & what he does. Recover the Internal Rep., and the Complex Equivalence
GENERALIZATIONS		
6. Universal Quantifiers: Universal Generalisations like all, every, never, everyone, no one, etc. Ex: "She never listens to me."	Find Counter Examples. "Never?" "What would happen if she did?"	Recovers Counter Examples, Effects, Outcomes.
7. Modal Operators: a. Modal Operators of Necessity: As in should, shouldn't, must, must not, have to, need to it is necessary. Ex: "I have to take care of her." b. Modal Operators of Possibility: (Or Impossibility.) As in can/can't, will/won't, may/may not, possible/impossible. Ex: "I can't tell him the truth."	a. "What would happen if you did?" ("What would happen if you didn't?" Also, "Or?" b. "What prevents you?" ("What would happen if you did?")	Recovers Effects and Outcome. Recovers Causes
DELETIONS		
8. Nominalizations: Process words that have been frozen in time, making them nouns. Ex: "There is no communication here."	"Who's not communicating what to whom?" "How would you like to communicate?"	Turns it back into a process, recovers deletion and Ref. Index.
9. Unspecified Verbs: Ex: "He rejected me."	"How, specifically?"	Specifies the verb.
10. a. Simple Deletions: Ex: "I am very uncomfortable." b. Lack of Referential Index: Fails to specify a person or thing. Ex: "They don't listen to me." c. Comparative Deletions: As in good, better, best, worst, more, less, most, least. Ex: "She's a better person."	a. "About what/whom?" b. "Who, specifically, doesn't listen to you?" c. "Better than whom?" "Better at what?" "Compared to whom, what?"	Recovers Deletion. Recovers Ref. Index. Recovers Comparative Deletion

Organ Language



Skin	I made a rash decision I'm itching to do something He gets under my skin
Ulcers-	That really eats away at me
Stomach	I can't stomach that You make me sick
Neck, Headache	He gives me a pain in the neck I must have a hole in my head I keep going headlong I keep going head on into these problems
Eyes	I can't see the wood for the trees I can't look at this issue I don't want to see what's going on
Constipation	I hang on to things I'm always holding back I can't let go
Heart	My heart is broken I just suffer one heartache after another
Back	I have broken the back of this problem

FEEDBACK

Definitions of Feedback

- Feedback is the link between the things you do and say and the understanding of the impact this has on others.
- Feedback is information about performance or behaviour that leads to an action to affirm or develop that performance or behaviour.

Constructive feedback

- Provides information about behaviour and performance against objective standards in such a way that recipients maintain a positive attitude towards themselves and their work.
- It helps individuals to grow

Barriers to effective feedback

- No clear objectives
- Surprise/ shock
- No self awareness
- Seen as criticism / judgemental
- No credibility or respect
- Beliefs - people know when they're doing well
- They'll want a pay rise
- Takes time
- Embarrassing
- Changes relationships
- Lack of trust

Ineffective	Effective
Judges the behaviour	Describes the behaviour
Is general,	Is specific
Is delayed, saved up and dumped	Comes as soon as appropriate
Is indirect	Is direct
Ownership is transferred	Is owned by the sender
Feelings are concealed, distorted or misrepresented	Includes senders real feelings
Is not checked for clarity	Is checked for clarity
Asks questions which are statements	Asks relevant questions
Consequences are vague	Specifies consequences
Is unsolicited or imposed	Is solicited or desired
Refers to behaviours which are not under the receivers control	Refers to behaviours under the receiver's control
Is distorted by senders needs	Senders and receiver's needs are taken into account
Denies receiver's worth	Affirms receiver's worth
Ignores process	Acknowledges process
Does not separate person from behaviour	Separates person from behaviour

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C.O.A.C.H. e-GUIDE

Student Material, Instructor material and Bibliographies

Erasmus + KA2 – Cooperation and
Innovation for Good Practices -
Strategic Partnerships

Project number 2015-1-IT02-
KA201-014883

Module 3: - The Coaching Process

Module Sections	Online Course Material	Live Training
Review of Core-Competencies	ICF Core Competencies, ICF Code of Ethics, AC and EMCC comparison competencies sheet	Review of CC's and how to use them to inform feedback in triads, on own work and observations
The Hero's Journey	Overview of the hero's journey and how it maps into coaching	Creating a hero's journey for the coach – through the COACH process of training
Contracting	The purpose of contracting Core Competencies, Code of Ethics and contracting Creating effective contracts – single and multi-party contracting	Group work on creating frames for contracting and developing contracts for purpose in education – parent, teacher, child contracts.
GROW and SCORE models	History of GROW, structure of GROW, using GROW in sessions, Effective Questions in GROW SCORE Model	Coaching dialogue and observation of coaching using GROW as a framework for coaching in education
Clean language Model	History and background to clean language and further reading Structure of the questions and learning them prior to the course	Using the clean questions independently as a structure for the coaching Using clean language inside an unstructured coaching session
Coaching with Metaphor	What is metaphor, how is it created, what is the purpose of working with it in the coaching conversation Linguistic predicates and representation systems	What is metaphor and how to work in metaphor in the coaching situation
Coaching Practically	Background to - Coaching and walking, working with animals in coaching, sand play with children and adults, archetypes and using them in education	Practical session for working with teachers and children for effective coaching, teaching and learning in the classroom.
Reviewing Coaching	Knowing yourself as a coach – lifeline personal history Soul and ego work to understand your place as a coach in education	Moving through the frameworks to build a learning journey to measure and record the coaching over a 1 year period to inform work and development
Creating a learning diary and clear portfolio of work	Frameworks for the portfolio Model of work and templates to follow	As above

Overview

Understanding coaching and being able to use the skills across leadership, management, teaching and learning means understanding the foundations of the profession. This module covers the key skills of coaching.

Objectives

- To understand what coaching means as a journey
- To develop contracting arrangements
- To understand and use basis framework and models of GROW and SCORE
- To learnt he fundamentals of Clean Language techniques
- To ensure you understand using and working with metaphor
- To work with learning styles within the coaching interaction
- To explore different practical approaches to coaching
- To provide practical opportunities to coach and receive feedback
- To promote your personal development through goal setting and promote personal development in your clients
- To learn the use of language patterns in coaching and teaching
- Understand using a reflective learning log to build a portfolio of experience and how it can be used to aid learning in teaching
- To support you in planning further professional development and possibly achieving post graduate qualifications.
- To have fun and make deeper connections.

Methodology

During the programme delegates will:

- Be continually observed and assessed in their coaching by peers and experienced coaches using clear standards and criteria as defined by the Association for Coaching and ICF.
- Observe and assess peers in their coaching and use coaching to aid the planning and development of a personal learning programme.
- Practice during the programme with peers experiencing supervised applications each of the assessment tools taught.
- Aim to achieve the training accreditation necessary to progress to full accreditation with the AC and/or ICF.

Materials

You may print the module and create your own working file. This will allow you to make notes accordingly.

Other Resources

Additional reading lists are given along with each module. Additional reading is required to understand the breadth and depth of the field of coaching.

Additional resources may be found at

- <http://coachfederation.org>
- <http://uk.associationforcoaching.com>
- <http://www.emccouncil.org/>
- <http://www.tandfonline.com/toc/rcoa20/current>

The Hero's Journey

The Hero's Journey

Managing the process of life change can be likened to what Joseph Campbell called the "Hero's Journey" (*The Power of Myth*, 1988). Campbell searched for the connections in the myths and stories of change that cross cultural boundaries. He discovered that certain themes are repeated in many cultures and appear to be deeper threads connecting all of humanity, reflecting the overall path that we take from birth to death regardless of our individual circumstances.

Just as we are born the same and die the same, there are other deep patterns held in the collective memory of our species.

Campbell described the commonalities of our overall life path in terms of the steps of the "Hero's Journey" – the sequence of events that seem to be shared in the epic myths of every culture. According to Campbell, these steps include:



1. **Hearing a calling** that relates to our identity, life purpose or mission. We can choose to either accept or ignore the calling.
2. **Accepting the calling** leads us to confront a boundary or threshold in our existing abilities or map of the world.
3. **Crossing a threshold** propels us into some new life "territory" outside of our current comfort zone; a territory that forces us to grow and evolve, and requires us to find support and guidance.
4. **Finding a guardian** or mentor is something that often comes naturally from having the courage to cross a threshold. (As it has been said, "When the student is ready, the teacher appears.")
5. **Facing a challenge (or "demon")** is also a natural result of crossing a threshold. "Demons" are not necessarily evil or bad; they are simply a type of "energy" or "power" that we need to learn to contend with or accept. Often, they are simply a reflection of one of our own inner fears and shadows.
6. **Transforming the "demon"** into a resource or advisor is typically accomplished by either:
 - a) Developing a special skill.
 - b) Discovering a special resource or tool.
7. **Completing the task** for which one has been called, and finding the way to fulfil the calling is ultimately achieved by creating a new map of the world that incorporates the growth and discoveries brought about by the journey.
8. **Finding the way home** as a transformed person, and sharing with others the knowledge and experience gained as a result of the journey.

While the hero's journey is clearly a metaphor, it captures a good deal of the reality facing leaders and managers as they seek to build a path to a successful future and contend with the uncertainties of change. The notion of a

“calling,” for instance, clearly symbolizes the vision and mission that the leader and his or her team or company is pursuing.

The “threshold” represents the unknown and uncertain elements that we must confront in order to bring the vision into action.

The symbol of the “demon” reflects the challenges of upheaval, competition, internal politics and other obstacles and crises, which emerge from circumstances beyond our control. Our resources are the values, behavioural skills and business practices we are able to put into action in order to deal with complexity, uncertainty and resistance. This is the area where the leader himself or herself must grow in order to develop the flexibility and increased requisite variety necessary to successfully navigate the new territory and overcome the obstacles which arise along the way.

“Guardians” are the sponsors and relationships we develop that support us to build skills, believe in ourselves and stay focused on our objectives.



Mapping the Hero's Journey

While Campbell's description of the journey begins with hearing and accepting a “calling,” our real life experiences often call us to the hero's journey by presenting us with the challenge first. The many heroes who emerged as a result of the September 11 terrorist attacks, for instance, were thrown into their journey by a direct confrontation with the “demon.” They had to face their threshold and recognize their calling within the crisis they were facing. This is also frequently the case with business leaders. It is a crisis, which presents the calling. In fact, the very act of exerting leadership is truly a type of hero's journey in and of itself. To explore and prepare yourself for some the key aspects of your own hero's journey, pick a project or initiative that you are currently involved in or planning and consider the following questions:

-
1. What is the 'demon' (challenge) you (and your team) must face?
 2. What is your 'threshold'? What is the unknown territory outside of your comfort zone into which you must step?
 3. What are you being 'called' to do or become?
 4. What resources do you have and which do you need to develop more fully in order to face the challenge, cross your threshold and accomplish your calling?
 5. Who are (will be) your guardians for those resources?

Contracting

Dual relationships – 1:1 contracting

- Student with coach as teacher
- Coach with Coach Supervisor as the manager
- Additional social/sexual relationship in existence

Reflecting on a one-to-one contract - For each coachee, use the following checklist to review your overall contract, as it was initially established – identify any gaps and plan to check back on these with your client. Has your contract addressed the following elements

Procedural

- How long is the relationship likely to last?
- What frequency of meetings?
- Where will we meet? (Will this vary?)
- What notes will be kept? By whom? Where will they be kept? Are they accessible to others?
- What is the procedure if one of us needs to cancel a session? How will we re-arrange?
- Do either of us have 'gate keepers' who take messages or manage our diaries? If so, what will they be told about our relationship?

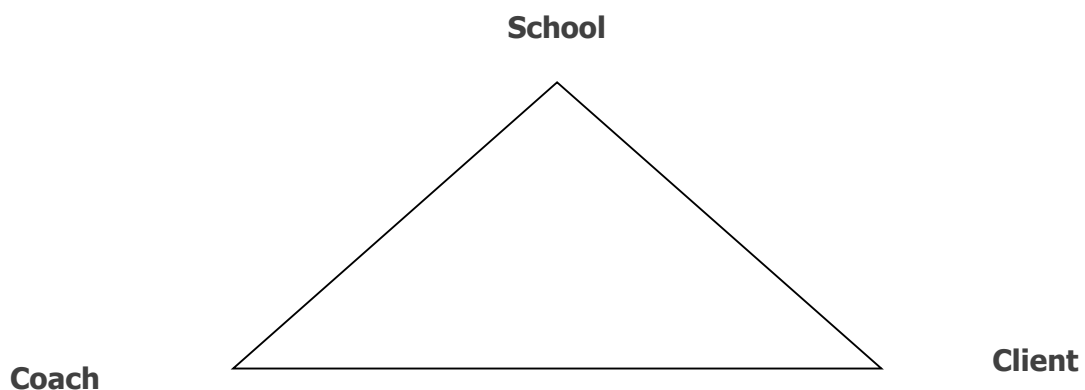
Professional

- What is the nature of the coaching (traditional, developmental, educational, organisational, life, etc.)?
- Are we both fully in agreement with that?
- Have we checked we both have the same understanding of what we mean?
- What are the boundaries to our relationship?
- What issues should the client take elsewhere?
- How will we know when issues are outside our agreed boundaries?
- What referral options are we aware of (e.g. therapist, counsellor, head teacher, etc.)?
- What are the expected outcomes from working together?
- Are we satisfied that the professional level of the contract is within our competence?
- Have we specified what is *outside* the contract, such as coach acting on behalf of the client, or discussing client's performance with a line manager?

Psychological

- What aspects have we brought into awareness that might otherwise have influenced under the surface?
- Have we both been open about any anxieties or concerns we have?
- Have we considered how either of us might unwittingly sabotage our relationship?
- Have we planned how to recover trust if something does go wrong?
- Have we addressed the potential dependency issues? The possibility that the client may feel overwhelmed? Or rebellious?
- What ground rules have we agreed to ensure that either one of us will feel comfortable enough to raise any issues with our relationship?
- If we were to play psychological games, what might the dynamics be? How can we avoid games?

Three Cornered Contracting



Contracting and the School

We can add another dimension to the prompts in above diagram.

What **procedural** arrangements does the school expect?

- Has the school specified an overall time period for the relationship, the frequency of meetings, the length of sessions?
- Does the school expect to have sight of any documentation? Are reports required, including coachee feedback about the coach?

What **professional** expectations does the organization have?

- What type of coaching is intended?
- What are the boundaries set by the school (related to current job only, personal circumstances, career advancement, changing employer, etc.)?
- What referral options are provided by the school (e.g. counselling scheme, employee assistance programme)?
- What other support is available (e.g. educational sponsorship, training courses, shadowing options)?

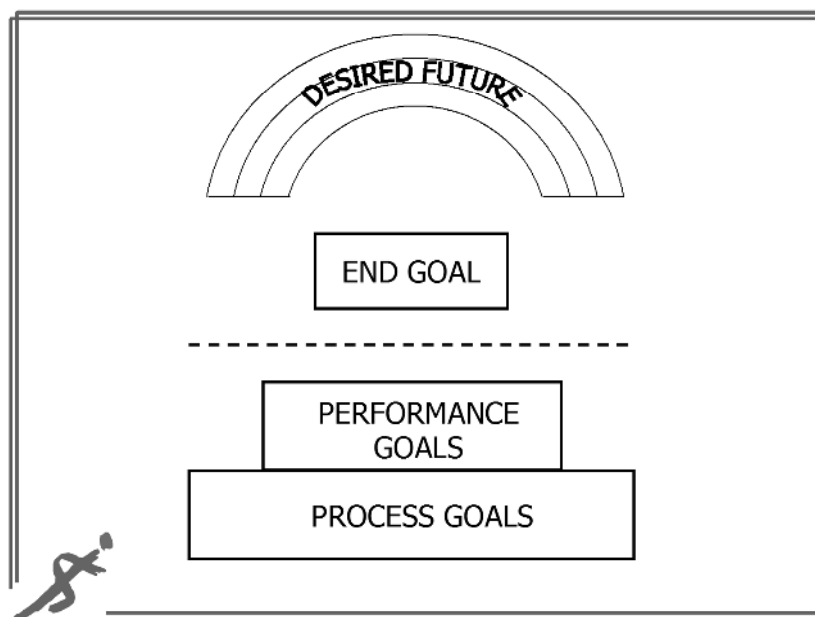
What **psychological** undercurrents might there be?

- Unspoken expectations that the coach is there to 'mould' the coachee to suit the needs of the organisation?
- Coachee fears about the coach reporting on them to the school?
- School using coaching as a last resort or so they can justify sacking the coachee?
- Unrealistic expectations of what coaching can achieve?

Grow and Score Models

History of the GROW Model

Developed in the commercial coaching world by Graham Alexander and taken forward by Sir John Whitmore, David Hemery and David Whitaker. All of whom were top flight sportsmen and later sports coaches. After studying effective coaching the GROW model was found to be the most useful as a framework for what they had observed.



A non-directive coaching technique which utilises questioning in order to raise awareness and generate understanding. Can also be used as a self review and learning tool and can be reflective or future-paced. The coach need not be an expert in the subject being discussed. Further detail for each section of the model follows:

Description of the Model

GOAL: When defining the goal it is important to identify and eliminate any negative outcome statements and elicit positive alternatives. Statements without ownership should also be challenged in order to elicit alternatives that are within the person's control. Missing sensory based evidence and consequences should also be probed and an ecology check made on final goals. High level / Long- term goals should be supported by Low level / Short- term manageable steps and care must be taken to elicit the true objective. All goals should be SMART.

REALITY: This should be explored fully in terms of actions already taken, past results, previous experience, factual information and sensory and emotional information. Probe what is not said.

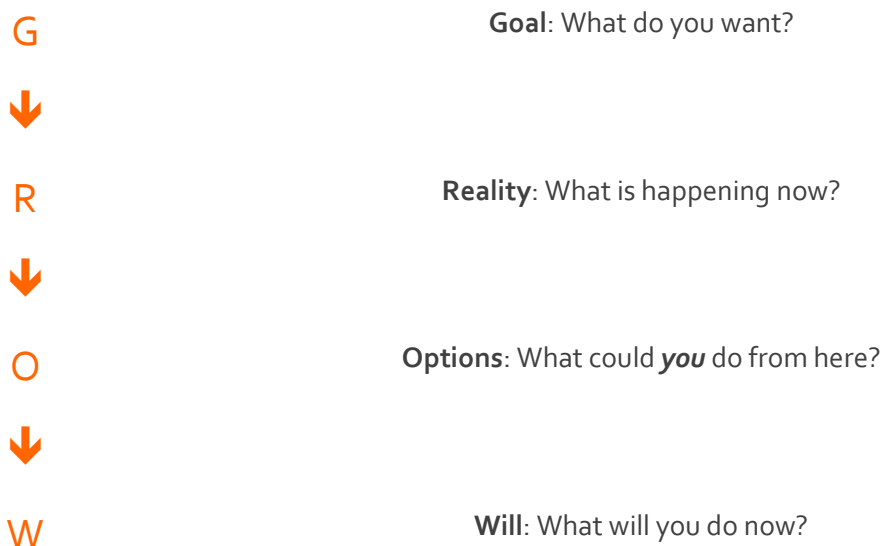
OPTIONS: Possible options are elicited from the coachee via questioning. The coach should resist the temptation to provide the coachee with their ideas, and should only do this as a last resort having obtained the coachee's permission. If the coachee finds option generation particularly difficult, a question along the lines of "If you did know, what would you do", may help, the use of silence is also powerful. Options should be discussed in particular in relation to achievement of the goal and their positive and negative impacts. They should then be prioritised and a selection made by the coachee.

WILL: This is the area most often missed within coaching. It is where commitment is obtained from the coachee to carry out the actions they have identified. Normal action planning questions along the lines of time frames, venue etc. should be asked. Potential barriers, people who need to be involved in the process, and support required should also be probed. It helps to get the coachee to describe how they will know when they have achieved their goal and to summarise the coaching session. Sometimes numerical ratings are used to ascertain the level of commitment to a given action. Follow up meetings should be arranged.

If relevant an element of skill practice can be inserted between OPTIONS and WILL.

The model is particularly effective for use in Personal development, Performance appraisal and improvement, action planning and change situations.

The COACHING Process – G.R.O.W.



GOAL

One written goal, written by the performer

- It's SMART (Specific, measurable, achievable, relevant, timebound)
- It's positive

The traps

- You don't establish a clear goal for the session
- Failing to write the goal down
- The goal is the coach's, not the performer's

Some useful questions for the GOAL phase

- What is the subject matter or issue you want to work on?
- What is the aim of this discussion?
- How much personal control or influence do you have over your goal?
- What about this is an issue to you, what in it affects you personally?
- If you solved it, what would be happening? What would be different?
- If you solved it, what would that give you? And what would that give you? Repeat
- In the long term what is your goal in relation to this issue? What is your time frame?
- What are the intermediate steps that you can identify, with their time frames?
- Is that positive, challenging, attainable?
- How are you measuring your success? How will you know you are being successful? What will success look like?

REALITY

You can summarise and reflect, accurately, the reality of the performer, including

- What's worked
- What's not worked
- What the obstacles are

The traps

- Encouraging explanation rather than exploring. If they start saying "because", beware!
- Long stories of explanation. As coach, you don't need the full story, simply to know that they're aware of it and understand it
- Imposing your reality as coach onto the performer. Instead, use their language, respect their position.

Some useful questions for the REALITY phase

- What is the present situation in more detail?
- What and how much is your concern about it?

-
- Who is affected by this issue, other than you? How could they see it?
 - What have you done so far?
 - What results did that produce?
 - What obstacles have you overcome on the way?
 - What has stopped you doing more?
 - What are you assuming that stops you solving this? What are you assuming about that that stops you?
 - What personal resistances do you have for taking action?
 - What resources do you already have? Skill, time, money, enthusiasm etc.
 - What's missing? What have you got that you haven't used?
 - What other resources will you need? What support do you need?
 - What is REALLY going on here (intuition)

Options

Generate 6 options

- Give permission to dream
- Mission impossible
- A broad spread

The Traps

- Jumping in with your own solutions to the problem. It is essential to stay silent after you ask questions.
- Allowing them to concentrate on the obvious, immediate solution

Some useful questions for the OPTIONS phase

- What are all the different ways you can approach this issue?
- What else could you do? And what else?
- Ask questions such as "What if ..."
 - you had unlimited time?
 - you had unlimited money?
 - you were the boss?
 - you could start again with a clean sheet?
 - you asked your wise old friend, what would they say?
 - you were world class at this, what would you do?
- what would you hate to do?
- Write everything down
- Reserve judgement
- Ask "Would you like another suggestion?", **only** after they've exhausted all options. (Be prepared for "No"!)
- What are the advantages and disadvantages of each?
- Which would give the best result?

-
- Which of these solutions appeals to you most?
 - Which would give you the most satisfaction?

WILL

One agreed, committed action

- How committed on a scale of 1-10 (must be 8 or more)
- SMART
- Offer support

The traps

- Not spotting a lack of commitment. Your role is to flush out the excuses up front, rather than hear them in a week's time
- Jumping in and rescuing the performer - doing for them what they're capable of doing for themselves. They can only grow if they do it for themselves
- Not following up

Some useful questions for the WILL phase

- Which option(s) do you choose?
- Will this address your goal? Does it solve the issue? To what extent?
- What are your criteria for measuring success?
- When precisely are you going to start and finish each action step?
- What obstacles do you need to overcome to achieve your result? What will be your excuse if you don't achieve it?
- What personal resistance do you have in taking this action?
- Who else needs to know about your plans?
- What support do you need, from whom and when?
- How will you get that support?
- What commitment on a 1-10 scale do you have to taking the agreed action?
- What prevents this from being a 10?
- What could you do to raise your commitment to a 9 or a 10?
- Have you got what you needed from this session?

THE PURPOSE OF THE EFFECTIVE QUESTIONS IN G.R.O.W.

Goal - To generate goal clarity through the exploration of:

- What success might look like.
- The parts over which they have the greatest personal control.
- Qualities that might be relevant to this goal (e.g. Specific, Measurable, Agreed, Realistic, Time scales, Exciting etc).
- Creating a goal that is both challenging and achievable.
- The personal gains of aspiring towards the goal.
- Success measures.

Reality - To establish as accurately as possible the situation as it is now.

This may necessitate detailed exploration of:

- Description of situation (what, when, where, who, how much, how often?)
- The impact of the situation on people, performance, activities etc.
- The facts and the emotions.
- More than one perspective.
- What is and is not in the situation.
- What has been done so far to change things.
- The blockages to future movement.

Options - To identify possible solutions and to evaluate them.

This is facilitated by:

- Encouraging ideas to flow.
- Valuing and keeping a note of all ideas.
- Challenging people to think of ...‘what else might you do?’
- Finding questions that evoke creativity.
- Separating the creativity from the evaluation.
- Bringing in the coach’s ideas wisely.
- Exploring the benefits of each idea.
- Identifying the ideas that most interest the person.

Will - To establish commitment to the chosen way forward.

The following are powerful questions to achieve this:

- Which option or options do you choose?
- To what extent does this meet all your objectives?
- What are your criteria and measurements for success?
- When precisely are you going to start and finish each action step?
- What could arise to hinder you in taking these steps?
- What personal resistance do you have, if any, to taking these steps?
- What will you do to eliminate these external and internal factors?
- Who needs to know what your plans are?
- What support do you need and from whom?

-
- What will you do to obtain that support and when?
 - What commitment on a 1-10 scale do you have to take these actions?
 - What prevents this from being a 10?
 - What could you do or alter to raise your commitment closer to 10?
 - Is there anything else you want to talk about or are we finished?

Effective Questions in Detail

Purpose

The most effective questions:

- Compel attention, observation and thought
- Focus for precision and detail
- Generate a rich feedback loop

Construction

- Ask open and probing questions
 - (for facts and details, using caution when asking 'why' and 'how')
- Start broad, then narrow to generate focus
- Follow their interest and use their words
- Be non-judgemental

Process



THE SCORE MODEL

An alternative structure to GROW

Developed by Robert Dilts, Todd Epstein and Judy Delozier

The S.C.O.R.E. Model enriches the GROW structure by adding a few more simple distinctions. The letters stand for Symptoms, Causes, Outcomes, Resources and Effects. These elements represent the minimum amount of information that needs to be addressed by any process of change.

1. **Symptoms** are typically the most noticeable and conscious aspects of a presenting problem or problem state.
2. **Causes** are the underlying elements responsible for creating and maintaining the symptoms. They are usually less obvious than the symptoms they produce.
3. **Outcomes** are the particular goals or desired states that would take the place of the symptoms.
4. **Resources** are the underlying elements responsible for removing the causes of the symptoms and for manifesting and maintaining the desired outcomes.
5. **Effects** are the longer term results of achieving a particular outcome. Specific outcomes are generally stepping stones to get to a longer term effect.

Positive effects are often the reason or motivation for establishing a particular outcome to begin with.

Negative effects can create resistance or ecological problems.

EXERCISE;

In triads, debate and agree the questions and intents behind the questions that you would ask at each stage of SCORE. Then run one round of coaching to trial your findings.

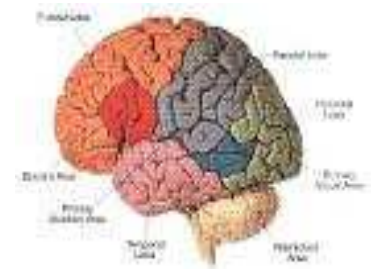
Clean Language

INTRODUCTION TO CLEAN LANGUAGE

Adapted from Penny Tompkins and James Lawley by Dr Sally Vanson

Clean Language facilitates the client's process, ensuring that the client's meaning and resonance remain wholly intact, uncontaminated by the therapist's words. It opens the door to change."

David Grove



Clean Language is a set of questions developed by therapist **David Grove** in the 1980s. Clean Language is 'clean' because it keeps the facilitator from *unwittingly* introducing their metaphors, assumptions or suggestions into a conversation (no matter how well meaning these may be). Clean questions encourage metaphors, ideas, self-reflections and ah-ha's into being. When personal change is the goal, Clean Language invites a client's perceptions to evolve and change organically — one question at a time. The linguistic base of the art and science of coaching consists of the Meta Model and Milton Model. Students of NLP may be forgiven for thinking these two wonderfully useful tools are all that is needed for the "study of the structure of subjective experience." In their two-year modelling project of David Grove James Lawley and Penny Tomkins have discovered there is another way of representing our internal and external worlds. We call this The Metaphor Model, and its 'modus operandi' is Clean Language. Clean Language is to David Grove what the Milton Model is to Erickson -- only David came up with his own model and was far too modest to name it after himself!

'Clean' does not mean 'no influence'. All language influences and Clean Language wouldn't be much use if it didn't have an effect. Because of its ability to respectfully invite clients to attend to particular aspects of their inner world, Clean Language influences the direction of a client's mind-body-spirit process (without contaminating the content of their experience). Other processes may do this too, but none do it so cleanly or in quite the way that Clean Language does, and none are so tailored to work with metaphor.

Although Clean Language was originally designed to work therapeutically with clients' metaphors and symbols, these days it is used more conversationally in

Language is so much more than words, and so there is **Clean Language Without Words** which asks clean questions of movements of the body, sounds and other nonverbal behaviour. There can be a lot of information stored in a gesture, a glance, or even a sigh. Clean Language is great for encouraging what's behind those expressions to reveal itself.

hundreds of ways — by researchers, teachers, the police, managers, consultants, health practitioners, recruiters, interviewers and many others.

Celebrated Therapists

In the early 1980's David Grove studied transcripts of celebrated therapists like Virginia Satir and Carl Rogers and noticed they continually shifted their client's frames of reference. He realised they were introducing their own model of the world by subtly rewording what the client was saying.

David wondered what it would be like to fully preserve and honour a client's experience with minimal interference by the coach. He achieved this by identifying a number of very simple questions with a particular syntax and a unique delivery method. These questions contained a minimum of presupposition and were therefore called 'Clean Language.'

What he discovered was the more he used Clean Language, the more clients naturally used metaphor to describe their symptoms. When Clean Language questions were then directed to the metaphors and symbols, unexpected information became available to the client, often with profound results.

He found that the *less* he attempted to change the client's model of the world, the *more* they experienced their own core patterns, and organic, lasting changes naturally emerged from 'the system'.

Less is More

The 'less is more' philosophy of Clean Language is a different approach to the traditional philosophy of NLP. The Meta Model and Milton Model patterns of language are designed to have *maximum* influence, often through the covert use of suggestion. And very effective they are too. However, they are not the only way to facilitate clients through the change process.

By interfering with a client's description of their symptoms, David Grove asserts that well-meaning coaches can rob clients of the very experience needed to resolve their unwanted behaviours.

In parallel to Grove, Ernest Rossi, co-author of many of Milton Erickson's books, has been developing an approach to hypnotherapy which could be called 'minimalist'. He describes it as a:

"naturalistic approach [which] can be used to help patients enhance their sensitivity and awareness of their personal patterns of mind-body coding and signaling to access and resolve their problems."
(page 313)

The title of Rossi's book, "The Symptom Path to Enlightenment" points to where this type of approach could lead!

Symbolic Meaning

NLP has made great contributions to our understanding of subjective experience: representational systems, sub-modalities, timelines etc. "Work with structure not content" could be an NLP slogan. Perhaps because of this, NLP has mostly ignored the *symbolic meaning of the content* of subjective experience. Working with symbol and metaphor is David Grove's forte.

Clean Language both validates the client's experience and facilitates the 'bringing into form' or 'giving life to' symbolic information normally out of everyday awareness. By doing so it catalyses the processes of self-managed change.

Information-Centred Coaching

The aim of Grovian Metaphor Coaching is for the *client* to gather information about their own subjective experience, not necessarily for the coach to understand it. Attempting to understand the client's experience is replaced with tracking the inherent symbolic process and structure within their 'Metaphoric Psychescape' or symbolic model or map..

The coach asks questions *on behalf* of the information sources, staying strictly within the metaphor. Thus this process is not client-centred, it is information-centred.

Common by-products of being asked Clean Language questions are: a state of self-absorption (often an eyes-open trance develops); a sense of connecting with some deep, rarely explored aspects of ourselves; and a sense of wonder, curiosity and awe at the marvellous ingenuity of our unconscious.

Clean Language questions enable the client to experience their own patterns in 'real time.' As a result, naturalistic, organic transformations occur.

Processing Language

Psychology research has clearly shown we process everything that is said to us. We seem to be biologically programmed to attempt to make sense of whatever another person communicates. For example, when we are asked a question we have to "mentally do" whatever is asked before we can answer. To do this we have to presuppose or infer much more information than is given in the 'surface structure' of the question.

We have discovered that when a coach makes even minute changes to a client's words the implications can be significant. Clients often have to go through additional translation processes and mental gymnastics to reorientate to the coach's presuppositions. Thus the coaching subtly goes in a direction determined by the coach's map of the world.

In Clean Language, the coach aims to ask the question the client's information wants to be asked. Each response is then utilized by the coach in the next question. Thus the coach follows the natural direction of the process rather than leads it.

Unclean Language

To illustrate how easy it is to unwittingly interfere in a client's process, let's explore an example. A coach could respond in a number of ways to the following statement:

Client: I'm stuck with no way out.

Coach 1: Have you got the determination to walk away?

This intervention uses very unclean language as it:

- implies the solution for the client is to be away from their current condition
- imposes determination as the resource required
- assumes the client will 'walk away' (rather than leaping, soaring, melting, evaporating, etc.)

Also the client might well presuppose they have insufficient of the determination required, because if they had enough, they would have already applied it, wouldn't they?!

Coach 2: What would happen if you could find a way out?

This is cleaner language as it mostly uses the client's words. However, you may have noticed the embedded command, 'find a way out'. The coach has assumed the solution of 'finding' on behalf of the client. While this may produce a useful outcome, does the coach recognise they have just imposed their model of the world on the client?

You may also notice in both of the above examples *the client's perception has been subtly ignored*. The client has said there is no way out of stuck. Our experience indicates it is highly therapeutic to begin by fully validating the client's 'current reality' through the use of Clean Language (See example below).

Perhaps the deepest presupposition in both of the above interventions is that being "away" or "out" is good for the client, and many *coach's outcome* would be to facilitate this.

David Grove assumes that if a client is 'stuck,' then there is valuable information in the stuckness. If 'stuck' is not honoured and explored, the client may well need to return to 'stuck' at a future date. This may explain why some apparently successful therapeutic interventions can have a short-lived effect.

Benefits of Using Clean Language

The results of using Clean Language can be quite astounding. Clients often report that we seem to understand their predicament at a very deep level, and that this in itself is valuable. (Actually this is only true at the symbolic level -- at an everyday content/cognitive level we know much less about their issue than most traditional counsellors.)

Perhaps the most noticeable benefit of this type of coaching is that the client gets to increase their awareness of their own process. They become observers of their own repeating patterns. They make connections between the symbolic pattern and their everyday life. This separates them from their 'stuff' and allows new perspectives and insights.

At a certain stage the process "takes over" and both you and the client are led by the information. When this occurs profound shifts take place. The client is taken by surprise at the turn of perceptual events as long-standing patterns transform themselves into more useful ways of being and doing.

From the coach's point of view this can verge on the miraculous. When the most unwanted and fearful symbols transform organically into resources and the client experiences deep physiological changes.



Clean Language has three components:

1. Voice Qualities

David Grove deliberately 'marks out' his use of Clean Language through changes to his normal way of speaking:

- The speed of his delivery is slower than half normal pace
- He uses a slightly deeper tonality than normal speaking
- He often uses a distinctive sing-song rhythm
- There is an implied sense of curiosity and wonder in his voice
- The client's *idiosyncratic* pronunciation, emphasis, sighs etc. are matched

2. Syntax

The syntax of Clean Language is peculiar and would sound very strange if used in normal conversation! It uses Pacing and Leading in a particular way. For example, all the questions begin with "and" and are orientated to the clients 'perceptual present'. The generalised syntax, in its full form, comprises 4 components:

"And	[pacing	clients	words]
+		And	as/when
+			[question]
+ [refer to this particular experience]"			

For example:

C: I've gone blank.

T: **And** you've gone blank. **And when** you've gone blank, **what kind of** blank **is that** blank?

or

C I'm getting confused.

T: **And** you're getting confused. **And as** you're getting confused **is there anything else about** getting confused **like that** ?

3. Clean language questions

The aim of Clean Language early in the process is to allow information to emerge into the client's awareness by exploring *their* coding of *their* metaphor.

Let's visit an example, using Clean Language questions:

Client: I'm stuck with no way out.

CLQ: And what kind of stuck with no way out is that stuck with no way out?

Client A: My whole body feels as if its sinking into the ground.

Client B: I can't see the way forward. It's all foggy.

Client C: Every door that was opened to me is closed.

This gives the client maximum opportunity to describe the experience of 'stuck,' and therefore to gather more information about their representation of the Present State.

Another Clean Language question you could ask would be:

CLQ: And when you are stuck with no way out, where are stuck?

Client D: It's as if my feet are frozen to the ground.

Client E: I'm in a long tunnel and there's no light at either end.

Client F: I see myself wrapped up like a mummy.

This question works with the client's metaphor of stuck, and only assumes that for something to be stuck it has to be stuck somewhere.

When the coach is in rapport with the metaphoric information, questions like the above make perfect sense, and client's responses have a quality of deep introspection and self-discovery. New awareness of their own process 'updates the system' and the original neural coding will automatically begin to transform; albeit in minute ways at first.

Clean Language questions are then asked of each subsequent response and each symbolic representation is explored. Thus the client is continually expanding their awareness of their Metaphoric Psychescape. The process

ultimately accesses conflicts, paradoxes, double-binds and other 'holding patterns' which have kept the symptoms repeating over and over.

As the process moves beyond this point, symbolic resources naturally emerge which resolve, at a symbolic level, that which the client has been unable to resolve at an everyday level. *When the metaphor evolves, behaviour changes in the client's 'real world'.* There is a correlation between the two.

9 clean language questions are asked 80% of the time

(There are another 25 questions only asked when appropriate to the client www.cleanlanguage.co.uk)

1. And is there anything else about.....?
2. And what kind of.....is that.....?
3. And where is.....?
4. And whereabouts?
5. And what happens next?
6. And then what happens?
7. And what happens just before.....?
8. And where does/ could come from?
9. And that's.....like what?

DEVELOPING (THE CURRENT PERCEPTION)

ATTRIBUTES	And is there anything else about ... ?
	And what kind of ... ?
LOCATION	And where/whereabouts is ... ?
RELATIONSHIP	And is there a relationship between ... and ... ?
	And when ..., what happens to ... ?
METAPHOR	And that's ... like what?

MOVING TIME

BEFORE	And what happens just before ... ?
--------	------------------------------------

AFTER

And then what happens/what happens next?

SOURCE

And where does/could ... come from?

INTENTION

DESIRED OUTCOME

And what would ... like to have happen?

NECESSARY CONDITIONS

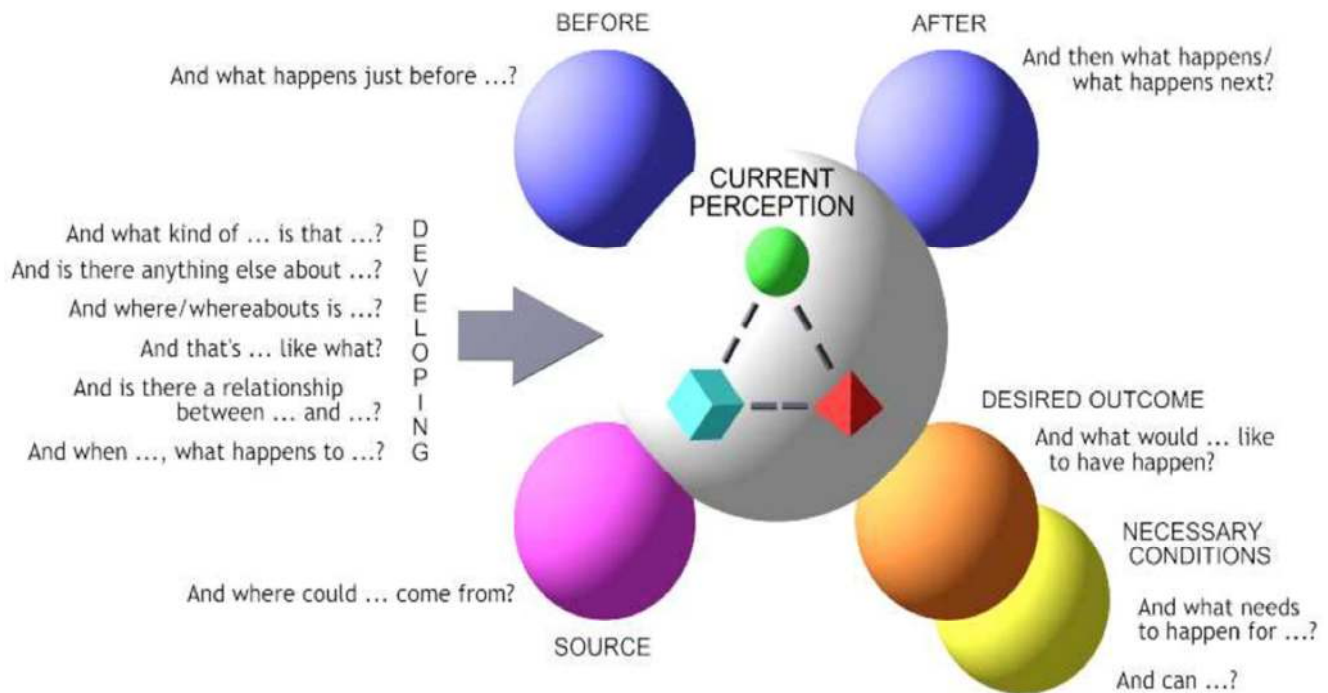
And what needs to happen for ... ?

And can ... ?

From Compass to Molecule

We moved from using a compass diagram to a molecule to depict the client's experience for two reasons. First we want to emphasise interconnectedness rather than direction. Second, the molecule represents the *client's* perception, both foreground (inside the centre sphere) and background (outside the centre sphere). As modellers we want the client's perceptions to be central to everything the facilitator says and does. By placing the questions around the outside we are emphasising that *first* the facilitator decides which sphere of perception they would like the client to attend to, *and then* they ask a question that invites them to attend to that part of their experience.

Attending to the Molecule of Perception Using Clean Language



© 2004 Penny Tompkins, James Loxley, www.clelanguage.co.uk and Wendy Sullivan, Phil Saffell, www.smartchargecompany.com

Our Thinking Changes and we are now on Version 3

Developing questions hold time still and maintain the client's attention on some aspect of their current perception. Version 3 includes two extra developing questions which invite the client to attend to the *relationship* between two aspects ('X' and 'Y') of their Metaphor Landscape:

And is there a relationship between 'X' and 'Y' ?

And when 'X', what happens to 'Y' ?

We consider these two questions *basic* because human perception is a gestalt; it is interconnected and therefore symbols in a Metaphor Landscape are always *in relation* to each other. In fact every sentence contains words which indicate relationships; verbs and prepositions for instance.

The second major change is the inclusion of a new category of *intention* questions. The distinction between the first nine basic questions and the '+3' intention questions is vital. The first nine are used to model 'what is'. The three intention questions invite the client to self-model their *desired outcome* and the conditions under which that outcome can happen. The intention questions, coupled with the client's desire to change, turn Symbolic Modelling from a 'pure' modelling process into a modelling-based change process. This is why "And what would you like to have happen?" is used to initiate most Symbolic Modelling therapy or coaching sessions.

Other minor revisions to the model involved deciding that 'Where?' and 'Whereabouts?' invite the client to attend to the same kind of experience (i.e. the location of an item in their perceptual space) and could therefore be regarded as variations of the same question. You may have noticed that this reverts to the formulation in version 1 of the model!

We also decided that both 'Then what happens?' and 'What happens next?' invite a client to attend to an event *after* the one currently in their perception. In common parlance, 'forward in time'. Therefore we now classify these two questions as one.

The final change in version 3 is the separation of "And where could/does ... come from?" into its own category called *Source*. We did this to make it clear that this question invites the client to attend to a different kind of information (the origin of 'X', cause of 'X' or from whence 'X' came) than simply 'Moving Time Back' to the previous event.

Example

Using Figure 3 as a guide we take a client's statement and show how each of the 9+3 questions invites them to attend to a different sphere of their experience.

Facilitator: And what would you like to have happen?

Client: I would like to feel strong and stand up to others.

At this point, as a facilitator you have numerous options depending on where you wish to direct the client's attention. Below we list these options in two broad categories:

Within the client's current perception (inside the centre sphere of Figure 3).

Outside the current perception (to one of the surrounding spheres).

The left-hand column indicates the sphere of experience you want the client to attend to, the right-hand column the clean question that will likely direct the client's attention there.

WITHIN THE CURRENT PERCEPTION

ATTRIBUTES **And is there anything else about** stand up to others?

And what kind of strong **is that** strong?

LOCATION **And where/whereabouts do** you feel strong?

RELATIONSHIP **And is there a relationship between** feel strong **and** stand up to others ?

And when you feel strong, **what happens to** others?

METAPHOR **And that's** strong **like what?**

OUTSIDE THE CURRENT PERCEPTION

EVENT BEFORE **And what happens just before** you feel strong?

EVENT AFTER **And then what happens/what happens next?**

SOURCE **And where does/could that** feel strong **come from?**

DESIRED OUTCOME **And when** you'd like to feel strong and stand up to others, **what would you like to have happen now?**

NECESSARY CONDITIONS **And what needs to happen for** you to feel strong?

And can you feel strong?

Working Systemically

Within Symbolic Modelling, Clean Language is applied systemically. That is with an awareness of working with the non-linear and emergent properties of a human system. Clean Language can be used in this way because:

The simplicity of the questions enable a system's complexity to emerge 'uncontaminated' by the metaphors, assumptions and presuppositions of the facilitator.

It works with a system's natural tendency to display an idiosyncratic directionality, i.e. to follow a unique developmental path.

It can work at multiple levels of organisation: component, relationship, pattern, and pattern of organisation.

By enabling an individual or group to map a network of relationships they discover the *wisdom in their own system* that is not contained in any of the parts, but is embodied in the configuration of the whole.

When using Symbolic Modelling in a therapy or coaching context, the facilitator's role is to use Clean Language to invite the client to attend to various aspects of their perception so that they *self-model*. The client's role is to find out how their perceptions work together as a system -- and for that to operate as feedback so that they continually learn from their own experience.

And because we keep learning from our colleagues, students and clients, we can be sure that in the years to come our model of Clean Language will evolve still further.

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Coaching with Metaphor

Metaphor

Have you ever been speaking to a student and they say, "You know, it's like ..."? Inevitably you have, because we all use metaphors to describe our experience. Whatever they put in the "...", will be a metaphor, and will have significant meaning for them. [Note 1]

Some teachers disregard student's metaphors and consider them 'throwaway' comments. But many teachers with exquisite rapport skills have learned to listen very carefully to their student's metaphors so that they can converse *within the logic or 'frame' of the metaphor*.

These teachers intuitively know that metaphor is not an occasional foray into the world of figurative language, but the fundamental basis for everyday cognition. George Lakoff and Mark Johnson state:

In all aspects of life, ... we define our reality in terms of metaphors and then proceed to act on the basis of the metaphors. We draw inferences, set goals, make commitments, and execute plans, all on the basis of how we in part structure our experience, consciously and unconsciously, by means of metaphor. [Note 2]

Special questions are needed to explore a student's metaphors *without introducing your own*. These questions are called Clean Language, and are designed to respect and acknowledge the student's experience by using their *exact words*.

Recently I was working with a student who was having great difficulty trying to describe why making decisions was such a problem for her (perhaps she couldn't decide on the right words!).

"And, making decisions is like what?" I enquired.

She thought for a moment and replied,

"You know, it's like going to the dentist. I'm in the waiting room and I'm dreading going in."

To this very rich description of her experience I simply replied,

"And when you're in the dentist's waiting room, is there anything else about dreading going in?" (being careful to use her exact words).

I could tell she was deep inside her metaphor by the amount of time she took to answer and in the way she finally said,

"I really need courage."

"And what kind of courage is that courage?" was my next question.

"A courage that will help me go through it rather than delay any longer." [Note 3]

"And when courage will help you go through it, where is that courage?"

She touched her chest with her right hand and said

"Inside me."

"And whereabouts inside you is that courage?"

"In my heart"

I continued asking Clean Language questions of her metaphor so that she could further develop her resource of courage. At the end of our time together she said, "If you had told me when we started that a comment like "going to the dentist" could link so directly with my decision making, I wouldn't have believed it. In fact, you couldn't have told me, I had to experience it for myself."

In the above example, I used five of the nine basic Clean Language questions [Note 4]:

"And		...		is		like		what?"
"And	when	...	is	there	anything	else	about	..."
"And	what		kind	of	...	is	that	..."
"And	when		...	where		is	that	..."
"And whereabouts ...?"								

Conversing within a student's metaphor is the symbolic equivalent of physical matching and mirroring -- except it acknowledges the student at a higher level [Note 5]. Rather than honouring how they move in the world, you are honouring how they give meaning to their experience. Try it, and see for yourself!

Walking in your landscape - EXERCISE with clean cards

(Sylvie de Clerk and Jenifer le Gandt)

Client; Centre and go inside yourself, finding a neutral space from where you can suspend judgement and take risks. **Coach;** Put aside all your favourite theories of how to coach someone or what they should do and just be present. Suspend your world, and enter the world of your client. Be curious and open. **Use only the words on the cards and the client's own words. Time;** 20 – 45 minutes

1. Lay out the nature cards face up for the client to see them, and the Clean Words cards face down.
2. Ask the client; what would you like to have more of in your life or work right now?
3. Client answers question
4. Coach; and keeping this question in mind, choose of one the cards that you are attracted to... and now pick at random one of the clean words cards
5. Coach ask question; and what kind of (client's word) is that (client's word)? Client answers.
6. Coach asks; and is there anything else about that (client's word)
 - a. These questions should be repeated 4 times as they provide a way for the client to get to know his/her symbols and metaphors before doing anything else.
7. The client then chooses at random from the ten clean questions another question without looking at it, the coach asks the question and the client responds. These questions enable the client to discover his/her

inner landscape

8. Repeat, working through as many of the questions as you feel sufficient. You don't have to use all of them. You may need to link some or work with clusters of questions to move the client on. You may use them more than once.

Just before the time is up ask the client; "and when all of this what would you like to take with you as you go now?"

Notes:

- A simile is just a metaphor that is labelled a metaphor -- by 'like' for example.
- Lakoff and Johnson, *Metaphors We Live By*, p.158.
- Notice the subtle shift in the student's metaphor from "going to" to "going through".
- For the remaining four basic questions, see the other articles on www.cleanlanguage.co.uk about Symbolic Modelling and David Grove's Clean Language.

Using Metaphors with Coaching

Angela Dunbar DipM MCIM

Why Metaphors?

I first came across the powerful effect of metaphors in coaching, when I was being coached. At the time I was an NLP Practitioner, working towards Master level with my own relationship issues. I thought it would be beneficial to get coached by someone with an NLP background.

I went into the first session with my normal, logical thinking patterns, and came out with a completely different awareness of life, the universe and myself. I felt like Alice, having fallen down the rabbit hole and finding herself in Wonderland. I was in total awe of my own internal metaphoric representations, and amazed at how deeply I was affected by them.

Since then, I have been on a journey; a treasure hunt; a quest for more knowledge and understanding; a thirst for learning how other people use metaphors, and a love that fills my heart and radiates out a belief in the magic inside us all. How metaphoric is that? Metaphors are a wonderful, descriptive tool for communication that can inspire others, but they are also much more.

A metaphor can be viewed as simply one person's description of something as 'like' something else. In George Lakoff and Mark Johnson's mind-expanding book, *Metaphors We Live By*, they say: "The essence of metaphor is understanding and experiencing one kind of thing in terms of another." (page 5)

When one acknowledges that most of our thought processes go beyond our conscious understanding, metaphors give a unique perspective into how someone thinks, feels and experiences their world. Consider this - the tangible world around us is made up of billions and billions of constantly moving atoms and lots of empty

space in between. What we see is our own internal perception -- colours, shapes, patterns. Isn't it all just a metaphor for the real thing? Perhaps metaphors are the closest we ever get to the 'true' experience of reality!

Carl Jung explains the importance of the unconscious mind in his book, *Man and his Symbols, Chapter One*. At some point of perception, we reach the edge of certainty beyond which conscious knowledge cannot pass. The unconscious, however, has taken note of all events and experiences, and will store this information in forms and symbols that may be somewhat obscure. Jung was convinced that by analysing those symbols that appear through connecting with our unconscious, we have access to a much wider and more comprehensive understanding of ourselves, our relationships and the wider world around us.

Our use of metaphors in everyday language is one such 'key' to deciphering our unconscious wisdom.

Metaphors give the Coach Insight

As a tool for coaching, the client's metaphors give you an insight into their unique perception of their situation and their goals. When the client tells you that they can 'see light at the end of the tunnel', that is what they are experiencing. There is light for them, and they are in a tunnel. They will unconsciously 'know' much more about their situation from this metaphoric viewpoint. They are very likely to know in which direction the light is, how far away it is, and where the light comes from. They will know about the structure of the tunnel, how it feels and looks, how narrow the passage, and whereabouts they are in relation to the tunnel.

And more -- this is where the power of metaphor comes in. The Client will know, on some level, what needs to happen for them to move towards the light and get out of the tunnel. The answer can come in pure metaphor, the person's 'real' perception of their tangible situation will shift as their perception of the metaphor evolves and alters.

It is estimated that the average person uses a metaphor in everyday language once every twenty-five seconds. If you start to really listen to the language a person is using, metaphors begin to jump out at you. See what I mean, a jumping metaphor! I wonder how it jumps, and what kind of metaphor is one that can jump? Right now, I can picture tiddlywinks; bright, shiny tiddlywinks of different colours and sizes. And each tiddlywink, when you look closely, contains a miniature world ... and there I go, with my own metaphoric description again!

Developing Metaphors Using Questions

When you 'spot' a metaphor used by a client, what can you do to help them pay attention to it and understand its importance?

The language you use is 'clean' because you say nothing to contaminate the client's own perception. You merely direct their attention towards the metaphor, and the shapes and symbols that evolve from it.

Penny Tompkins and James Lawley took David Grove's process and developed it into a model for coaching, and other therapeutic uses. They call it "Symbolic Modelling". It is a modelling process because, through the use of specific questions, you are attempting to 'replicate' the client's experience in your own mind.

The basic principles are congruent with any good coaching practice:

Ask questions to find out what the client wants.

Ask questions to find out what needs to happen for them to get there.

If problems, barriers or blocks are identified, ask questions to find out what needs to happen to overcome them.

Sounds simple enough, and indeed it is, although the questions themselves may sound a little unusual and unfamiliar to begin with.

The questions need to be phrased in a very specific manner. There are just 12 basic questions to use, and that may sound limiting, but believe me you can easily go to other worlds with them!

Example Client Conversation

With practice, the flow of questions can come very naturally. As an example, for the client who sees light at the end of the tunnel, you might ask:

"And when you see light at the end of the tunnel, what would you like to have happen?"

It might sound obvious to ask this, but we are all unique and some people may be afraid of the light, be happy to stay in the tunnel, or want to turn around and go the other way. Never assume you know what the client may want.

The client could answer with:

"I want to get out of the tunnel and be in the light"

OK, it's a clear goal. Stay with it and find out more about the outcome. Let the client get a real sense of how it would be to achieve their outcome.

"And when you get out of the tunnel, and you can be in the light, is there anything else about that light?"

They may tell you it's warm, or bright or whatever. They are developing their sense of what it would be like.

"And when you can be in the light, what kind of 'you' is that 'you'?"

The descriptions they give may highlight other metaphors or feelings, which you can continue to explore.

"I feel relieved, like a great weight has been lifted from my shoulders"

"What kind of lifted is that lifted?"

or

"When you feel relieved, whereabouts do you feel relieved?" (all feelings have a location somewhere, within or for some, even just outside their bodies)

or

"What kind of weight is that weight?"

Once the outcome has been really explored, generally you will be able to see/sense/notice that the client is 'connected' to a different reality. Many clients will go into a light trance. It usually feels quite good to be 'wallowing' in one's own outcomes.

You could then take it a step forward.

"And when you are relieved, and in the light, what happens next?"

If all is well, they may go to another level of goal setting. It may be that their perception has already shifted by simply exploring the outcome. For some, this could be where the problem (particularly if this is a 'habit') re-surfaces. Another tunnel comes along, or something similar

Then you might ask:

"What needs to happen for you to get out of the tunnel, and be in the light?"

And

"What else needs to happen?"

People tend to stick within the logic of their metaphors. They could walk or run out of the tunnel, but presumably something is stopping them, else they wouldn't still be in it. It would be 'unclean' to ask what stops them, as you are assuming that there is a 'what' and a 'stop'. Let them tell you:

"And can you get out of the tunnel?"

"No, because my feet are stuck to the ground."

Ok, now you can explore the problem

"What kind of 'stuck' is that 'stuck'?"

"Is there anything else about feet that are stuck?"

"What kind of ground?"

"Is there anything else about the tunnel when your feet are stuck?"

"When your feet are stuck to the ground, and you are in the tunnel, then what happens?"

Like an explorer, you seek to learn all you can about the terrain. The solution, will, inevitably be within the problem somewhere. The Client is exploring the terrain with you and will gradually perceive more and more as you continue asking questions.

All the elements of the metaphor could potentially be resources, something to 'unlock' or 'shift' or 'move' the problem environment. Maybe the ground is wet and the feet can loosen. Maybe they are stuck with glue, and the glue is so cold that it has become brittle. Maybe there is something else in the tunnel that could change the situation. Often, the 'scariest' part of the metaphor can turn into something benign and useful.

Once a client 'shifts' their awareness, you can see the release in the way they suddenly relax, or laugh, or cry. After the session, the Client may understand perfectly what all the shapes and symbols and elements 'meant' in the real world, but many won't have a clue on a conscious level. The great thing is, it really doesn't matter if they don't. The shift has happened subconsciously, the change has already happened. One remarkable, but sometimes frustrating thing is that the Client simply 'forgets' they ever had a problem once it's gone -- you might not get any recognition for helping!

References:

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Coaching Practically

Introduction to Sandplay

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Sandplay works through the use of active imagination and creative symbolic play and is a practical, experiential tool that creates a bridge from the conscious to the unconscious, from the mental and spiritual to the physical and from the nonverbal to the verbal.

The coach provides a safe and accepting environment in which the client can allow his/her inner voice to speak.

Sandplay allows the client to access his/her innermost feelings and represent images as to what is happening in his/her outer world. By making concrete what the inner voice is expressing, the client brings into external reality his/her own relationship with him/her self and allows unconscious material to be revealed.

Sandplay takes many forms. The connection with the sand helps the client to ground and centre him/herself and often takes a person back to a childhood memory. Some clients use no objects at all; they touch the sand, make formations in the sand, and even write in the sand. Some use very few objects and some use many, some use the sand dry and some wet it with water. Some build their world very quickly, others reflect, some create a static world, others an ongoing and moving story. Some report the experience as centring and tranquil, others experience deep emotions and reconnect with past pain. There is no right way or outcome and the Coach must trust that each client will do what s/he needs to do at that moment in time.

The Coach must be aware as possible of his/her biases, values, preferences and unresolved issues so as to be present with the client in his/her pace.

Sandplay is an addition to other coaching tools and techniques. It works well with Clean Language, visualisation and imagery, body work and movement, art therapy and hypnosis, outcome thinking, timelines etc.

Further reading

Sandplay – Silent Workshop of the Psyche, Kay Bradway and Barbara McCoard

Sandplay – a psychotherapeutic approach to psyche, D.M. Kalf

Walking and Coaching - A Personal Introduction *from Duncan*

Stoddart ©Dr Sally Vanson

I have often asked myself how I could bring together the different facets of my life: outdoor personal development, coaching and facilitation, and creativity.

Questions arose in my mind. What would it be like to walk with a skilled listener in wild country? Would walking through a landscape facilitate a creative and productive thought process? What would the effect be of then spending time in solitude, perhaps by a lake, reflecting on what had emerged?

I began to see the potential, recalling what someone said to me several years ago:

"When I was on top of a mountain, or sitting before a great, sweeping panorama, I often gained a sense of perspective on my life which I struggled to achieve in other situations. Things became clearer. Being outdoors gave me the freedom and energy to really think about where I was in my life, *who* I was, and where I was going. It was a great way to reach important insights and decisions". This observation, from a senior manager who took part in an outdoor development event, expresses the essence of a new one-to-one programme in the outdoors.

This special course, set in Snowdonia National Park, is a two or three day event, usually taking place over a weekend. It combines one-to-one coaching and personal development using the outdoors.

One-to-One Outdoors

- Seeing far horizons, being in a vast, open space or watching a river run through a forest affects a person's mood, feelings and thoughts. Their physical situation, far removed from their daily routine, puts their mind in a different position from which to view their life, work or problems. Hence the ability to see the familiar in perspective is enhanced.
- Walking, for many people, somehow frees up the mind, allowing a stream of thoughts, ideas and feelings to flow naturally.
- Walking through a natural landscape can relax and energise us simultaneously. This, and the unfolding landscape, may stimulate a person to talk expansively and to cover new ground, as if they are 'travelling in their mind'.
- This coaching environment creates an informal, enjoyable and invigorating way to focus on one's development.

For whom is this intervention intended?

It is ideally suited for people who need to 'get away from it all' - away from work, home and family - to take stock, understand what they want, and where they're going. For some, it can work as a kind of annual or six-monthly work-life review. For others, it offers, through problem solving, the chance to tackle major obstacles standing in their way. It can also address issues such as creativity, relationships, career, and motivation.

Participants are strongly encouraged to design the event with the coach, choosing from a range of options:

A Talk & Walk: using the time to talk and walk for several hours, or even most of each day (of a two day event). This allows the participant to work with issues in some depth. It also allows the discussion to run without interruption.

B Walk & Solo: as an appropriate contrast to one-to-one talking and walking, there is the opportunity to be entirely alone in the outdoors, either solo-walking, or staying within a chosen area for a few hours, or a half-day. The solo experience can act as powerful catalyst or period of reflection, given the rare occasions we are truly alone with ourselves.

There is a further option of spending a night alone in a tent in the hills, with or without the coach-instructor nearby.

C Walk, Solo & Personal Challenge: in addition to options A & B, there is the opportunity to rock-climb, abseil, climb a mountain, or paddle in a Canadian canoe along the stunning Mawddach Estuary.

For some people the personal challenge can act as a constructive break from the one-on-one sessions. It provides an opportunity to focus the mind on something new and different, to step out of our comfort-zone and learn something more about ourselves. It can serve to remind us of what we are capable of.

The event is extremely flexible and tailored according the needs and requirements of the participant.

Underlying Philosophy

At core, I believe that people change and develop through increased self-awareness. The coaching process is, in my view, one way in which a person may gain a greater insight into themselves, their situation and what they want from their life.

Horse Whispering and Innovation

by Tudor Rickards, (Professor of Creativity, Manchester Business School)

Over the past few months, as I have discussed a non-traditional approach to leadership development with friends, colleagues, and other business professionals, I have been reminded of a long tradition of suspicion of educational theories. The ideas have received the inevitable reactions of enthusiasm, support, and hostility that greet any innovation.

By way of a little background, a few of us had become interested in an approach to dealing with horses known as 'join-up'. *The Horse Whisperer* is a Hollywood version of the story of Monty Roberts, a real-life innovator in the practice of dealing with horses. The film brought Monty international attention for his approach, which has since become a recognized – and in many cases, preferred – alternative to earlier approaches to working with horses. In complete contrast to the traditional approach of 'breaking' the horse into a condition of compliance, Monty's approach is founded on the recognition of a foal's instinctive desire to be part of the herd.

From a study of such behaviours over a period of many years, Monty Roberts developed a method that permits him to win the trust of a horse within half an hour, so that even a previously unriden animal accepts saddling, and then a rider. Demonstrations have convinced thousands of knowledgeable spectators that this new

approach works. After one such demonstration, the Queen herself endorsed the method, and has been encouraging its use for some years.

TV appearances, books, and hundreds of personal demonstrations have helped communicate the method.

After meeting and talking with Monty – and especially after witnessing the work of his UK protégé, Kelly Marks, we were struck by the idea that her development of the principles seem transferable to a trust-based leadership style. We also met other business academics and consultants who are considering how such methods might be applied in organisational contexts. One in particular, Ian Lawson, saw a connection with recent research conducted by The Industrial Society. Ian and his group found that the most powerful differentiator between successful and unsuccessful leaders was a trust-based style.

For some people, the dangers of drawing simple analogies between horse management and human leadership are all too clear. The obvious differences can become a communication barrier. We are tired of being asked if we are teaching leaders to control people by breathing into their nostrils. We have also reassured trainees that we are not working on ways of 'breaking the spirit' of workers, or of belittling humans by comparing them with animals. Indeed, the work has sensitized me to the inappropriateness of a great deal of animal behaviours as models for improved human action. Such methods are particularly dangerous and morally repugnant if translated to a handbook for human leadership.

At Manchester Business School we have become hardened to adverse reactions to novel ideas. The School is an institution with a long reputation for pioneering new and controversial ideas in management. In the 1960s the newly founded school developed 'The Manchester Method', a way of learning through studying businesses and their challenges as living cases. So we were not deterred by the thought that other Schools might have already rejected the whole idea of join-up as irrelevant and academically trivial. More important was to satisfy ourselves that we had a legitimate and promising approach to support executive education and development.

The case against using the 'intelligent horsemanship' metaphor is that we risk reinforcing inappropriate leadership metaphors of dominance and dehumanisation. A second line of attack is that the method is a version of the so-called theory-Y, or be-nice-to-the-workers approach, which has its own problems in competitive business environments. The third objection is that the methods are not accepted yet by many in the horse breeding and managing establishment.

We do not wish to make excessive claims for what we are doing, but the experiences of first trials have gone some way towards justifying our initial intuitions. Our view is that experiential learning leads to unexpected discoveries. Learning cannot just be asserted in a classroom. And as they observe the way horses react to certain behaviours, participants think about how they themselves or other employees react to different management styles. The discussion afterwards often leads to one about experiences of bullying and abusive behaviours, a discussion that might not otherwise surface in a leadership course. We've found this helps the participants draw fine distinctions between being tough, being assertive, being supportive and being soft.

At a more immediate level, we see the need for careful research studies into the behaviours of our executives. The discussions and demonstrations suggested that there were connections between the approach, and an on-going project on creative leadership at Manchester Business School. Could there be a link between the two bodies of work? If that turned out to be the case, then it would lead to an exciting new means of studying, and even teaching, good leadership practices.

Working with a colleague experienced in creative leadership, we decided to carry out a piece of detective work, 'fingerprinting' the essential features of the two approaches of creative leadership and of 'join-up'. Strictly speaking, we were not here conducting a search for a shared identity between two samples of fingerprints, or in its more recent counterpart, between two sequences of amino acids. Rather, we are exploring to see whether the sense we make of horse whispering has adequate connections to the sense we make of creative leadership.

We took as our fingerprints the basic principles behind the practices of creative leadership that we had been studying, and the principles behind the methods of join-up. This gave us a list of 22 attributes. We rated each attribute as a clear match, or a possible match, after a period of discussion. We were also prepared to record mismatches. We found no mismatches. Nine of the attributes give clear matches. Five additional attributes were considered promising or possible matches. We found no mismatches. The absolute number of matches is perhaps misleading, as the items on the list are not independent.

We subsequently asked two groups of executives (one from the UK, and the other from a set of visiting Future Leaders of Africa, including two MPs) to help in our fingerprinting. They extended the list of attributes, once again confirming the general matching. They even suggested carrying out the 'negative matching' – to show that traditional horse-breaking did not match with creative leadership. The results were even more straightforward. Traditional horse-breaking (at least as we understood it) is almost completely unmatched with creative leadership.

The next steps will be to explore more deeply the principles of join-up to find out how they can apply to creative leadership. For example, 'join-up' applies as the simplest kind of 'leader-follower' transaction, the 'one-to-one'. High-flying corporate executives are more interested in advice whereby they can develop skills in 'one-to-many' relationships in teams or even across entire organisations. So this particular detective story is far from over.

Tudor Rickards has been associated with the Manchester Business School since 1972 and has published widely on innovation and creativity. Professor Rickards works closely with various international organisations in the development of innovative skills. He has won international awards for his teaching and educational work in his specialist areas, and was Alex Osborn visiting professor at the State University of New York, Buffalo from 1987-1988. In 1999 twelfth book Creativity and the Management of Change was published by Gower Press.



Archetypes of change;

©Dr Sally Vanson

Archetypes provide the deep structure for human motivation and meaning. When we encounter them in art, literature, sacred texts, advertising—or in individuals or groups—they evoke deep feeling within us. These imprints, which are hardwired in our psyches, were projected outward by the ancients onto images of gods and goddesses. Plato disconnected these from religion, seeing them in philosophical terms as "elemental forms." Twentieth-century psychiatrist C.G. Jung called them "archetypes."

An archetype (pronounced /'ɑrkɪtaɪp/) is an original model of a person, ideal example, or a prototype upon which others are copied, patterned, or emulated; a symbol universally recognized by all. In psychology, an archetype is a model of a person, personality, or behaviour.

In philosophy, archetypes since Plato at least, refer to ideal forms of the perceived or sensible things or types.

In the analysis of personality, the term *archetype* is often broadly used to refer to

- a stereotype—personality type observed multiple times, especially an oversimplification of such a type; or
- an epitome—personality type exemplified, especially the "greatest" such example.
- a literary term to express details.

Archetype refers to a generic version of a personality. In this sense "mother figure" may be considered an archetype and may be identified in various characters with otherwise distinct (non-generic) personalities.

Archetypes are likewise supposed to have been present in folklore and literature for thousands of years, including prehistoric artwork. The use of archetypes to illuminate personality and literature was advanced by Carl Jung early in the 20th century, who suggested the existence of universal contentless forms that channel experiences and emotions, resulting in recognizable and typical patterns of behaviour with certain probable outcomes. Archetypes are cited as important to both ancient mythology and modern narratives, as argued by Joseph Campbell in works such as *The Hero With a Thousand Faces*.

Building upon Jung's work, Carol S. Pearson has created a system of 12 archetypes that put a human face on the meaning structures that are correlated with success and fulfilment today. Studying Pearson's archetypes can help you:

Increase communication between your conscious and unconscious minds

Trigger a greater sense of meaning and fulfilment in your life

Inspire and motivate others

Cope more effectively with difficult people

Have greater flexibility to respond to the challenges of life

Be more effective within your family, workplace, and community context.



They can also help schools, businesses and organizations:

Create a healthy and balanced organizational culture

Create a "brand" identity aligned with the actual values and strengths of the organization and its products

Inspire customer and employee loyalty

Make a positive contribution to the world.

The 12 Pearson archetypes are grouped in two different ways--the first system emphasizing the journey of development for individuals, groups, and organizations; the second focusing on achieving balance within fundamental motivational categories (stability, belonging, achievement, and learning/self-actualization). In different books, the names used to describe the archetypes vary somewhat, to highlight the aspect of the archetype most relevant to the subject at hand. The following table integrates the two ways of grouping the archetypes.

Brief descriptions of the 12 archetypes follow in "the journey" order. Many thanks to Dorothy Hewerdine for sharing her playful renderings of the archetypes.

Preparation: Archetypes of the Family

The archetypes of preparation can be seen as connecting with the inner child (Innocent and Orphan) and the inner parent (Caregiver as nurturing parent; Warrior as protecting parent). These four archetypes tend to be active in young people and/or organizations that are new or that employ or serve people who are at the preparation level of development. Together, these archetypes provide an inner "family" that makes the individual less dependent upon the health of the family of origin. When all four are awakened in an individual or organization, he/she/it generally is able to move on to The Journey.



THE INNOCENT

Every era has myths of a golden age or of a promised land where life has been or will be perfect. The promise of the Innocent is that life need not be hard. Within each of us, the Innocent is the spontaneous, trusting child that, while a bit dependent, has the optimism to take the journey.



THE REGULAR GUY/GAL - THE ORPHAN

The Regular Guy/Gal/Orphan understands that everyone matters, just as they are. Down-home and unpretentious, it reveals a deep structure influenced by the wounded or orphaned child that expects very little from life, but that teaches us with empathy, realism, and street smarts.



THE WARRIOR/HERO

When everything seems lost, the Warrior/Hero rides over the hill and saves the day. Tough and courageous, this archetype helps us set and achieve goals, overcome obstacles, and persist in difficult times, although it also tends to see others as enemies and to think in either/or terms.



THE CAREGIVER/ALTRUIST

The Caregiver is an altruist, moved by compassion, generosity, and selflessness to help others. Although prone to martyrdom and enabling behaviours, the inner Caregiver/Altruist helps us raise our children, aid those in need, and build structures to sustain life and health.

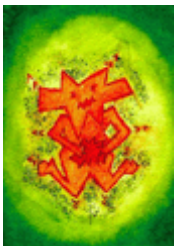
The Journey: Archetypes of Transformation and Change

These archetypes of metamorphosis personify the process of seeking out new options; tearing down what no longer serves; committing to people, values, and activities; and creating new forms. They are expressed most often in individuals (adolescence, midlife, retirement, etc.) and organizations in times of transition, and all of them want to maximize personal freedom and fulfilment. When all four are awakened within individuals or organizations, they become ready for The Return.



THE EXPLORER/SEEKER/WANDERER

The Explorer/Seeker/Wanderer leaves the known to discover and explore the unknown. This inner rugged individual braves loneliness and isolation to seek out new paths. Often oppositional, this iconoclastic archetype helps us discover our uniqueness, our perspectives, and our callings.



THE OUTLAW/DESTROYER

The Outlaw/Destroyer embodies repressed rage about structures that no longer serve life even when these structures still are supported by society or by our conscious choices. Although this archetype can be ruthless, it weeds the garden in ways that allow for new growth.



THE LOVER

The Lover archetype governs all kinds of love—from parental love, to friendship, to spiritual love—but we know it best in romance. Although it can bring all sorts of heartache and drama, it helps us experience pleasure, achieve intimacy, make commitments, and follow our bliss.



THE CREATOR

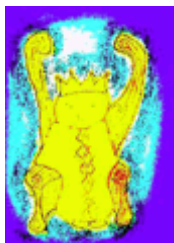
The Creator archetype fosters all imaginative endeavours, from the highest art to the smallest innovation in lifestyle or work. Adverse to stasis, it can cause us to overload our lives with constant new projects; yet, properly channelled, it helps us express ourselves in beautiful ways.

The Return: Archetypes of the Royal Court

When the archetypes of the return are activated, people and organizations know who they are at a deeper level than they once did. Now they are motivated to seek out ways to use their gifts and perspectives to make a difference in the world. They no longer yearn to be taken care of, and they do not blame others or find excuses. Rather, they live and work in ways that express their values, commitments, and talents in a socially responsible manner. These archetypes generally are awakened and in balance within psychologically mature individuals and organizations able not only to benefit from the rights of living in a free

society, but also to undertake the responsibilities of active, engaged citizenship.

THE RULER



The Ruler archetype inspires us to take responsibility for our own lives, in our fields of endeavour, and in the society at large. If he/she overcomes the temptation to dominate others, the developed Ruler creates environments that invite in the gifts and perspectives of all concerned.

THE MAGICIAN



The Magician archetype searches out the fundamental laws of science and/or metaphysics to understand how to transform situations, influence people, and make visions into realities. If the Magician can overcome the temptation to use power manipulatively, it galvanizes energies for good.

THE SAGE



The Sage archetype seeks the truths that will set us free. Especially if the Sage overcomes the temptation of dogma, it can help us become wise, to see the world and ourselves objectively, and to course-correct based on objective analyses of the results of our actions and choices.

THE JESTER



The Jester archetype urges us to enjoy the process of our lives. Although the Jester can be prone to laziness and dissipation, the positive Jester invites us all out to play--showing us how to turn our work, our interactions with others, and even the most mundane tasks into FUN.

Archetypes Exercise

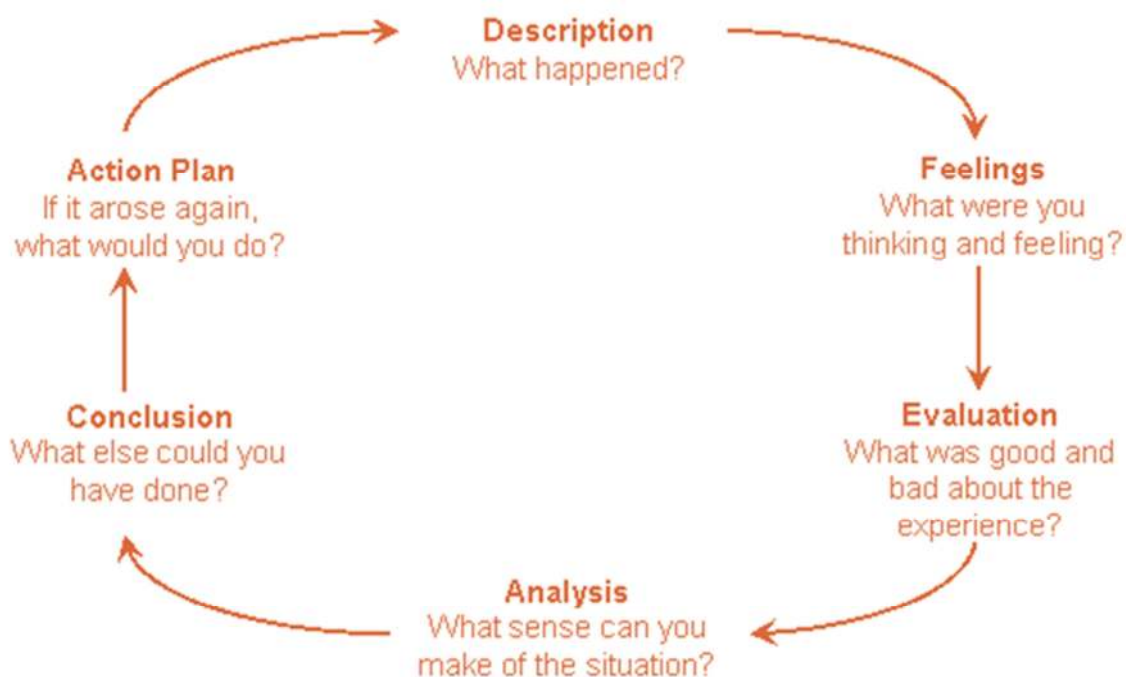
1. Working in pairs of two, one person coaches the other through the archetypes.
2. Allow the coachee to lay the archetypes out on the floor however they like with the dragon at the centre, a safe resting space and to choose an issue to be coached on.
3. The Dragon represents this issue or problem and the coachee will start by standing on this card.
4. The coachee will then move through each of the archetypes as they like and the coach will talk them through the sights they are seeing, thoughts they are thinking and the ways they are feeling when standing on each archetype. The coachee is welcome to step out of the archetypes at any point and to return to the resting place to reassess.
5. It is important that the coachee returns to the resting place before moving to the next archetype.
6. The last archetype the coachee should visit is the sorcerer from where they can see all the behaviours of the different archetypes and the impacts of these on their dragon.
7. Once the coachee has collected all the learning and insights from the archetypes s/he should return to the dragon and apply them to to initial topic/ goal.

Reflective Learning Diary

Learning to be a coach is not a finite state of professional development. Coaching is an ever-evolving learning experience, where reflection and supervision on your practice are essential. This course provides you with the foundations of coaching; it takes years of experience and further development to become expert in it. Keeping a reflective diary is essential for your development in any profession. Evaluating your work and taking those evaluations in to supervision will ensure that as a coach you remain true to the ICF, EMCC and AC code of ethics, ensures you retain professional standards and enables more transformational work with your clients.

Gibb's model of reflection 1982

Using Gibb's model of reflection, create a learning diary that you understand, that can also be used as part of your portfolio of work



Coaching Log

Client name and e mail address, no of hours, date of the session	Structure of session	Interventions/ methodology used	My reflections and feedback

Further Reading

READING LIST – just a few of the many relevant books

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C.O.A.C.H. e-GUIDE

Student Material, Instructor material and Bibliographies

Erasmus + KA2 – Cooperation and
Innovation for Good Practices -
Strategic Partnerships

Project number 2015-1-IT02-
KA201-014883

Module 4: - Working With Diversity

Module Sections	Online Course Material	Live Training
Mentoring	<p>Definitions of and use of mentoring – defined for Education</p> <p>Origins of mentoring, role of the mentor and phase of mentoring</p> <p>How to use coaching as a skill inside a mentoring agreement – how do we learn</p> <p>Mentor training</p>	<p>Helping people to learn – a model for adults and a model of children</p> <p>Effective mentoring skills and attitudes</p> <p>Manager v's mentor</p> <p>Training a development need of self and others</p>
Professional development	<p>The Hero's Journey</p> <p>Obstacles to organic change</p> <p>Emotional intelligence and growth – Goleman's work</p>	<p>Understanding the personal journey of 'self' and how it informs choices in career and life</p>
Appreciative Inquiry and Working with the 'Self' and 'Others'	<p>Appreciative Inquiry</p> <p>Understanding self – resilience, stress and performance</p> <p>Definitions of Self – Barchirova's work – developmental coaching stages of development</p>	<p>Resilience, Stress, self-deception and denial in development - in client and as coach.</p> <p>Collusion in the coaching partnership</p>
Transactional Analysis	<p>TA in coaching and education</p> <p>Understanding ego states</p> <p>Life scripts and racket system</p> <p>The Blame model OKAY Coral</p> <p>Drama triangles</p>	<p>Working with TA in coaching sessions – awareness of ego states and how to recognise them</p> <p>Dealing with Games that people play – inside coaching and with the broader context of education using drama triangle analysis</p>
Neurological levels of Change	<p>Dilts Neurological levels of change – creating alignments between Soul and Ego</p>	<p>Leadership exercise – understanding self as teacher, coach, mentor and manager – developing awareness of role</p>
Motivational Theory	<p>Theories of Motivation – McClelland, Herzberg, Maslow</p>	<p>How does motivation affect what is brought to coaching, and how a person develops – practical observations</p>
Motivational Patterns	<p>Metaprograms – history and background</p> <p>Overview of NLP Metaprograms types</p>	<p>Listening for metaprograms in conversation</p> <p>Using MP preference to build rapport and pace coaching session</p>

Overview

Understanding coaching and self development in order to promote personal awareness and change. This module covers the key skills of coaching.

Objectives

- To promote your personal development, to reflect on and to enhance your coaching practice (to know yourself as a coach!)
- To revise and refine your coaching skills, soliciting feedback at a deep level which will cause you to reflect.
- To define the key skills, behaviours, mindset of a coach mentor.
- To describe how you can develop your coaching skills, knowledge and understanding in order to gain the ICF ACC qualification
- To illustrate how to harness development and motivation to improve performance.
- To explore 'what mentoring/supervision is'.
- To aid you take the skills learned back into your coaching practice, applying them consistently and adhering to the ICF competences and code of ethics.
- To support you gaining your PCC certification.
- To support you in planning further professional development and possibly achieving post graduate qualifications.
- To have fun and make deeper connections.

Methodology

During the programme delegates will:

- Be continually observed and assessed in their coaching by peers and experienced coaches using clear standards and criteria as defined by the Association for Coaching and ICF.
- Observe and assess peers in their coaching and use coaching to aid the planning and development of a personal learning programme.
- Practice during the programme with peers experiencing supervised applications each of the assessment tools taught.
- Aim to achieve the training accreditation necessary to progress to full accreditation with the AC and/or ICF.

Materials

You may print the module and create your own working file. This will allow you to make notes accordingly.

Other Resources

Additional reading lists are given along with each module. Additional reading is required to understand the breadth and depth of the field of coaching.

Additional resources may be found at

- <http://business.brookes.ac.uk/about/staff/profile.asp?id=p0035809>
- <http://www.analyticnetwork.com/>
- <http://www.uktransactionalanalysis.co.uk/>
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Mentoring

DEFINITIONS

What is Management?

There are a variety of views about this term. Traditionally, the term "management" refers to four key activities.

1) Planning,

including identifying goals, objectives, methods, resources needed to carry out methods, responsibilities and dates for completion of tasks.

2) Organising resources

to achieve the goals in an optimum fashion.

3) Leading,

including, to set direction for the organisation, groups and individuals and also influence people to follow that direction.

4) Controlling, or coordinating,

the organisation's systems, processes and structures to effectively and efficiently reach goals and objectives. This includes ongoing collection of feedback, and monitoring and adjustment of systems, processes and structures accordingly.

What is Coaching?

ICF defines **coaching** as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential, which is particularly important in today's uncertain and complex environment.

The **Association for Coaching** add categories;

Personal/Life Coaching

"A collaborative solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee."

Executive Coaching

"As for personal coaching, but it is specifically focused at senior management level where there is an expectation for the coach to feel as comfortable exploring business related topics, as personal development topics with the client in order to improve their personal performance."

Corporate/Business Coaching

"As for personal coaching, but the specific remit of a corporate coach is to focus on supporting an employee,

either as an individual, as part of a team and/or organization to achieve improved business performance and operational effectiveness”

Speciality/Niche Coaching

“As for personal coaching, but the coach is expert in addressing one particular aspect of a person’s life e.g. stress, career, or the coach is focused on enhancing a particular section of the population e.g. doctors, youths.”

Group Coaching

“As for personal coaching, but the coach is working with a number or individuals either to achieve a common goal within the group, or create an environment where individuals can co-coach each other.”

What is Therapy?

“Psychotherapy is the provision by qualified practitioners of a formal and professional relationship within which patients/clients can profitably explore difficult and often painful emotions and experiences. These may include feelings of anxiety, depression, trauma or perhaps the loss of meaning of one’s life. It is a process which seeks to help the person gain an increased capacity for choice through which the individual becomes more autonomous and self determined.” (UKCP)

“(Counselling) are services designed to help people who wish to make changes in their lives by offering ‘talking treatment’. However, specific advice is not given” (BACP)

“Family therapists help family members find constructive ways to help each other. They work in ways that acknowledge the contexts of people’s families and other relationships, sharing and respecting individuals’ different perspectives, beliefs, views and states, and exploring possible ways forward’.

(Association for Family Therapy)

What is Mentoring?

The practice of mentoring seems to have far off origins: in ancient Greece young males usually lived with more mature men at their side: in this way they could learn values. Usually the older men were friends or relatives of the young man's father (Di Giusti, Taranto, 2000). The same principles as those used in modern mentoring, as Murray states (2001), can be traced to the corporations of arts and professions dating back to medieval times: in such associations, which in those days dominated the commercial world, it was the custom to take on young apprentices who lived and worked with their master, the owner of the workshop. They learned skills and abilities thus becoming mastercraftsmen themselves capable of taking over the business. Through this system, skills were handed down from one generation to another without the risk of them deserting to rival associations. With the industrial revolution which brought about the standardization of work, production and training, this type of relationship fell into disuse but the basic ethics survived: in this period an informal type of relationship between supervisors and gifted workers can be traced in factories: this enabled them to reach a better position (Rawlings, 2002). Since the 1970s mentoring has spread in the United States of America mainly in training contexts

(Parsloe, 2000). In the same years, it began to spread in an organizational sense as well. Odiorne (1985) described it as “an innovation in American management”. In 1980s, mentoring, with the initiative of Matilda Raffa Cuomo, wife of the former Governor of the State of New York, Mario Cuomo, started to be used in a social environment to combat school drop outs, and then developing in the fight against social privations. Since the 1980s mentoring has begun to extend in the United Kingdom where it is widely used in the working and training environment: in the latter, the strategy has many applications in training students for teaching roles (Furlong, Maynard, 1995). It is present in countries such as France, Spain, Greece and Italy since the 1990s (Felice, Tagliavini, 2003).

In France, mentoring is called “Parrainage”; examples of its use can be found in the environment of the integration of disadvantaged persons in the professions and in activities regarding students of schools of all levels.

In Spain, mentoring is employed to facilitate the entry into the job market of those who have difficulty in finding jobs and as an instrument for the promotion of equal opportunities for men and women. In Greece, examples of mentoring activities can be found for the prevention of hardships which are experienced mostly by children.

In Italy, the first kind of mentoring rose up in the business sector with the introduction of law n° 44/86: the practice has wide applications today as a support strategy for young and female enterprise. The use of mentoring in social and scholastic environments in Italy is owed to Associazione Mentoring USA/Italia Onlus which, since 1997, has spread the strategy as a means to fight school dispersion.

"Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be." Eric Parsloe, the Oxford School of Coaching & Mentoring

Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasingly popular as its potential is realised. It is a partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect.

Mentoring has been defined in many different ways but it's basically a system of semi-structured guidance whereby one person shares their knowledge, skills and experience to assist others to progress in their own lives and careers. Mentors need to be readily accessible and prepared to offer help as the need arises — within agreed boundaries.

Mentoring is a powerful form of learning alliance between people outside the reporting line. The mentor helps the mentee with the quality of thinking about their self-development and career management; and in doing so, learns him/herself. While the mentor is usually more senior than the mentee, this is not always the case: peer mentoring and reverse mentoring, where the more junior person brings experience the more senior does not have, are increasingly common. The mentor may take many roles: being a sounding board, helping build networks, sometimes simply being there to listen. Most mentoring around the world is relatively non-directive and learner centred; however, some forms, particularly in North America may be more hands-on and place more emphasis on the mentor using their authority on behalf of the mentee (usually called a protégé in these circumstances). Effective developmental mentoring has remarkable positive effects on employee retention and talent management. The core theme for both coaching and mentoring is learning dialogue – this helps individuals, teams and organisations become more effective through learning conversations. (Clutterbuck)

Great uses for mentoring

Mentoring systems can be designed to suit a number of different purposes. The detailed design of the system will be dependent on the purpose to be achieved. The following are possible purposes for mentoring systems.

Problem based to help individuals or teams solve organizational problems.

Qualification based as part of the process of helping individuals to gain professional or vocational qualifications.

Induction based to help a new or newly-promoted member of staff to more quickly achieve effective performer standards.

Project based in which individuals or groups are required to tackle work-based projects

Promotion based whereby selected staff are mentored as part of the grooming for promotion process.

Self-development based for people who are pursuing a programme of self-development which, without a mentor, could be very lonely and worrying.

Training based where, as part of the follow-up to formal training, participants are matched with a mentor to help them apply the new knowledge or skills.

Development based systems aim to secure long-term development of staff by using long-term and multi-purpose mentoring.

Diversity mentoring to help people in minority groups to have the confidence to grow their careers rather than feeling intimidated or sidelined.

Leadership mentoring is often used where technical experts take over leadership or management roles with responsibility for leading teams

Peer mentoring where groups of people develop and challenge each other as well as sharing a broad range of experiences

What is the role of the mentor?

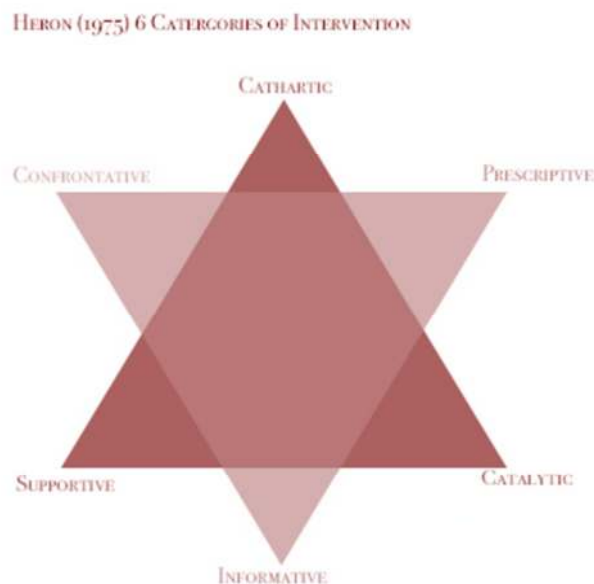
- The mentor's role is multi-faceted and requires good levels of skill and self-awareness.
- The mentor needs to be able to adapt his or her style and behaviour to suit each mentee and each situation.
- The mentor's role is to guide the mentee to look at a wide variety of options and consider alternative courses of action in order to solve problems for themselves, rather than to give them answers or provide solutions.
- For most mentoring relationships, the main objective is for the mentee to gain new personal skills, experiences and knowledge that will lead to new insights, a greater vision and new attitudes and behaviour. These, in turn, lead to better personal and organisation performance.
- The role of the mentor is to release and develop the mentee's own resourcefulness.
- It is not the place of a mentor to tell the mentee what they should do. Only the mentee can decide what goals or actions they will implement – after all, the mentee is the one who will live with the results. This does not mean the mentor should not offer useful information, but that it is up to the mentee to decide whether to use it. So mentoring does not mean giving advice. Giving advice implies the mentor knows best, and it also leads to dependency – the opposite of what the mentor is trying to achieve.

Mentoring in summary

Mentoring is:

- a one-to-one relationship over a period of time between a less experienced person (mentee) and an established organisation person (mentor), which provides consistent support, guidance and practical help
- a process by which an experienced organisation person shares their personal skills, knowledge and experience with another person
- a means of enabling a less experienced person to gain the necessary skills, knowledge and confidence to be able to perform at a higher level
- an opportunity for a less experienced person to gain access to impartial, non judgmental guidance and support
- a process of working together to achieve predetermined goals and objectives
- a two-way process through which both parties derive satisfaction from the progress, and success is attained through working together.

6 Interventions of Mentoring



Cathartic

Letting off steam, release tension, abreaction, frustrations, what do you really want to say to your client? We are only human, having a space for catharsis is important for your emotional health.

Supportive

Receiving feedback that is approving, validating and confirming about your coaching practice. It is important to know where things are positive and going well.

Catalytic

Using a coaching style of feedback to promote reflective thinking, problem solving and self-directed learning to enable the mentee to take responsibility for their coaching and the business elements of their work

Prescriptive

Here the mentor is more directive, giving advice and tasking the mentee to develop certain skills, modes of practice, reflective models and behaviours. Here the supervisor brings greater experience to the discussion and can guide the coach in a positive direction.

Informative

Receiving information from your mentor can help you save time in learning new skills, updating your knowledge of current practice and trends. The mentor may direct, inform and instruct the coach towards reading material, videos, training, blogs etc that may be useful

Confrontative

The mentor is more direct and challenging. This is positive and may include noticing blind spots such as unhelpful parallel process, transactional ego state issues, negative transference issues, un-balanced work/life of the mentee, repetitive use of certain interventions etc

Mentors Training Needs

Asking your partner to discuss a specific teacher, organisation or context, use the grid below to carry out an initial assessment of your partner as a Mentor, mark on the grid where you think their level of ability would lie. You may need to ask some prompting questions. Use the following indicators.

	Mentor Training	1: Not yet OK (or do not know)	2: Needs some work or development	3: OK
Attitudes	desire to help others			
	enthusiastic, positive, flexible			
	accessible, approachable			
	volunteer			
	open, self critical			
	Othr attitude			
Skills	Giving feedback			
	Listening			
	Questioning			
	Coaching			
	Counselling			
	Monitoring			
	Prioritising			
	Other skills?			
Knowledge	Organisational goals, aims, context			
	Performance measurements			
	his/her client, their job, standards, line manager			
	task/job analysis techniques			
	feedback mechanisms			
	motivation theories			
	monitoring techniques			
	others			

Professional Development

The Hero's Journey

Managing the process of life change can be likened to what **Joseph Campbell** called the “**Hero's Journey**” (*The Power of Myth*, 1988). Campbell searched for the connections in the myths and stories of change that cross cultural boundaries. He discovered that certain themes are repeated in many cultures and appear to be deeper threads connecting all of humanity, reflecting the overall path that we take from birth to death regardless of our individual circumstances. Just as we are born the same and die the same, there are other deep patterns held in the collective memory of our species.

THE HERO'S JOURNEY



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Campbell described the commonalities of our overall life path in terms of the steps of the “Hero’s Journey” – the sequence of events that seem to be shared in the epic myths of every culture. According to Campbell, these steps include:

Ordinary World – Life is as it is.

Hearing a calling that relates to our identity, life purpose or mission. We can choose to either accept or ignore the calling.

Refusing the calling leads us to confront a boundary or threshold in our existing abilities or map of the world.

Finding a Mentor or guardian is something that often comes naturally from having the courage to cross a threshold. (As it has been said, “When the student is ready, the teacher appears.”)

Crossing a threshold propels us into some new life “territory” outside of our current comfort zone; a territory that forces us to grow and evolve, and requires us to find support and guidance.

Facing a challenge (or “demon”) is also a natural result of crossing a threshold. “Demons” are not necessarily evil or bad; they are simply a type of “energy” or “power” that we need to learn to contend with or accept. Often, they are simply a reflection of one of our own inner fears and shadows. Our tests, enemies and allies.

Approach the innermost cave – inward reflection and bridges to cross in our inner worlds

Transforming the “demon” into a resource or advisor is typically accomplished by either:

- a) *Developing a special skill.*
- b) *Discovering a special resource or tool.*

Completing the task (the ordeal and reward) for which one has been called, and *finding the way* to fulfil the calling is ultimately achieved by creating a *new map of the world* that incorporates the growth and discoveries brought about by the journey.

Finding the way home as a transformed person, and sharing with others the knowledge and experience gained as a result of the journey.

The road back home – the start of the journey back home having completed the task

The resurrection – acknowledgement of how you are transformed and what new knowledge or resources you are taking home

The return with the Elixir – the new information that leaves you forever transformed.

While the hero’s journey is clearly a metaphor, it captures a good deal of the reality facing leaders and managers as they seek to build a path to a successful future and contend with the uncertainties of change. The notion of a “calling,” for instance, clearly symbolizes the vision and mission that the leader and his or her team or company is pursuing.

The “threshold” represents the unknown and uncertain elements that we must confront in order to bring the vision into action.

The symbol of the “demon” reflects the challenges of upheaval, competition, internal politics and other obstacles and crises, which emerge from circumstances beyond our control. Our resources are the values, behavioural skills and business practices we are able to put into action in order to deal with complexity, uncertainty and resistance. This is the area where the leader himself or herself must grow in order to develop the flexibility and increased requisite variety necessary to successfully navigate the new territory and overcome the obstacles which arise along the way.

“Guardians” are the sponsors and relationships we develop that support us to build skills, believe in ourselves and stay focused on our objectives.



Mapping the Hero's Journey

While Campbell's description of the journey begins with hearing and accepting a “calling,” our real life experiences often call us to the hero's journey by presenting us with the challenge first. The many heroes who emerged as a result of the September 11 terrorist attacks, for instance, were thrown into their journey by a direct confrontation with the “Demon’.” They had to face their threshold and recognize their calling within the crisis they were facing. This is also frequently the case with business leaders. It is a crisis, which presents the calling. In fact, the very act of exerting leadership is truly a type of hero's journey in and of itself.

To explore and prepare yourself for some the key aspects of your own hero's journey, pick a project or initiative that you are currently involved in or planning and consider the following questions:

1. What is the 'Demon' (challenge) you (and your team) must face?

2. What is your 'threshold'? What is the unknown territory outside of your comfort zone into which you must step?

3. What are you being 'called' to do or become?

4. What resources do you have and which do you need to develop more fully in order to face the challenge, cross your threshold and accomplish your calling?

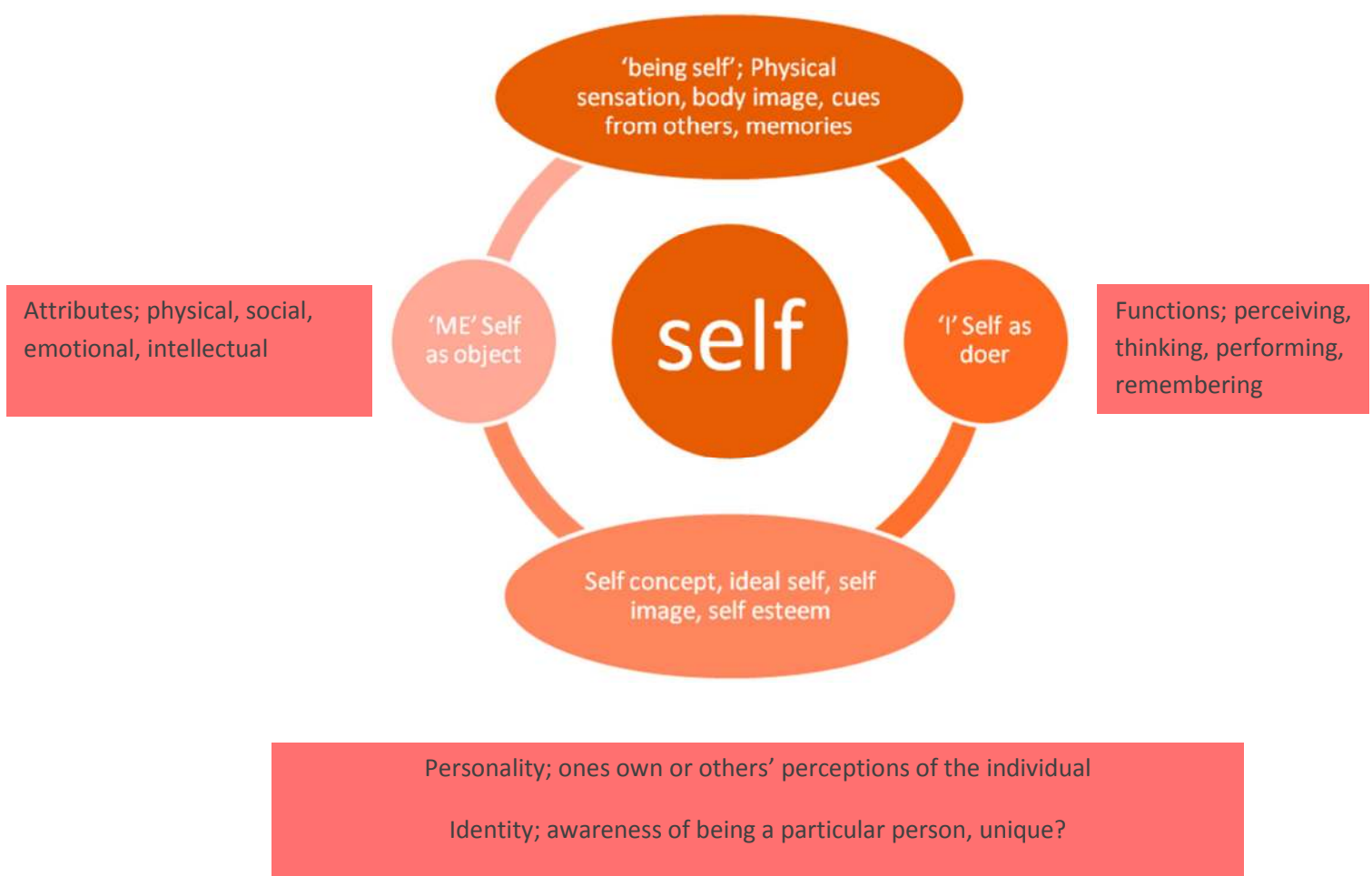
5. Who are (will be) your guardians for those resources?

Psychology of communication

Psychology of the developing self

Developmental Coaching - “A combination of changes within an individual, which move in the sustained and enlarged capacity of the client to engage with, and to influence the environment and to look after internal needs and aspirations. These changes may happen spontaneously as a result of coaching.

The coach needs to identify traits in the client which could affect the pace of development, which external conditions can support and challenge the client to become more conducive to development and which tools are appropriate to use in this process”.



The range of what we think and what we do

Is limited by what we fail to notice

And because we fail to notice

That we fail to notice

There is little we can do

to change

Until we notice

How failing to change

Shapes our thoughts and our deeds!

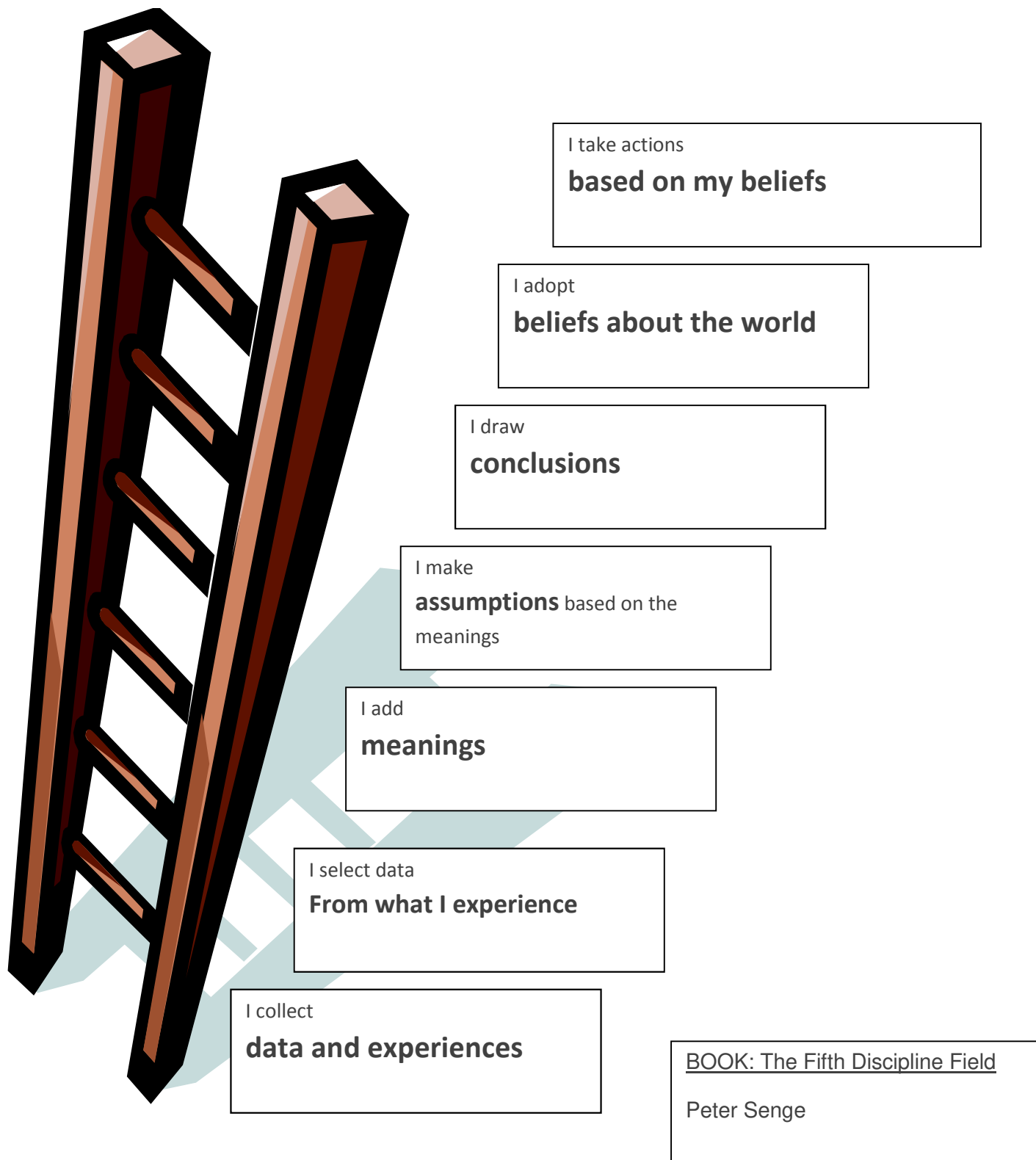
Goleman (1997:24)

What Is Emotional Intelligence?

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills:

1. Emotional awareness, including the ability to identify your own emotions and those of others;
2. The ability to harness emotions and apply them to tasks like thinking and problems solving;
3. The ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person.

THE LADDER OF INFERENCE



KNOWING YOURSELF AS A COACH

LIFELINE PERSONAL HISTORY CHART

Health events							
Personal Achievements							
Relationship Events							
Personal Events							
Work Events							
Travel Events							
Academic Developmental Events							
Age/year	5	10	15	20's	30's	40's	50's

Transactional Analysis

TRANSACTIONAL ANALYSIS IN COACHING

Understanding the behaviour choices we make using Transactional Analysis

The model of behaviour that we are using is based on a body of knowledge called Transactional Analysis (TA). Founded by the eminent psychologist Eric Berne it is based on sound and well researched understanding of what makes us tick.

Why use this particular model?

- It is a simple (not simplistic) intuitive model, that can be quickly understood
- It focuses on behaviours
- It gives tools for changing some of our less useful behaviours and understanding our impact on others
- It gives us a useful tool in the coaching context

Its beauty is its simplicity and it does cover some deep ground.

Philosophy of Transactional Analysis (T.A.)

T.A. practice is founded on a set of philosophical views about people and the goals of change and can be summed up as;

1. People are OK.
2. Everyone has the the capacity to think.
3. People decide their own destiny and these decisions can be changed.

People are OK

Everyone has worth, value and dignity. There is a statement of essence rather than behaviour. At times we may value what people do but we accept and value what people are. In the coaching relationship this implies that you and your client are on equal footing and this assumption comes from the work of Carl Rogers on 'unconditional positive regard' and person-centred counselling. What is sometimes forgotten is to have unconditional positive regard for ourselves!

Everyone has the capacity to think

Everyone except the severely brain damaged has the capacity to think. Therefore each person has the capacity to decide what s/he wants from life and to carry the ultimate responsibility of living with the consequences of those decisions.

Decisional Model

Each person decides their own behaviour, thoughts, feelings and ultimately their own destiny. No one can be made to act, think or feel in particular ways by other people or by the environment except by physical coercion. This model is at the root of T.A.'s emphasis on personal responsibility for feeling, thought and behaviour and for the psychopathology in T.A. A young child is viewed as deciding his/her responses to environmental pressures, which then has implications for the process of personal change in adult life. Dysfunctional patterns were originally decided upon rather than being forced by the individual and so they can be changed by making new decisions. The belief here is that people can change and that change can be lasting and genuine. Change is about gaining insight into old patterns of behaviour and anyone can actively decide to replace these patterns (habits) with new ways of thinking, behaving, feeling and being that are appropriate to being an adult.

Communication

T.A. stresses the need to work in a forward moving direction, working with the client in partnership using professional skills to achieve the client's goal. It is important to stay aware of the 'process' as well as the 'content'. Eric Berne urged his practitioners to 'think Martian'. Picture a little green man who has never been conditioned to accept what human communication *should* mean. He simply observes the communication and the behaviours which follow and then deduces what the communication *does* mean. The coach needs to become the Martian and work with the content of the conversation without attaching preconceptions. Children do this naturally and as we grow up we lose this skill.

We also need to remember that when people communicate they often convey more than one message at a time and so we have the **social level** of communication and the **psychological level**.

Social-level and psychological-level messages

(Ref; Transactional analysis in action, Ian Stewart, Sage Publications)

- The social level message is the meaning of the communication as it is conventionally understood in the social circle of the people concerned.
- The psychological message is the communication's real meaning and is picked up by intuitive judgement and followed up by asking the speaker if this is accurate.
- Often the social message is conveyed in the literal meaning of the words and the psychological message by the non-verbals.
- If the social and psychological messages are the same the client is said to be congruent.
- If the two are different the client is said to be incongruent and the psychological message is said to be *ulterior*.
- The behavioural outcome of any message is determined at the psychological level and not the social level.

The ego-state model

The ego-state model focuses on three ways that people have of expressing personality and each is defined by a distinct and observable set of behaviours, which are accompanied by sets of thoughts and feelings that typify the ego-state. The thoughts and feelings are not observable but can be checked through questioning. An ego-state is “a consistent pattern of feelings and experience directly related to a corresponding consistent pattern of behaviour” (Berne,1966)

We use the terms Parent, Adult and Child to designate the three distinct sets of behaviours, thoughts and feelings.

- In **Parent**, a person is using ways of thinking, feeling and behaving that s/he has uncritically copied from their parents and parent figures in the past. This is a *borrowed ego-state*.
- In **Adult**, the person is thinking, feeling and reacting in ways which are direct responses to the present – dealing objectively with both content and process.
- In **Child**, the person is replaying thoughts, feelings and behaviours from childhood (past) and Berne suggested this was an archaic ego-state serving little purpose in the present time.

It is useful to understand these so as to know how to work with your clients and their responses, to understand your own response to your client, and to enable both you and your client to choose which responses you find it valuable to make.

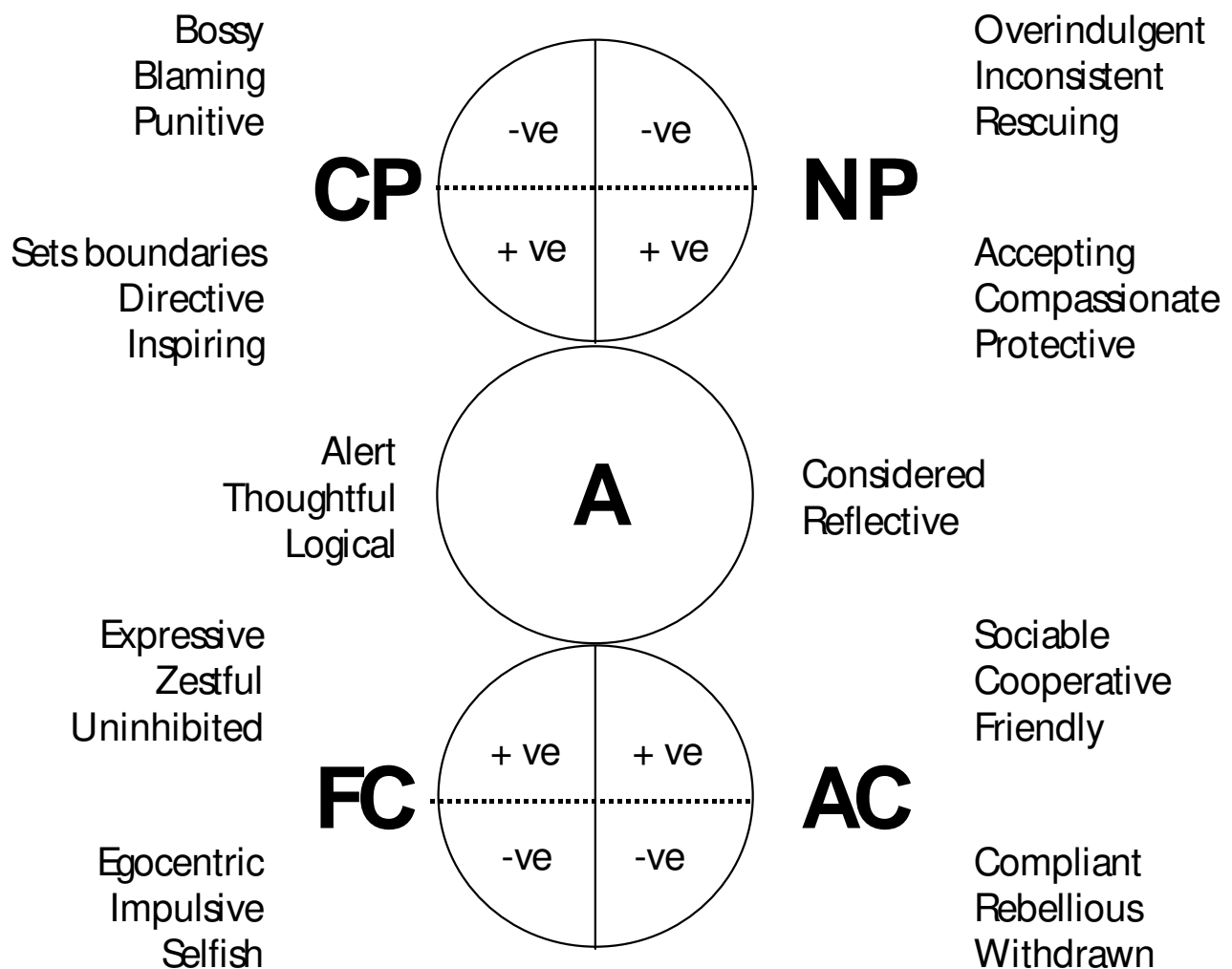
Resources

Berne, E. (1961). *Transactional analysis in psychotherapy. A systematic individual and social psychiatry*. New York Grove press.

Erskine, R.G and Zalcman,M.(1979) *The Racket System: A model for Racket Analysis. Transactional Analysis Journal*.

Stewart, I. Joines, V. (1987). *TA Today. A new introduction to Transactional Analysis*. Lifespace Publishing: Nottingham and Chapel Hill

EGO STATES



Free Child



Positive Free Child

Words:

Great

Wow

Let's do it now!

Fantastic

Voice:

Excited

Energetic

Laughing

Appropriately angry

Gestures:

Excited

Energetic

Laughing

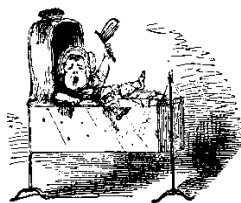
Attitude:

Productive

Curious, fun loving

Energetic

Motivated



Negative Free Child

Words:

I want

It's mine

I feel terrible

Voice:

Sulky

Whiny

Petulant

Inappropriate anger

Gestures:

"Toys out of the pram"

Petulant - stick out the bottom lip

Attitude:

Unproductive

Egocentric, changeable

Selfish

Faddish

Adapted Child



Positive Adapted Child

Words:

I'll do that

I'm sorry that happened, how can I do better?

I won't let it happen again

I don't agree with this and I won't do it

Voice:

Amenable

Friendly

Gestures:

Open

Approachable

Polite

Attitude:

Productive

Friendly, diligent, committed

Questioning



Negative Adapted Child

Words:

Shan't, can't, won't

I did exactly what you told me to

I'll try and get that done

I need to get this exactly right, even if it's late

Voice:

Subservient, guilty, shamed

Petulant, resentful

Gestures:

Nervous, fidgeting

Hunched-up

Defiant

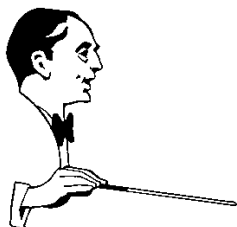
Attitude:

Unproductive

Over-adapted, obsessive, ashamed

Defiant, passive aggressive

Critical/ Controlling Parent



Positive Controlling Parent

Words:

This is not acceptable
You need to do it this way
The regulations are clear
We stand for these things

Voice:

Directive
Inspiring
Authority, firm

Gestures:

Emphatic, sweeping
Confident

Attitude:

Enabling
Values
Vision
Moralistic

Negative Controlling Parent

Words:

Never, you ought to
Always, don't do that
You must
Stupid!

Voice:

Bossy, stern
Critical

Gestures:

Finger pointing
Dominating - peering over spectacles,
disapproving
Frown

Attitude:

Damaging
Judgmental
Prejudiced
Authoritarian, control freak

Nurturing Parent



Positive Nurturing Parent

Words:

How can I help you?

Don't worry

Be quiet

Be nice

Take care

Voice:

Sympathetic

Caring

Gestures:

Concerned expression

Attentive

Pat on shoulder

Attitude:

Enabling

Understanding

Supportive, compassionate

Concerned for development of others

Negative Nurturing Parent

Words:

Let me help you

Let me do that for you

You're all doing so very well

You need my help, as I know you find this difficult

Voice:

Condescending

Gestures:

Pat on the head

Smothering

Attitude:

Damaging

Manipulative

Inconsistent

Overindulgent

Adult



Words:

I think

Who, what, where, when

How much

Alternatively, possibly

Voice:

Clear

Enquiring

Factual

Unemotional

Gestures:

Relaxed

Upright stance

Attentive, alert

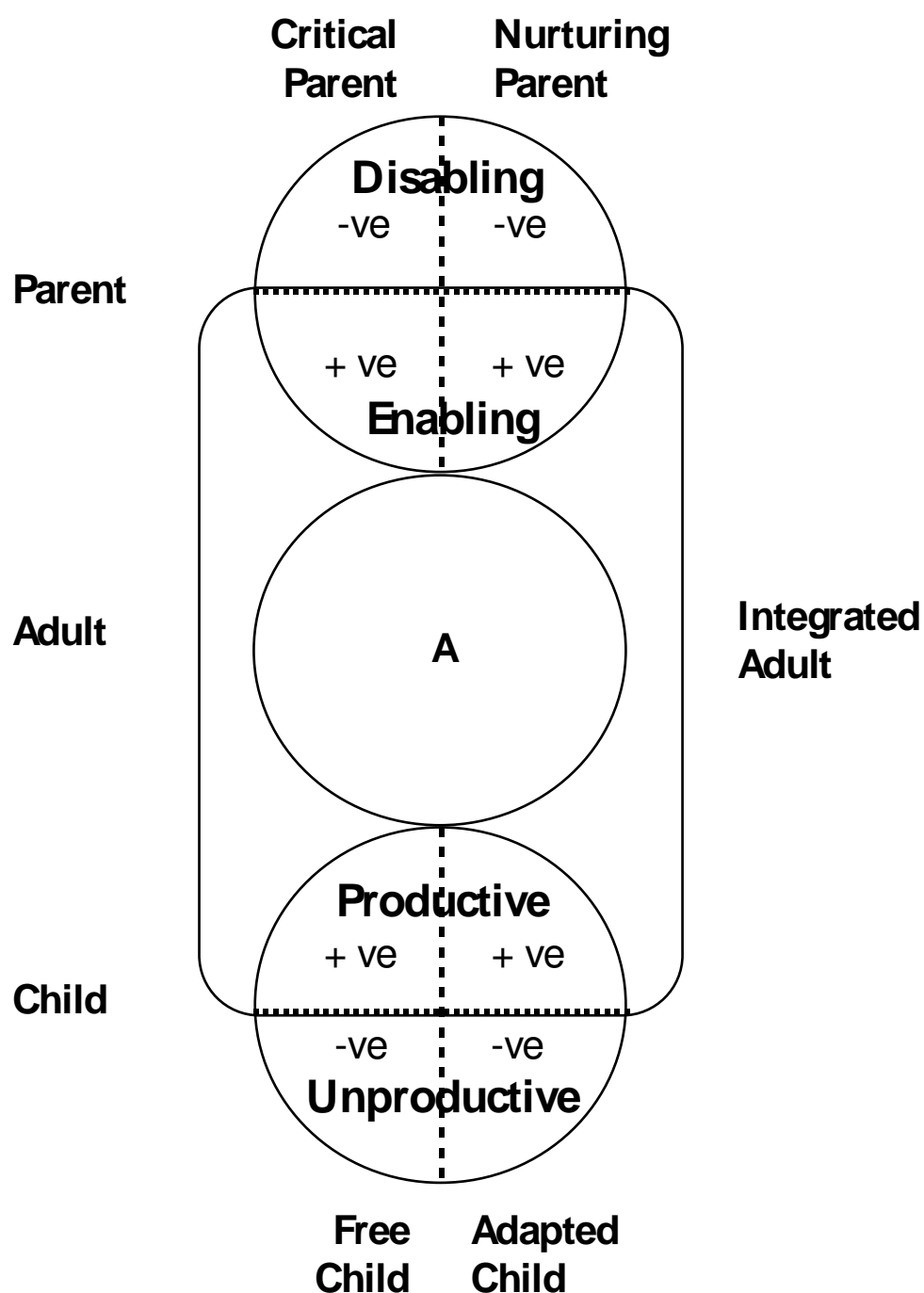
Attitude:

Interested

Evaluative

Observant

Pulling them all together;



Life Scripts

In earliest childhood, people decide on a plan for their life known as 'life scripts'. (Berne, 1972; Steiner, 1974; Stewart & Joines, 1987). This is constructed in the form of a drama with a beginning, middle and end with closing of the script known as the script payoff. Adults will play out parts of their infant life plan and are said to be *in script* when doing this.

In simple terms these scripts inform our responses to given situations (often called strategies) and we become expert at choosing and running these responses over time. We do this to get our needs met and to get positive or negative *strokes* depending on whether we have a 'towards' or 'away from' preference filter.

Having achieved the strokes we seek, we consider our responses and then anchor our strategies for achievement so that when in similar situations we can run the same script to achieve similar responses (patterning).

The Racket System

Richard Erskine and Marilyn Zalcman (1979) developed The Racket System to show how life scripts are maintained. This illustrates the way that a person enters a closed, self-perpetuating world of beliefs, actions and perceptions and they use the word 'racket' to indicate this repetitive pattern.

The Racket System (R.Erskine)

Script Beliefs	Script Displays	Reinforcing Experiences
1. Beliefs about Self	1. Observable behaviours	1. Current
2. Beliefs about Others	2. Reported internal Experiences	2. Old Memories
3. Beliefs about Quality of life	3. Fantasies	Provide evidence and justification
Needs and Feelings repressed at the time of Script Conclusions, which lead to the formulation of beliefs about self, others and the world.		

Thinking about how people 'get stuck'.

How do people get stuck? Human beings are natural quantitative and longitudinal researchers.

In the left hand column above we see that we all develop beliefs about ourselves, other people and the world. Often these beliefs are not based on here and now reality. They can be based on childhood or earlier experiences, where emotional, psychological and physical needs did not get met. Once these beliefs are set; our ability to be flexible in our problem solving and our ability to relate to others is going to be inhibited.

Once of course we have these beliefs, we will consolidate those beliefs, by collecting evidence that will support these beliefs. This can be in the form of reinforcing events and memories (right hand column) or they can be in the form of internal experiences, fantasies and memories or behaviours (middle column) that mean that the expected outcomes are more likely to happen.

Thus, circumstances can lead people to reach conclusions that become beliefs. They will then use events, experiences and fantasies to reinforce those beliefs.

Experience has shown that working in any part of this system will help to create change for people. Thus the power of coaching can be that we help them to co-create a helpful relationship that challenges long held beliefs, or help them to design actions that challenge these beliefs. In fact coaching can enter any part of this system as long as the client stays in the here and now and can be accessed through the adult ego state. In my experience this can be done mainly by helping clients to create actions, create the best relationship possible, and have a structured discussion about the beliefs.

In therapy we can go from anywhere in the system that we can access through any ego state. There are several areas that characterize the difference between Coaching and Therapy.

Working with the here and now and the future. Whilst therapy will often do this, coaching is designed to deal with the present and future.

Working with or through the adult ego state. Coaching is more suited to working at this level.

The designing of a useful alliance and of goals and actions is central to coaching. These elements are also important in therapy, but other factors and theories are also at play. These include a recognition and understanding of the past hurts and strategies, different developmental stages, and an ability to work with these different developmental ages.

Any behaviour or thought process that seems unrelated to the here and now reality, whether it be over emotional, understated, or a drastic change in behaviour, can be used as a prompt to consider referring to another professional.

Racket or Script Beliefs / Imposter Syndrome

I mustn't exist	I mustn't be me	I mustn't be a child
I mustn't grow up	I mustn't make it	I mustn't do anything
I mustn't be important	I mustn't belong	I mustn't be close
I mustn't be well/ sane	I mustn't think	I mustn't feel

Robert and Mary Golding developed these in 1976,1979 as themes that children receive from parental behaviour and carry into adulthood. Pauline Clance (1978. 1985) developed this theme calling it 'Imposter Syndrome' and researched into how it manifested in the workplace.

"The **Impostor Syndrome**", sometimes called **Impostor Phenomenon** or **Fraud Syndrome**, is a syndrome where sufferers are unable to internalize their accomplishments. It is not an officially recognized psychological disorder but has been the subject of numerous books and articles by psychologists and educators.

Regardless of what level of success they may have achieved in their chosen field of work or study or what external proof they may have of their competence, those with the syndrome remain convinced internally they do not deserve the success they have achieved and are actually frauds. Proof of success is dismissed as luck, timing, or as a result of deceiving others into thinking they were more intelligent and competent than they believe themselves to be. _"I'm not good enough, I was lucky to be promoted, I was in the right place at the right time, I'll get found out...."

This syndrome was thought to be particularly common among women who are successful in their given careers, but has since been shown to occur for an equal number of men and up to 75% of professionals in the Western world.

Coaches may find that client's expresses a 'racket' feeling in the hope that the coach will 'stroke' it for them. If the stroke is forthcoming the racketeer continues to express future feelings in the hope of future strokes. This means the coach will start colluding with the client. The role of the coach is to provide a pattern interrupt here.

In pairs each think of a person who runs life scripts and discuss;

When do you join them in racketeering?

From which ego-state do they invite you to join them?

At each invitation do you accept or confront?

When you confront how does the person respond?

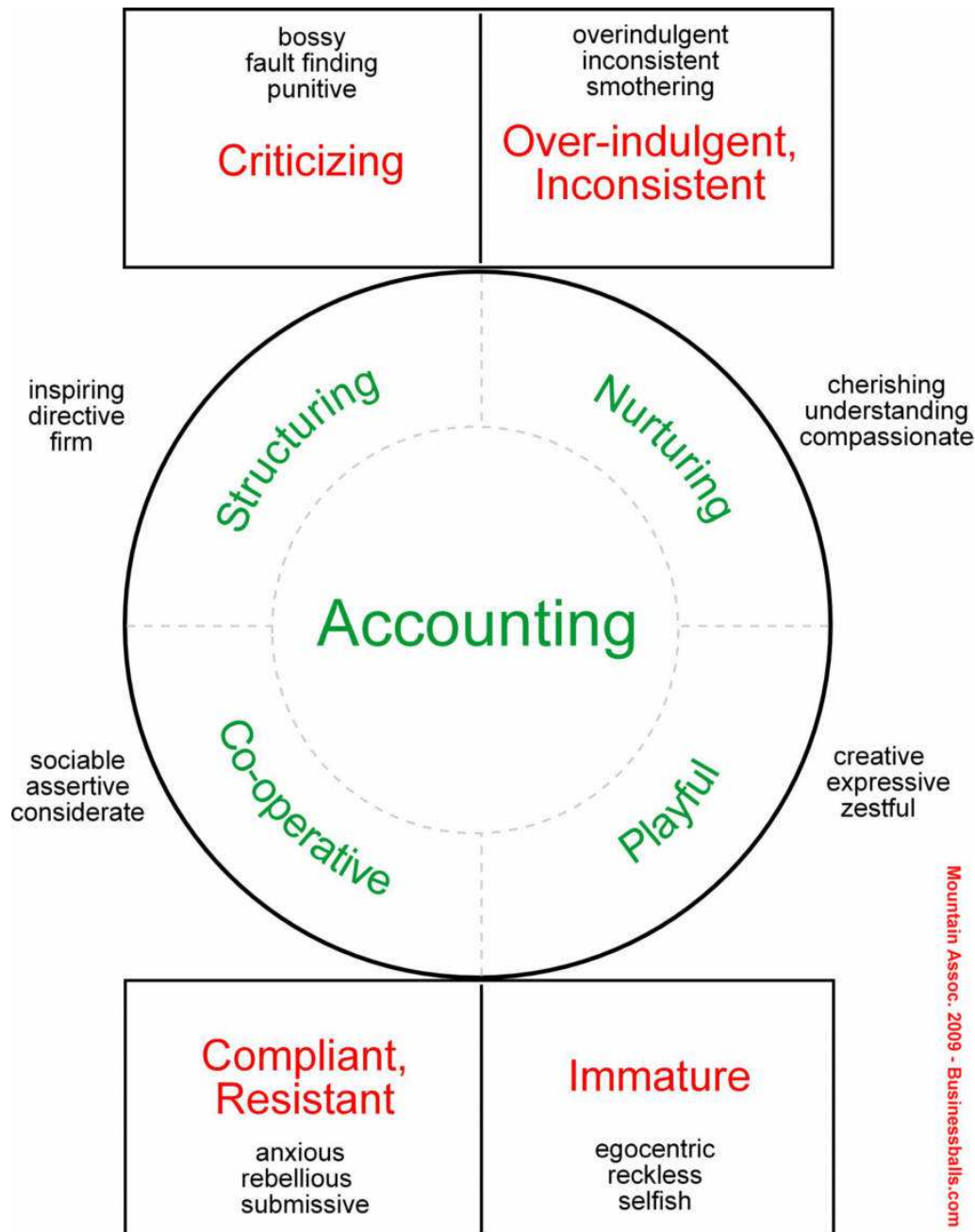
If you accept, from which ego-state does this come and what do you and the other person do next?

Stroke yourself for what you do effectively

Note what you will do differently next time

Transactional Analysis Descriptive Model (further developed by Mountain Associates)

is interesting from a development perspective and it remains valid for explanation and interpretation of the concept.



© Diagram - Mountain Associates 2009 - adapted from Susannah Temple's 1999 model.

The model shows how we function or behave with others. The model used here is divided into nine parts and again we have used Susannah Temple's (1999) term 'mode' as it differentiates it from the structural ego state model mentioned previously.

We have adapted the Susannah Temple 1999 model, diagram, and some terms, Effective communication comes from the areas within the circle and ineffective communication come from the modes in larger font in the squares.

When we come (communicate) from the ineffective modes we invite a negative response, and a positive response from the effective modes.

Transactional analysis - diagnosis

It is helpful to be able to assess or diagnose which ego state in the structural model, or which mode in the descriptive model, somebody is in. In this way we can respond appropriately as well as ensure which mode we are addressing.

However, when we work with other staff or are relating with young people, we are responding on the behavioural level. It is not always possible, or appropriate, to be undertaking more in-depth types of diagnosis. We have outlined them here though so that an understanding of the complexity of the process can be achieved.

Behavioural diagnosis

Words, tone, tempo of speech, expressions, postures, gestures, breathing, and muscle tone provide clues for diagnosing ego states.

Parent mode words typically contain value judgments, Adult words are clear and definable, and Free Child mode words are direct and spontaneous. For example, a person in Adapted Child mode may cry silently, whereas when in Free Child mode we are likely to make a lots of noise. "You" or "one" usually come from Parent. This can switch even mid-sentence. If we are leaning forward it is likely we are in the posture of the Parent mode, whereas if we are in Adult mode we tend to be erect.

These are indicators not guarantees. Assessment needs to be supported by other methods of diagnosis.

Social diagnosis

Observation of the kinds of transactions a person is having with others. For example, if eliciting a response from someone's caretaking Parent it is likely that the stimulus is coming from Child, though not necessarily the Adapted Child mode. Our own responses to someone will often be a way of assessing which ego state or mode they are coming from.

Historical diagnosis

The person's past also provides important information. If, as a child we had feelings similar to those we are experiencing now, it is likely we are in Child ego state. If our mother or father behaved or talked in the same way that we are behaving or talking now then we are probably in a Parent ego state.

Phenomenological diagnosis

This occurs when we re-experience the past instead of just remembering it. This means that diagnosis is undertaken by self-examination. This is sometimes accurate and sometimes very inaccurate as the Child ego state may be afraid to allow our Adult to know what is going on.

Transactional analysis - strokes

In Transactional Analysis we call compliments and general ways of giving recognition strokes. This name came from research which indicated that babies require touching in order to survive and grow. It apparently makes no difference whether the touching induces pain or pleasure - it is still important. On the whole we prefer to receive negative strokes than no strokes at all, at least that way we know we exist and others know we exist.

We all have particular strokes we will accept and those we will reject. For example, if we have always been told we are clever, and our brother is creative, then we are likely to accept strokes for being clever, but not for being creative. From this frame of reference only one person in the family can be the creative one and so on.

Stroking can be physical, verbal or nonverbal. It is likely that the great variety of stroke needs and styles present in the world results from differences in wealth, cultural mores, and methods of parenting.

The Stroke Economy

Claude Steiner suggests that, as children, we are all indoctrinated by our parents with five restrictive rules about stroking.

- don't give strokes when we have them to give
- don't ask for strokes when we need them
- don't accept strokes if we want them
- don't reject strokes when we don't want them
- don't give ourselves strokes
- Together these five rules are the basis of what Steiner calls the stroke economy. By training children to obey these rules, says Steiner, parents ensure that "... a situation in which strokes could be available in a limitless supply is transformed into a situation in which the supply is low and the price parents can extract for them is high."
- We therefore need to change the restrictive rules to unrestrictive ones:
- give strokes when we have them to give
- ask for strokes when we want them
- accept strokes if we want them
- reject manipulative strokes
- give ourselves positive strokes

Strokes can be positive or negative:

A) "I like you"

B) "I don't like you"

Strokes can be unconditional or conditional. An unconditional stroke is a stroke for being whereas a conditional stroke is a stroke for doing. For instance:

"I like you" - unconditional

"I like you when you smile" - conditional

As negative strokes these might be:

"I don't like you" - negative unconditional

"I don't like you when you're sarcastic" - negative conditional

People often have a stroke filter. They only let in strokes which they think they are allowed to let in. For instance they allow themselves to receive strokes for being clever and keep out strokes for being good looking. One way to think about this is to consider being out in the rain. The rain is the strokes that are available to us, both positive and negative. There is a hole in the umbrella and some of the strokes go through and we save them in a bucket to enjoy in lean times. Conversely we might use them negatively to reinforce the negative strokes we give to ourselves. Of course, some just bounce off the umbrella and we might not accept the good strokes that are coming our way. Some might come in but fall straight onto the floor.

Transactional analysis - life positions

Life positions are basic beliefs about self and others, which are used to justify decisions and behaviour.

When we are conceived we are hopefully at peace, waiting to emerge into the world once we have grown sufficiently to be able to survive outside of the womb. If nothing untoward happens we will emerge contented and relaxed. In this case we are likely to perceive the world from the perspective of I am OK and You are OK.

However, perhaps our mother had some traumatic experiences, or the birth was difficult or even life threatening. This experience is likely to have an effect on the way we experience the world, even at the somatic level. In which case we might emerge sensing that life is scary and might, for example, go into "I am not OK and You are not OK either".

Let's take it that the pregnancy went fine, and the birth was easy enough. What then? Well life experiences might reinforce our initial somatic level life position, or contradict it. If we were treated punitively, talked down to, and not held, we may begin to believe "I am not OK and You are OK". This might be the only sense we can make of our experiences.

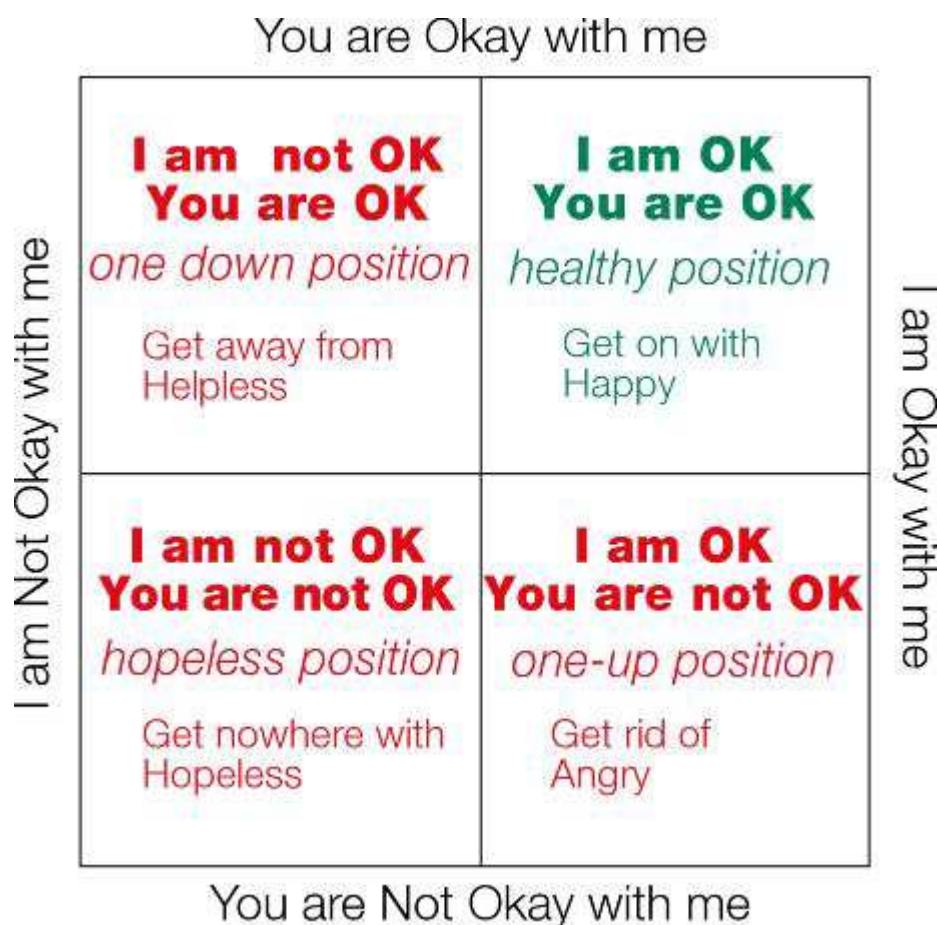
Let's take another situation. Perhaps we were picked on and bullied as a child. We learnt that the way to get by was to bully others and that way we felt stronger and in control. Our behaviour then comes into the I am OK and You are not OK quadrant. Of course this may cover up our belief that we are really not OK, but nobody sees that.

They just see our behaviour, and in fact we may have forgotten all about our negative feelings about ourselves as we have tried so hard to deny the pain of believing we are not OK.

These life positions are perceptions of the world. The reality is I just am and you just are, therefore how I view myself and others are just that "views" not fact. However, we tend to act as if they are a fact. Just like when somebody says "I can't do this, I'm useless". Rather than "I don't know how to do this. Will you show me?" The latter is staying with the fact that they do not yet know how to do it, whilst the former links being useless with not being able to do something.

There are a number of ways of diagramming the life positions. Franklin Ernst drew the life positions in quadrants, which he called the OK Corral (1971). We have put these into red and green to show the effective and ineffective quadrants for communication and healthy relationships. By shading in the quadrants according to the amount of time we think we spend in each we can get an idea of the amount of time we spend in each. Ernst used the term 'Corralogram' for this method of self-assessment using the OK Corral matrix.

The Ok Corral (Franklin Ernst, 1971)



Berne talked about the life positions as existential positions, one of which we are more likely to go to under stress. This is significantly different to the concept Ernst uses, i.e. that we move around them all during the day. Whilst there is some truth in this we could agree with Berne that there will be one major position we go into under stress, with perhaps another position underneath this one. These positions can change as we develop and grow. The difference between Berne and Ernst is important.

Chris Davidson (1999) writes about the three dimensional model of Okayness. All of the previous diagrams talk as if there were only one other person in the equation, when in reality there are often more. For example, the behaviour of young people in gangs may say that they believe they are okay and perhaps other gangs in their neighbourhood are okay, but an individual or gang from another neighbourhood is not okay. We often do this at work as well. We find other people who we like and then we gossip and put other people down. We are therefore saying that we believe we are okay but those others are awful (underneath this there may be a belief that we are not okay either but we feel better by putting someone else down). In this way the two dimensional model of okayness i.e. that there are only two people involved, becomes three dimensional model where there can be three or more involved.

There is also the way in which we view life itself. If we consider that there is something wrong with us, and that others are not to be trusted and are not OK either, then the world would be a scary place and we are likely to experience life as tough and believe we will only be all right if we keep alert and on the lookout for danger and difficulties.

Blame Model

The Transactional Analysis 'Okay Corral' can be linked to 'blame', for which Jim Davis developed this simple and helpful model. Commonly when emotions are triggered people adopt one of three attitudes relating to blame, which each correlate to a position on the Okay Corral:

I'm to blame (You are okay and I'm not okay - 'helpless')

You are to blame (I'm okay and you are not okay - 'angry')

We are both to blame (I'm not okay and you are not okay - 'hopeless')

None of these is a healthy position.

Instead the healthy position is, and the mindset should be: "It's no-one's fault, blame isn't the issue - what matters is how we go forward and sort things out." (I'm okay and you are okay - 'happy')

(With acknowledgements to Jim Davis of TSTA)

Transactional Analysis - the script

The script is a life plan, made when we are growing up. It is like having the script of a play in front of us - we read the lines and decide what will happen in each act and how the play will end. The script is developed from our early decisions based upon our life experience. We may not realise that we have set ourselves a plan but we can often find this out if we ask ourselves what our favourite childhood story was, who was our favourite character in the story and who do we identify with. Then consider the beginning, middle and end of the story. How is this story reflected in our life today?

Another way of getting to what script is may be to think about what we believe will happen when we are in old age. Do we believe we will be alive at 80 or 90 years old, be healthy, happy, and contented? What do we think will be on the headstone for our grave? What would we like to be on it?

Transactional Analysis - Driver Behaviour (working styles)

These are ways in which we defend against the injunctions. These are very helpful to us and when we understand them we can work to their strengths through choice, rather than because subconsciously we believe we have to do things this way to be okay. The names of five working styles have been developed, these are:

- be perfect
- be strong
- try hard
- please others
- hurry up

The importance of recognising these in ourselves and others is that we can then work to the best of them rather than be driven by them.

The working style Be Perfect means that we will be really good at doing accurate detailed reports, we will be neat in our appearance and our homes will be clean and tidy. If we have this style and are under stress it is likely that we would beat up on ourselves for not being good enough, for making a mistake, for something being out of place. Of course, we created the rule about what perfection is, and then we don't meet up to it we have a go at ourselves. This may also mean that we expect others to be perfect too which can be hard on the colleagues we work with.

If we have a Be Strong working style we will be great in a crisis. We can take control of situations and people will often feel safe around us. The difficulty is we may come across as aloof as we don't express feelings very often. For us there is a tendency to say "it is" rather than "I am". The former phrase distances us from our feelings, enabling us to safe. We may stand apart from playful activities fearing we may look stupid. Instead of saying this however, it is likely that we condemn the activity as stupid and put down the person who suggested it.

If we have the Try Hard style we are great pioneers. We love new projects and new things to do. We probably have a great wealth of information as we like to gather different ideas together. We are best working under pressure. When stressed we may start too many things. We are more likely to start things but not finish them so celebrating achievements may not happen very often. We get sidetracked by starting to experiment with different ideas or ways to do things. We are likely to use phrases such as: "I'll try and do what we agreed" or "What I am trying to tell you is".

If we have the Please Others style we will be a great team member. We like to please people without even asking them how we can do this as we prefer to guess. We can see both sides of an argument and attempt to calm things down. We will be keen to do things for others, often to the point of Rescuing them. Decision making is not our strong point and we may frustrate people by not expressing our own opinion. We prefer other people to determine priorities, not us. We worry about changing our behaviour in case others won't like us.

Those of us with the Hurry Up working style will get a great deal done in a short amount of time. If reports are wanted in on time we are the person to do them. However, we tend to overload our time table and take on too much. This may mean that important aspects are overlooked. We are likely to be impatient with others and often finish their sentences for them. We make only superficial changes as we are so quick to get on with things and not take an in-depth perspective. We might select priorities so quickly that a significant area is overlooked.

The way we structure our time is also influenced by our script.

Transactional Analysis - time structuring

The way in which we structure time is likely to reflect the different hungers. We all structure time in a variety of ways:

- Withdrawal
- Rituals
- Pastiming

-
- Activities
 - Games
 - Intimacy

Obtaining balance means ensuring that we have sufficient time for play and intimacy and if this does not occur then it would be beneficial to explore what we might be avoiding.

Games

I am sure that every one of us must have been in the situation where we have said, "Why does this always keep happening to me" or "I always keep meeting people who hurt me and then go off and leave me". Sometimes it may be that we like to help people and then it goes wrong as the person we were trying to help says that we didn't do it well enough and that we got it wrong. We might think "Well, I was only trying to help" and feel got at.

When similar situations keep happening over and over again then the term Transactional Analysis uses for this is a game. A game is a familiar pattern of behaviour with a predictable outcome. Games are played outside Adult awareness and they are our best attempt to get our needs met - although of course we don't.

Games are learned patterns of behaviour, and most people play a small number of favourite games with a range of different people and in varying intensities.

First Degree games are played in social circles generally lead to mild upsets not major traumas.

Second Degree games occur when the stakes may be higher. This usually occurs in more intimate circles, and ends up with an even greater negative payoff.

Third Degree games involve tissue damage and may end up in the jail, hospital or morgue.

Chris Davidson (2002) has argued that world politics can involve fourth degree games - where the outcomes involve whole communities, countries or even the world.

Games vary in the length of time that passes while they are being played. Some can take seconds or minutes while others take weeks months or even years. People play games for these reasons:

- to structure time
- to acquire strokes
- to maintain the substitute feeling and the system of thinking, beliefs and actions that go with it
- to confirm parental injunctions and further the life script
- to maintain the person's life position by "proving" that self/others are not OK
- to provide a high level of stroke exchange while blocking intimacy and maintaining distance
- to make people predictable.

Ways to deal with games

There are various ways to stop a game, including the use of different options than the one automatically used. We can:

cross the transaction by responding from a different ego state than the one the stimulus is designed to hook.

pick up the ulterior rather than the social message e.g. when a person says "I can't do this, I'm useless". Rather than saying, "Let me do this for you," instead say, "It sounds like you have a problem. What do you want me to do about it?" (said from the Adult ego state)

the opening message to the game always entails a discount. There are further discounts at each stage of the game. By detecting discounts we can identify game invitations and defuse them with options. (A discount is when we minimise, maximise or ignore some aspect of a problem which would assist us in resolving it. Such as saying in a whiny voice "This is too difficult for me to do", so we automatically help them).

replace the game strokes. Loss of strokes to the Child ego state means a threat to survival. We get a great many strokes from games, even if they are negative. However, if we don't obtain sufficient positive strokes, or give ourselves positive strokes, we will go for quantity rather than quality of strokes and play games to get them. This loss of strokes is also a loss of excitement that the game has generated.

Another way to think about this is to consider the game role we or the other person is likely to take. One way to discover this is to ask the following questions:

1. What keeps happening over and over again
2. How does it start?
3. What happens next?
4. And then what happens?
5. How does it end?
6. How do feel after it ends? (John James, 1973)

We can then consider the reason we might have taken up a particular role, where we might switch to, and then consider how to do things differently. We need to consider what our own responsibility is in this - if the situation is too violent for us to get involved what options do we have? We could call for help, get others to come with us to intervene and so on. We need to choose the appropriate assistance and take the action required.

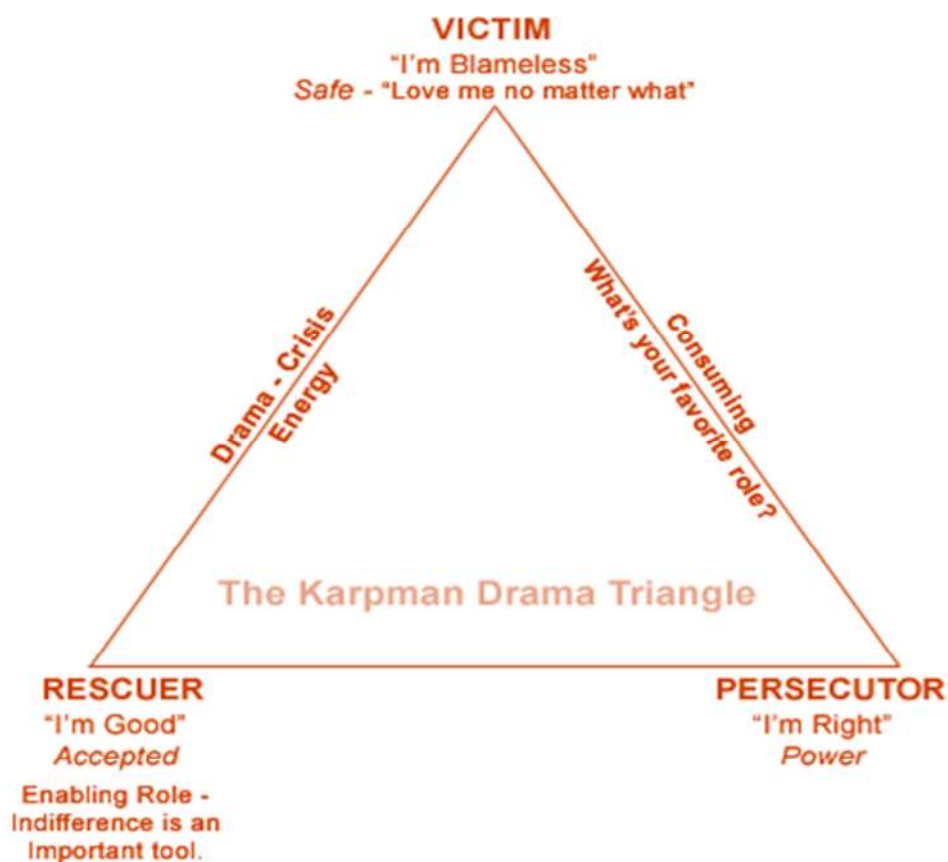
The Karpman Drama Triangle

"Do you want to be honest, or do you want to win?
You could have it all if you could gracefully give in
Like when a martyr knows he's a martyr
And looking in the mirror makes you cry harder
'bout your glittering ball and chain
In love, In love with your
Beautiful pain

Excuses and old theories repeat themselves and die
But when they don't hold water
You try to keep them safe and dry"

- lyrics from the song *Beautiful Pain*
by Rosanne Cash

Staying mentally healthy is about growth, taking responsibility for how you affect others, recognizing choices, and being willing to risk mistakes. The Karpman Drama Triangle is a game played all too often in relationships. If this game defines a pattern of your relationships with others, then you have serious work to do.



Original Source © 1968 by the Transactional Analysis Bulletin.

The Purpose of The Victim, Rescuer, Persecutor Game

1. Keeps responsibility out there.
2. There is a lack of internal conflict within the individual. It's all created in others.
3. Players lack empathy, are very self absorbed in their own role of the moment.
4. Patterns of the game prevent problem solving — *the drama rules*.
5. Maintains bad boundaries.
6. The game provides identity and fills emptiness, because two people can jump around in all three roles to fuel the drama.

Good guy/Bad guy split thinking leads to drama. Drama obscures the real issues. People are seduced by the false excitement the drama offers — all style, no substance. Manipulation is the core of the game. It creates confusion and upset, not solutions.

Playing Victim, Rescuer has become a powerful cultural pastime. It is at the core of all the repetitious plots of soap operas. This game could be used to describe The Clintons; Bill, Hillary, Monica, and Ken.

Here's how it works: Let's suppose Bill was emotionally dependent on Hillary to feel good about himself. Perhaps Hillary was persecuting him through emotional distance because she lost the national health care bill and was licking her wounds after the Arkansas State Troopers reported Bill's philandering.

Monica enters the White House, ripe for the role of Rescuer to Victim Bill. The beauty of the game is that roles can be switched to enhance the drama.

For example, Bill could rescue Monica by finding her attractive, while Monica feels like a victim because she's a chubby girl no one would ever love. Enter Ken Starr to play Persecutor in his own over-the-top style.

Another example could be O.J. Simpson. He was accused of being the Persecutor and Nicole was the Victim. One way to look at what O.J.'s attorneys did is that they flipped him from the Persecutor role to the Victim role. Then the Jury stepped in to play the rescuer.

This game is what operates in many relationships. It is all style and no substance. It has become a lifestyle for too many people. The game provides people with their identity as Victim, Rescuer, or Persecutor. People generally favour one or two roles.

Most of us in the helping professions (teachers, coaches, HR) all begin with favouring the Rescuer role. (So be sure to choose a coach who's been a client and seriously worked on issues about their own stuff. This means they'll more clearly see who you really are instead of projecting their own issues onto you.) Rescuers get caught up in enabling. They see themselves as good and have to learn to back up. Doing too much for someone else is rationalized because "I care so much." Rescuers are often unaware that pity and disrespect are the fuel for this

role. "I know what's best for you." is illustrated in the mother's role. The reality is that backing up from the rescuer role means learning that indifference can be a useful tool. Wait and see if the person you're trying to rescue steps forward for themselves or how they do it differently.

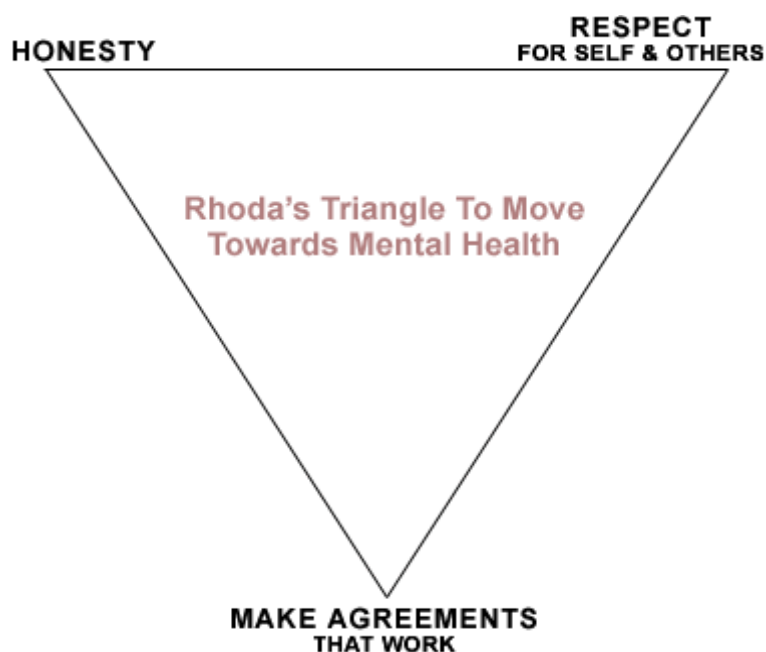
Victims can be manipulative, particularly if they are operating on a "love me no matter what" basis. Being loved no matter what is not something two honest adults should expect from each other. After the age of 18, love me no matter what should be hard to come by. Victims are trying to remain blameless. Remember an unhappy relationship is always created by two people. Blame may be distributed 60/40 or 70/30, however it always takes two. The more blaming and finger pointing someone does, the more fragile the point of view. Noise simply creates smoke and mirrors, and it is less likely that an honest reality is being addressed. Elegant truth is generally never "I am good/You are bad," it is usually a more complicated frame of reference. "I did this part and you did this part" etc. Finding the bravery to look at your own part in creating problems can change and transform your life. If you've been loving the victim role over many years it is time to face the truth - it is a **boring way of life**. One key to interrupting this pattern would be to relocate your imagination, to find other ways of conducting your life.

Persecutors love the power of moving people around on the chess board of life. Everything is win or lose, with very little ability to be a part of a team. There is a desperate need to be right at all costs and you can end up doubting yourself even about the facts of what happens.

Playing in this drama triangle ultimately leads to a very boring life. Over and over again the game is repeated, and there are never any solutions. Nobody grows as all the players are very stuck in the cycle of repeating their tired lines, all for drama.

Specific Guidelines for Playing VRP Roles	VS.	How to be a Grown Up
Creating drama and chaos	vs.	Solving problems
Dodging, deflecting, and blaming others	vs.	Taking on responsibilities
Denial/pretending	vs.	Honestly facing painful situations
Making excuses and instigating bad boundaries	vs.	Maintaining boundaries to have true respect for others
Ignoring damage that has been done and pretending it has nothing to do with you	vs.	Making amends and recognizing consequences
Maintaining your illusions at all costs	vs.	Having the courage to become more self aware
Giving yourself too much respect (narcissists) or too little respect (martyrs)	vs.	Balancing both respect for others and yourself
Letting drama rule	vs.	Letting integrity/character rule
"I know what's best for both of us"	vs.	No one has a market on truth-it always lies in between people
Creating doubt in the other person	vs.	Seeing what hard truths the other person may have to teach you
Assuming others are there to be an audience	vs.	Realizing what happens between people is unknown, not orchestrated
Thinking in simple terms of Right/Wrong, Good/Bad	vs.	Recognizing complexity
Manipulating others, which is a shell game that ends up hollow	vs.	Using your heart and head together to be more emotionally honest with others
Trying to have it both ways	vs.	Facing sacrifice
Taking the easy way	vs.	Knowing the right thing to do is the hard thing to do
Monologue	vs.	Dialogue
Short-term thinking	vs.	Long-term thinking
Manipulating/Controlling	vs.	Negotiating

The Choices Triangle by Rhoda Mills



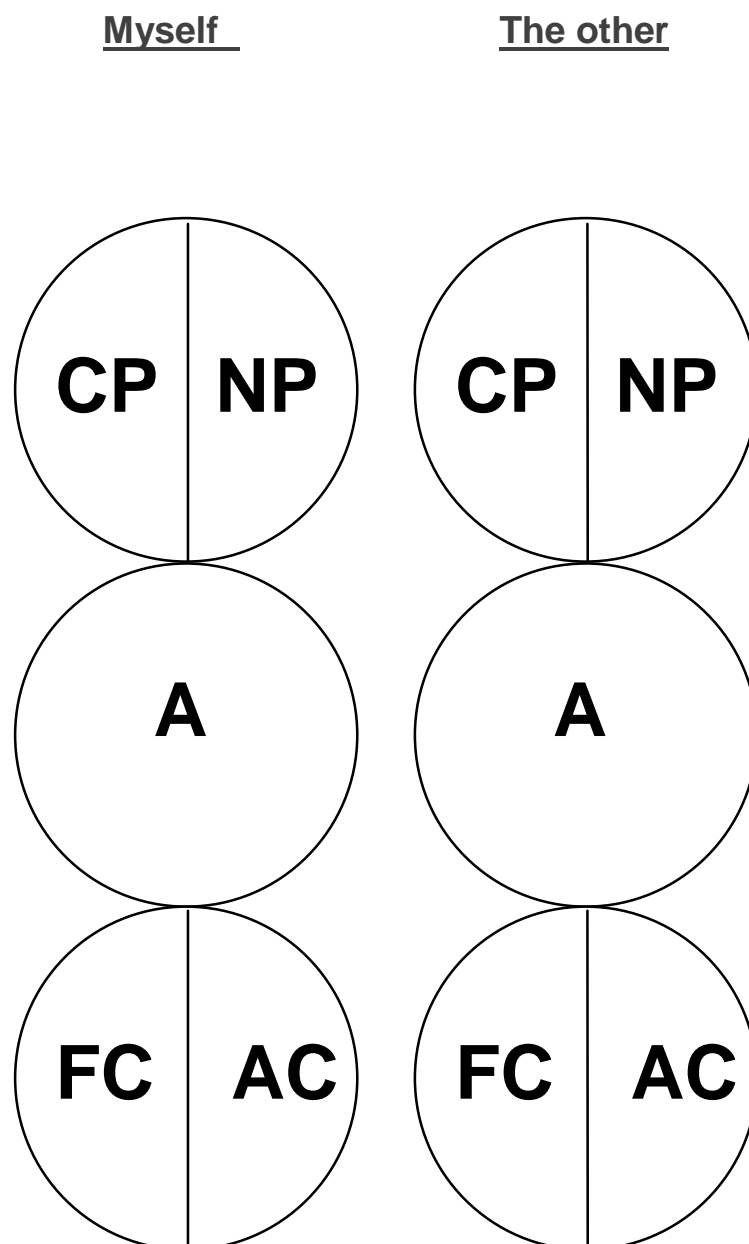
Honesty: Say what you mean, mean what you say. There is greater soul in honestly facing painful situations. Look fearlessly within. The people you love the most are the ones to risk more honesty with.

Respect for Self & Others: Balance both. Take Responsibility. Learn boundaries. Have empathy and self-protection. Do not be either too self effacing or too narcissistic.

Make Agreements That Work: Negotiation/middle ground leads to possibilities. More able to handle complexity. There has to be room for both people's wants and agendas. Solve problems together.

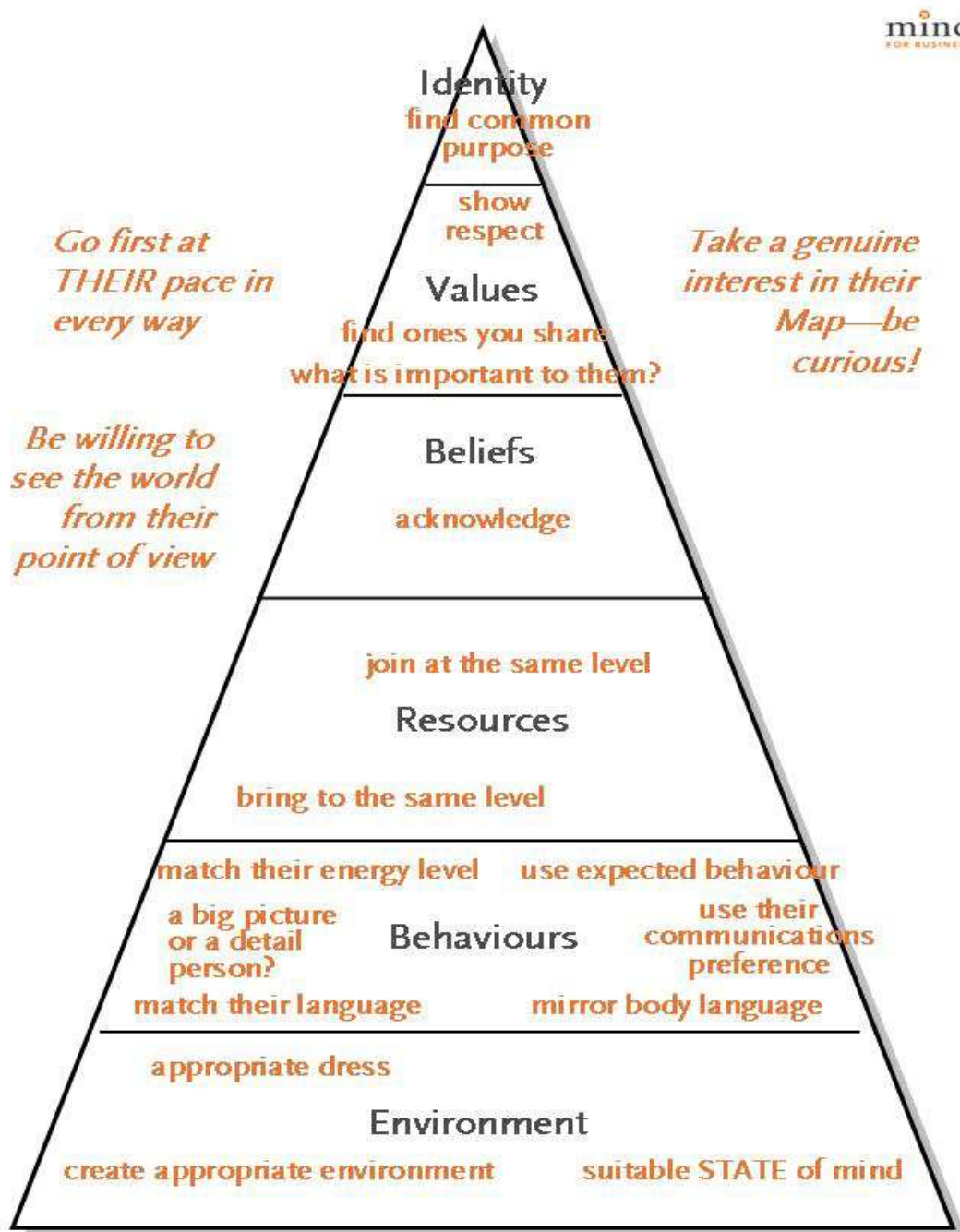
Exercise; A difficult relationship

Think of a relationship you might describe as difficult or one you may want to improve. Using the ego state models your coach will ask questions to assist you in working out how to improve the relationship.



Neurological Levels of Change

Levels of Learning and Change in Individuals and Organizations
(handout used under licence agreement with Robert Dilts and
NLPU)



The life of people in a company, and indeed, the life of the company itself, can be described and understood on a number of different levels. At one level, there is the *environment* in which the organization and its members act and interact—i.e., *when* and *where* the operations and relationships within an organization take place.

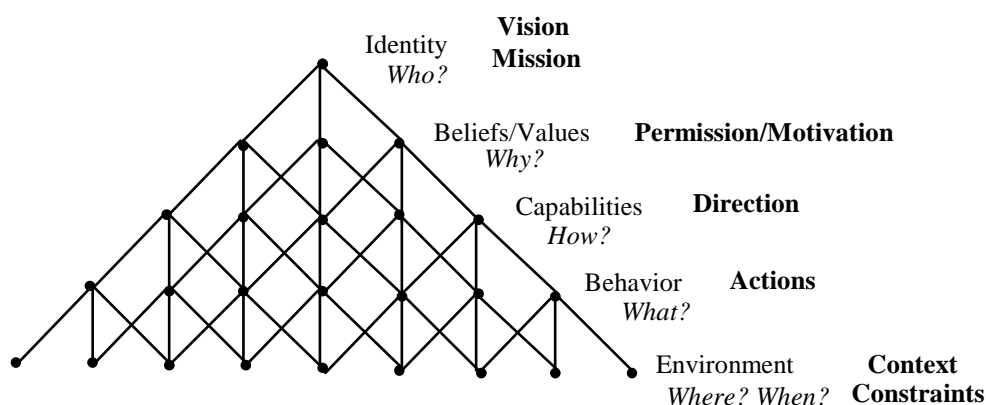
Environmental factors determine the context and constraints under which people operate. An organization's environment is made up of such things as the geographical locations of its operations, the buildings and facilities which define the "work place," office and factory design, etc. In addition to the influence these environmental factors may have on people within the organization, one can also examine the influence and impact that people within an organization have upon their environment, and what products or creations they bring to the environment.

At another level, we can examine the specific *behaviours* and actions of an organization or individual—i.e., *what* the person or organization does within the environment. What are the particular patterns of work, interaction or communication? On an organizational level, behaviours may be defined in terms of general procedures. On the individual level, behaviours take the form of specific work routines, working habits or job related activities.

Another level of process involves the strategies, skills and *capabilities* by which the organization or individual selects and directs actions within their environment—i.e., *how* they generate and guide their behaviours within a particular context. For an individual, capabilities include cognitive strategies and skills such as learning, memory, decision making and creativity, which facilitate the performance of a particular behaviour or task. On an organizational level, capabilities relate to the infrastructures available to support communication, innovation, planning and decision making between members of the organization.

These other levels of process are shaped by *values and beliefs*, which provide the motivation and guidelines behind the strategies and capabilities used to accomplish behavioural outcomes in the environment—i.e., *why* people do things the way they do them in a particular time and place. Our values and beliefs provide the reinforcement (*motivation* and *permission*) that supports or inhibits particular capabilities and behaviours. Values and beliefs determine how events are given meaning, and are at the core of judgment and culture.

Values and beliefs support the individual's or organization's sense of *identity*—i.e., the *who* behind the why, how, what, where and when. Identity level processes involve people's sense of role and mission with respect to their vision and the larger systems of which they are a member.



Levels of Processes Within Individuals and Organizations

Typically, a particular identity or role is expressed in terms of several key values and beliefs. These, in turn, are supported by a larger range of skills and capabilities, which are required to manifest particular values and beliefs. Effective capabilities produce an even wider set of specific behaviours and actions, which express and adapt values with respect to many particular environmental contexts and conditions.

Creating an Aligned State

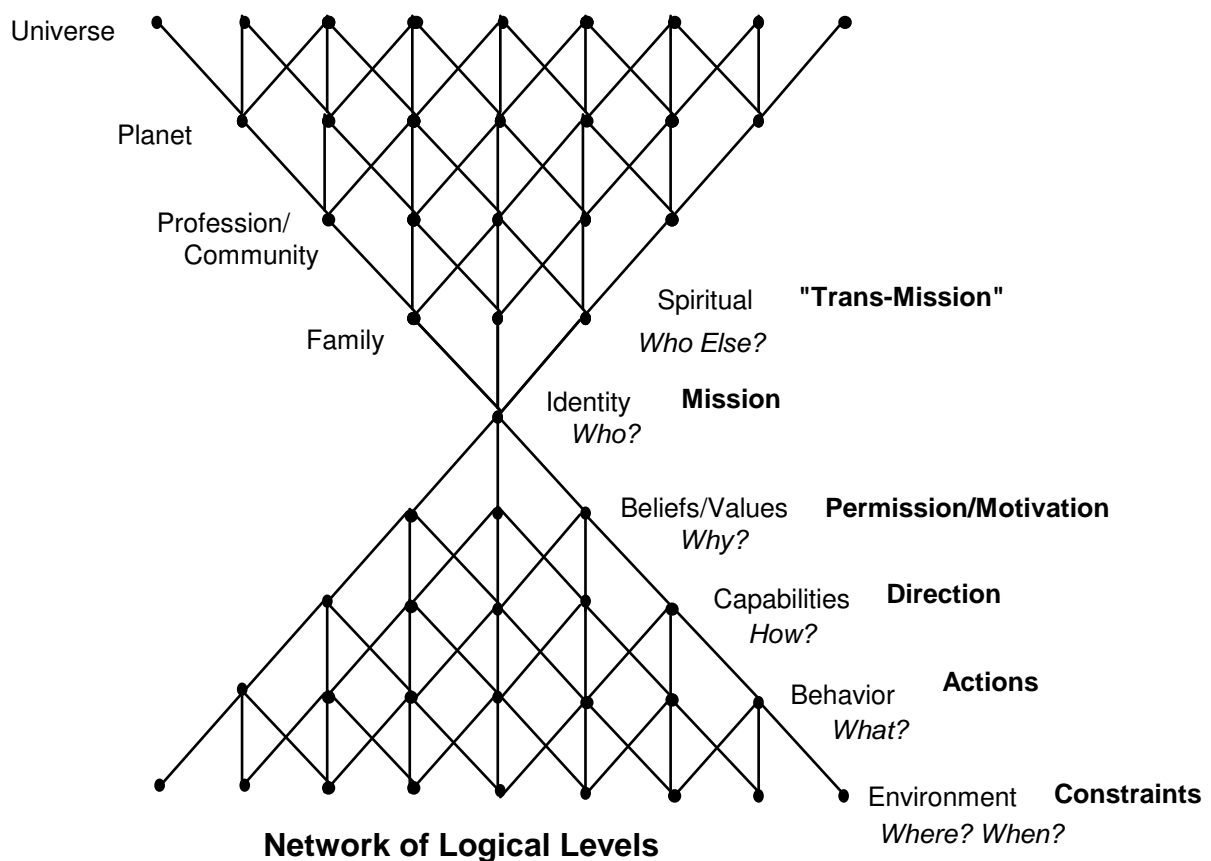
One of the most important aspects of effective and ecological communication and change is the congruence between the 'message' and the 'messenger'. On a personal level, a healthy and effective person is one whose own actions are aligned with his or her capabilities, beliefs, values and sense of identity or mission. A person's sense of role and identity is a dynamic process related to several different factors:

- 1) One's sense of mission or purpose (which evolves with one's cycle of development in life).
- 2) One's view or vision of the larger system of which one is a part (a 'spiritual' perspective).
- 3) One's role in relation to the organizational and family systems of which one is a member.

The concept of different 'levels' of change provides us with a powerful road map for bringing the various dimensions of ourselves into alignment in order to realize our goals and visions. Each of these different levels is embodied through successively deeper and broader organizations of 'neural circuitry'. As one moves from the simple perception of the environment, for instance, to the activation of behaviour within that environment, more commitment of one's mind and body must be mobilized.

Capabilities call into play longer term plans and maps, and require the involvement of even deeper levels of the nervous system. Beliefs and values are represented and manifested through the mobilization of neurology that calls into play structures as deep as the autonomic nervous system (such as the heart and 'guts'). Identity involves the total commitment of our nervous systems. 'Spiritual' experiences involve the resonance between our own mind and nervous system with the larger systems of which we are a part.

To be effective in a particular system, an individual must understand the relationship between the various levels of change, and align his or her activities to fit those dynamics. That is, goals and actions on an individual level should support the functional objectives and strategy related to role, which in turn should be congruent with culture and identity, and mission with respect to the larger environment.



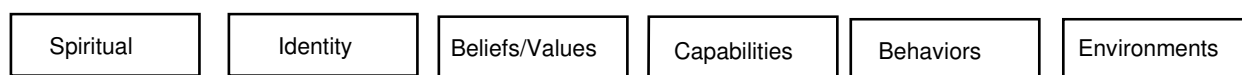
Logical Level Alignment Process

The 'Neuro-Logical Level Alignment' process provides a way to systematically access and connect experiences and neural processes associated with each of these different levels. By combining mental and physical processes with the different levels of change, a person can bring all these levels into alignment in the service of their vision and mission.

The process uses what is called 'spatial anchoring' to activate and integrate these different levels of experience. Many people have found this to be a very powerful experience and a tool to put themselves into an effective 'aligned' state.

EXERCISE;

1. Physically lay out one space for each of the six logical levels.



2. Answer the question: “When and where do I want to act more as a leader?”
3. Answer the question: “What will I do when I am acting as a leader in those times and places?”
4. Answer the questions: “How will I carry out those leadership behaviours?” “What capabilities do I have/need to do those actions in those times and places?”
5. Answer the questions: “Why will I use those particular capabilities to accomplish those leadership activities?” “What values are important to me when I am acting as a leader?” “What beliefs guide me when I am acting as a leader?”
6. Answer the questions: “Who am I as a leader?” “What kind of leader am I?”
7. Answer the questions: “Who else am I serving as a leader?” “What is my mission as a leader?” “What is the vision I am pursuing or representing as a leader?”
8. Anchor the state that you entered into in the spiritual space. Take that physiology and inner experience and step back into the identity space so you experience both at the same time. Notice how it enhances or enriches your initial representation of the identity experience.
9. Take your experience of both your vision and your identity and bring them into your belief space. Again notice how it enhances or enriches your initial representation of your beliefs and values.
10. Bring Your vision, identity, beliefs and values into the capabilities space. Experience how they strengthen, change or enrich the capabilities you experience within yourself.
11. Bring your vision, identity, beliefs, values and capabilities into the behaviour space. Notice how even the most insignificant seeming behaviours are reflections and manifestations of all of the higher levels within you.
12. Bring all levels of yourselves into the environment space and experience how it is transformed and enriched.

Logical Level Alignment Worksheet;

1. "What is the *environment* in which you want to act more as a coach?"

"When and where do you want your coaching goal? What will be the external context surrounding the desired goal and activities?"

In the context of _____

2. "What are your coaching goals or outcomes in that context?"

"What, specifically, do you want to do in that context? What is the new behaviour associated with the goal?"

I want to _____

3. "What *capabilities* are needed to reach those goals within the chosen context?"

"How will you accomplish that goal and those behaviours? What capabilities and cognitive processes are needed or presupposed in order to trigger or guide those desired actions in that context?"

To accomplish this I will use my capabilities to _____

4. "What *beliefs* and *values* are expressed by or will be validated by reaching your goals in that context?"

"What values are expressed by your goal and capabilities?"

I want to do this because I value _____

"Why will you use those particular cognitive processes or capabilities in order to accomplish those goals? What beliefs provide the motivation your thoughts and activity?"

I believe _____

5. “What is your *identity* or role with respect to the goals and the beliefs and values associated with them?”

“Who are you if you engage those particular beliefs, values, capabilities and behaviours in that particular context?”

I am are _____

“What is your mission in that context?”

My mission is to _____

6. “What is your sense of the *larger system* in which you are operating?”

“What is your *vision* of the larger system in which you are pursuing that mission?”

This mission is in the service of the larger vision to _____



Uniqueness

Create a world to which people want to belong!



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Motivational Theory

Frederick Herzberg Motivational Theory

Background to Frederick Herzberg's motivation and hygiene factors –

Frederick Herzberg (1923-2000), clinical psychologist and pioneer of 'job enrichment', is regarded as one of the great original thinkers in management and motivational theory. He attended City College of New York (undergraduate), University of Pittsburgh (Graduate) and was Professor of Management at Case Western Reserve University, where he established the Department of Industrial Mental Health. In 1972 he moved to the University of Utah's College of Business, where he was also Professor of Management. He died January 18, 2000.

His first established his theories about motivation in the workplace; 'The Motivation to Work', was written with research colleagues Bernard Mausner and Barbara Bloch Snyderman in 1959; he scrutinized and compared the results and methodologies of all 155 previous research studies into 'job attitudes' carried out between 1920 and 1954.

In his subsequent books: Work and the Nature of Man (1966); The Managerial Choice (1982); and Herzberg on Motivation (1983), Herzberg expanded his motivation-hygiene theory. Herzberg's central theory is very relevant to modern understanding employer/employee relationships, mutual understanding and alignment within the Psychological Contract. It also influential in the basic principles of Nudge theory - a powerful motivational and change-management concept which emerged in the 2000s.

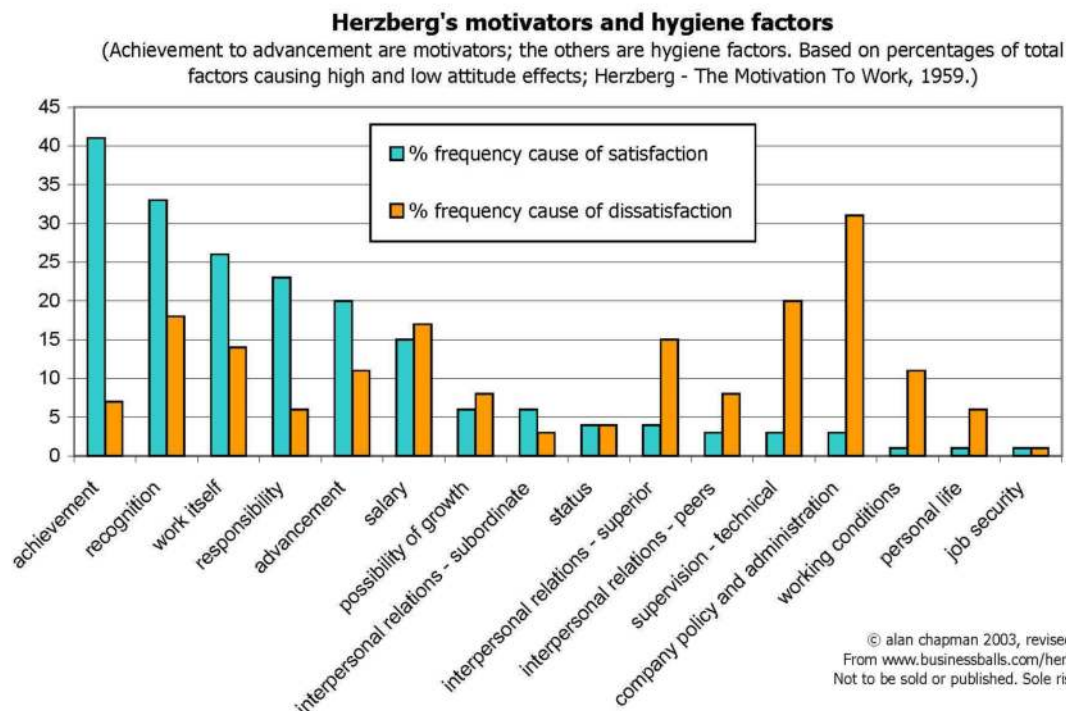
Herzberg's theory

According to Herzberg, Man has two sets of needs; one as an animal to avoid pain, and two as a human being to grow psychologically; certain parallels can clearly be seen with Maslow Hierarchy of Needs

Herzberg was the first to show that satisfaction and dissatisfaction at work nearly always arose from different factors. He suggested that the factors which motivate people at work are **different** to and not simply the opposite of the factors which cause dissatisfaction

"We can expand ... by stating that the job satisfiers deal with the factors involved in doing the job, whereas the job dissatisfiers deal with the factors which define the job context."

(1959 Herzberg)



Although Herzberg was essentially concerned with people's well-being at work; he was attempting to bring more humanity and caring into the workplace. Most noted for his 'hygiene' and 'motivational factors theory'.

Herzberg's ideas relate strongly to modern ethical management and social responsibility, and very directly to the Psychological Contract.

Herzberg's research shows that satisfaction is temporary; people will strive to achieve 'hygiene' needs because they are unhappy without them, but once satisfied they become de-motivated; people are not 'motivated' by addressing 'hygiene' needs! People are only truly motivated by **enabling** them to reach for and satisfy the factors that Herzberg identified as real motivators; advancement, achievement, professional development, breadth etc. which represent a deeper level of fulfilment and meaning over time.

Examples of Herzberg's 'hygiene' needs (or maintenance factors) in the workplace are:

- salary
- policy
- relationship with supervisor
- relationship with subordinates
- status
- work conditions
- company car
- security
- personal life

Herzberg's research identified that true motivators were other completely different factors, notably:

- advancement
- achievement
- work itself
- recognition
- responsibility

Values and Motivation

Motivation is closely linked to Values and Beliefs about what is important in work/life. Values determine what is important to us, and give us drive and motivation. They are what we move towards or away from. They determine how we spend our time, energy and effort. Values also determine how we feel about what we've done after we've done something. Values are important in our motivation.

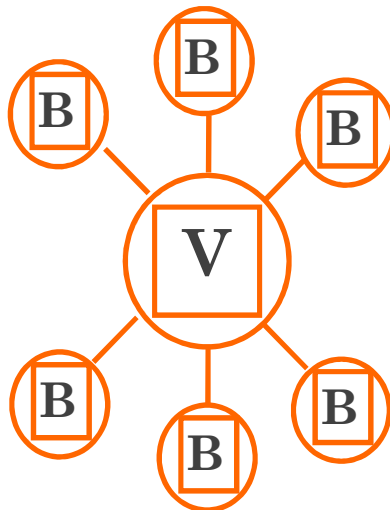
Our values change across context; we will have values associated with work, which may differ for those associated with relationships. Values are held in place by a range of beliefs and are convictions we trust as being true for us.

Values have an order and some cross contexts; an example for someone's work values

1. Freedom
2. Happiness
3. Challenge
4. Making a difference
5. Variety
6. Creativity

Sources of Values

- Family
- Friends
- Church or religion
- School
- Geography
- Economics
- Media



David McClelland's - Motivational Needs Theory

Background - David Clarence McClelland (1917-98) achieved a Doctorate in Psychology at Yale (1941) and became professor at Wesleyan University where he studied particularly motivation and the achievement need. In 1963 he began his McBer consultancy; helping industry assess and train staff.

David McClelland pioneered workplace motivational thinking and is chiefly known for his work on achievement motivation, with interests in personality and consciousness. He developed achievement-based motivational theory and models. His ideas promoted improvements in employee assessment methods; advocating competency-based assessments and tests, arguing them to be better than traditional IQ and personality-based tests.

David McClelland described three types of motivational need (The Achieving Society, 1961) and that most people exhibit a combination of these characteristics:

1. The need for achievement (n-ach)

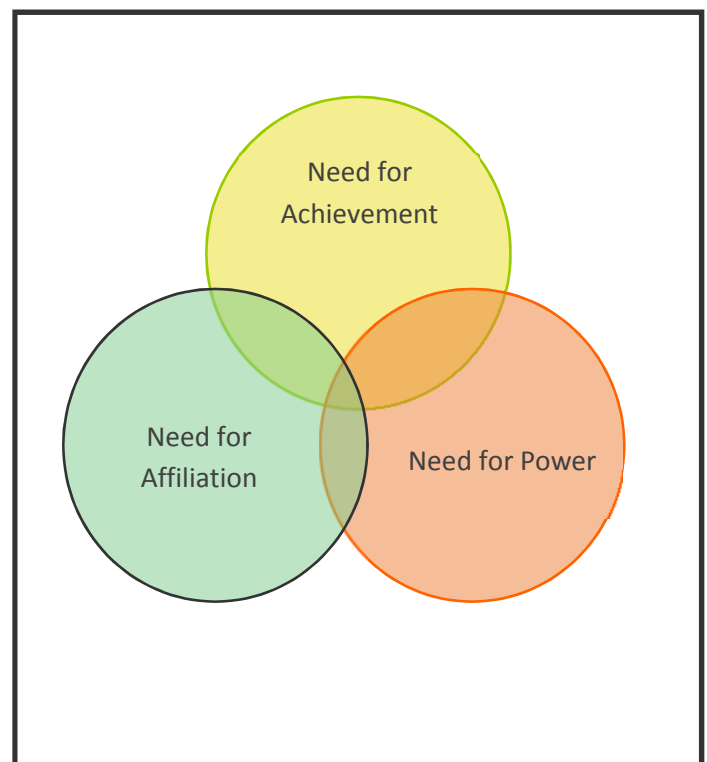
The n-ach person is 'achievement motivated'. The person seeks achievement; attainment of realistic but challenging goals; and advancement in the job. There is a strong need for feedback as to achievement and progress, and a need for a sense of accomplishment.

2. The need for authority and power (n-pow)

The n-pow person is 'authority motivated'. This main driver produces a need to be influential, effective and to make an impact. There is a strong need to lead and for their ideas to prevail. There is also motivation and need towards increasing personal status and prestige.

3. The need for affiliation (n-affil)

The n-affil person is 'affiliation motivated'. The driver is for friendly relationships and is motivated towards interaction with other people. The affiliation driver produces motivation and need to be liked and held in popular regard. These people are team players.



Abraham Maslow's Hierarchy of Needs Motivational Model

Abraham Maslow (1908 – 1970) PhD in psychology (1934) at the University of Wisconsin formed the basis of his motivational research, initially studying rhesus monkeys. Abraham Maslow developed the Hierarchy of Needs model in 1940-50s. The theory is used to understanding human motivation, management training, and personal development. Abraham Maslow's book *Motivation and Personality*, 1954 (2nd Edition 1970) introduced the Hierarchy of Needs, which he further extended in *Toward A Psychology Of Being* (19..)

Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. We must satisfy each need in turn, starting with the first, which deals with the most obvious needs for survival itself. Only when the lower order needs of physical and emotional well-being are satisfied are we concerned with the higher order needs of influence and personal development. In times of stress we can drop down through the needs and the higher order needs become redundant for a period of time.

The Maslow's Hierarchy of Needs five-stage model:

1. **Biological and Physiological needs** - air, food, drink, shelter, warmth, sex, sleep, etc.
2. **Safety needs** - protection from elements, security, order, law, limits, stability, etc.
3. **Belongingness and Love needs** - work group, family, affection, relationships, etc.
4. **Esteem needs** - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.
5. **Self-Actualization needs** - realising personal potential, self-fulfillment, seeking personal growth and peak experiences.

Self-actualization

This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be. Individuals may perceive or focus on this need very specifically. For example, one individual may have the strong desire to become an ideal parent. In another, the desire may be expressed athletically. For others, it may be expressed in paintings, pictures, or inventions.

Esteem

All humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value. Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy.

Love and belonging

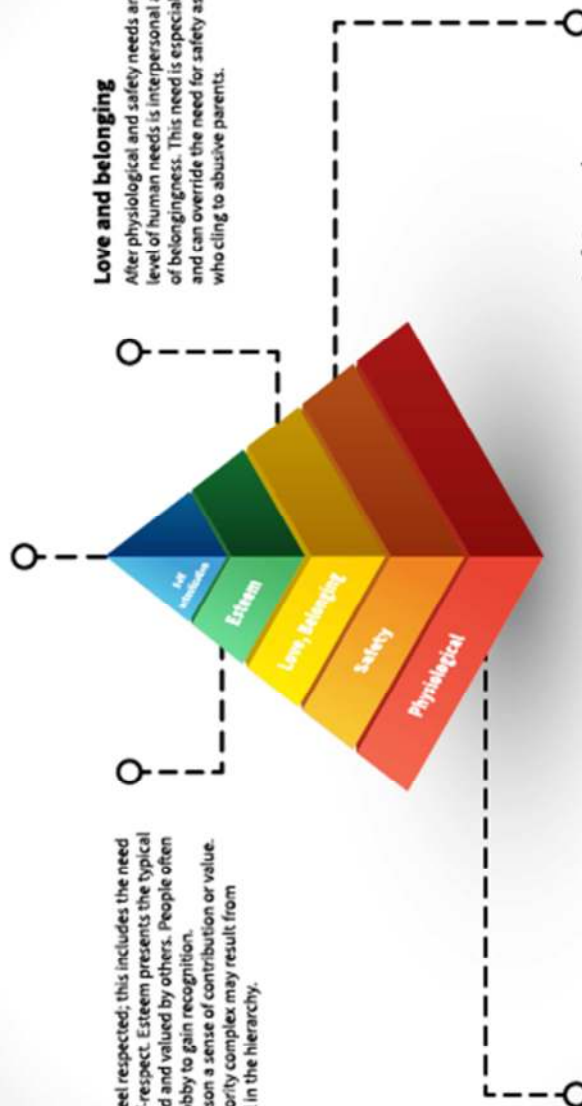
After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. This need is especially strong in childhood and can override the need for safety as witnessed in children who cling to abusive parents.

Physiological needs

Physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. Physiological needs are thought to be the most important; they should be met first.

Safety needs

With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. In the absence of physical safety – due to war, natural disaster, family violence, childhood abuse, etc. – people may (re-)experience post-traumatic stress disorder or transgenerational trauma. This level is more likely to be found in children because they generally have a greater need to feel safe.



Motivational Patterns

How can I overcome barriers to effective coaching relationships?

Another aspect to understanding the legal and ethical requirements is knowing about the potential barriers to a good relationship between coach and coachee, and how these can be overcome.

Most barriers to effective mentoring stem from:

- personality issues between those involved in the coaching relationship
- lack of awareness of what the role of the coach really is.
- Lack of understanding of individual difference in motivation and also culture
- Unclear contracting

Common barriers include:

- poor coach/coachee matching
- lack of support from the organisation
- dissatisfaction from either the coach or the coachee with regards to the way the coaching is conducted
- the creation of unrealistic expectations as to what coaching can hope to achieve
- the lack, or blurring, of boundaries in terms of the coach/coachee relationship

Individual differences

People have some characteristics in common and differ in other characteristics. One can either emphasise the similarities or the differences. At the extremes are the 2 opposing viewpoints. At one extreme is the view that all people are basically the same – they are just at a different stage of their development i.e. all people are like us, thus to understand people we only need to understand ourselves. This leads to a projection of our values, beliefs and internal processes on others.

At the other extreme is the view that all people are different. Each person is unique, has a different history and model of the world. Life may be either a process of discovering and appreciating these differences or of trying to reduce these differences and change other people to be as much like ourselves as possible.

Both of these two extremes are based on a kernel of insight and are flawed. The simple fact is that people have some characteristics in common and many in which they differ. Throughout modern psychology, there have been various forms of reductionism.

We all delete, distort and generalise the information that we come into contact with. If we didn't, we'd go mad! But what determines the elements to be deleted, how do we distort and generalise? We all have filters through which we view the world, rather like our very own unique set of sunglasses. One of these filters is 'Metaprogrammes'.

Metaprogrammes are specific filters we use to interact with the world. They edit and shape what we allow to come in from the outside world, and they also shape what comes from inside ourselves as we communicate and behave in the outside world. In short, they're a door through which we interact in the world.

Although Metaprogrammes make up a key element of our personality, they are not fixed in stone. On the contrary, they certainly change over time and with expert help can be changed in moments. Also, for all of us at any one time our Metaprogrammes will vary depending on the context (work, friends, family, children, partner, sport). Metaprogrammes

- change across contexts and as we grow and develop.
- are explicit formations of patterns in thought and behaviour.
- They are meant as a guide and should not be used to box or label.
- are how generalisations are maintained through time.
- They help build coherence in human experience.
- are deletion filters that reveal the aspects of our experience that affect our behaviour and the aspects that we delete.
- are a set of distinctions and only have value if they provide insight into patterns of a person's behaviour and this is used to influence the behaviour.

Criteria

How we decide what to do/spend our time. How we feel about what we've done afterwards. Our emotional 'Hot Buttons'.

Direction

How do we keep motivated? Are we focused on an objective/goal, or on a situation or thing to be avoided?

Toward: Stays focused on their goal. Often has difficulty in recognising problems.

Away From: Aware of what should be avoided, got rid of. Motivated by problems to solve or avoid. May have trouble focusing on goals and prioritizing.

Action level

Do we take the initiative or wait for others?

Initiation: Acts quickly, motivated by doing.

Patience: Prefers to reflect and act afterwards Wants to fully understand/ assess

Task attitude

Do we strive for new/other ways to do it, or is there a preference to follow established procedures?

Alternatives: Motivated by opportunities and possibilities to do things in a different, better way. May have difficulty in following procedures.

Procedures: Likes to follow set procedures. There's a 'right' way to do something.

Evaluation preference

How do we find motivation – from external sources, or from internal standards and beliefs?

Internal: Decides based on their own internal standards.

External: Needs outside feedback to make judgements.

Task Orientation

How big a picture can you cope with? What chunk size of information do you handle well?

Breadth: Overview, big picture. Can handle details for a short period.

Depth: Details and sequences. May not see the overview.

Communication sort

Affective - Non-verbal communication. HOW it is said. Influenced by Interaction: rapport, emotions

Neutral - Content: ☐ the exact words. WHAT is said. Attends to own experience

Work Environment

What kind of human environment do you work best in?

Individual: Alone, with sole responsibility, door closed

Group: Works best in a team, sharing responsibility, like others around

Work assessment

Own responsibility for tasks

Shared responsibility for tasks

Relationship

How do you react to change, and how much change do you need?

Sameness: Wants their world to stay the same. Don't like change and may resist it. Will initiate major change every 15-25 years.

Sameness with Exception: Prefers situations to evolve slowly over time. Wants major change every 7-10 years.

Sameness and Differences Equally: Likes major change every 3-5 years.

Evolution: Comparison, better, ☐ more, less, improved

Differences with Exception: Likes major change every 3 years – evolution and revolution

Differences: Wants major, drastic change every 1-2 years.

Energy Distribution

How do you Approach a new project?

3 types of work approaches:

Use: do things, start the task, put to use

Concept: understand the theory, the ☐ concept, develop the idea

Structurist: organize the parts, gather the resources

Time orientation -

Where does the person primarily focus?

Past

Present

Future

McClelland's Motivations systems

Power: (Dominance) ☐ – wants to be in charge, have the authority, ☐ impact, control & influence people

Affiliation: (Popularity) ☐ – wants to be loved, part of the team ☐ works to please, to get approval

Achievement: (Performance)□- wants to be admired for results, for□intelligence and capability, works to do better

Convincer Patterns

See: See evidence.

Hear: Hear evidence.

Do: Do something.

Read: Read evidence.

Period of Time: Data for a period of time.

Consistent: Never completely convinced.

Automatic: Small amount of info.

No. of times: Data for a number of times.

Primary Interest

Which of these is/are your main focus of interest?

People, Place, Thing, Activity, Time, Information, Money

Predicting performance

- ⌘ All behaviour is motivated
- ⌘ Our behaviour is what determines our performance
- ⌘ In spite of their interlinked importance, motivational and attitudinal patterns are relatively unknown to individuals and 'off the radar' of HR and OD specialists
- ⌘ We can have different pattern preferences in differing contexts
- ⌘ We can learn to behave in ways that are not our preferences but it takes more energy
- ⌘ Stress and crisis can 'flip' the preferences
- ⌘ The more we understand our own and others' patterns the more effective we will be

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APPRECIATIVE INQUIRY

Background:

In the mid-eighties, Dr. David Cooperrider, Suresh Srivastva and their colleagues at Case Western Reserve University, Cleveland, USA challenged the traditional problem solving approach to change management. They introduced the term Appreciative Inquiry and began to look at organizations as expressions of beauty and spirit.

What is it?

Ap-pre'ci-ate, v.

1. valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems
2. to increase in value, e.g. the economy has appreciated in value.

Synonyms: VALUING, PRIZING, ESTEEMING, and HONORING.

In-quire' (kwir), v.

1. the act of exploration and discovery.
2. To ask questions; to be open to seeing new potentials and possibilities.

Synonyms: DISCOVERY, SEARCH, and SYSTEMATIC EXPLORATION, STUDY.

David L. Cooperrider and Diana Whitney gave their definition of Appreciative Inquiry in their publication 'Appreciative Inquiry - A Positive Revolution in Change', Berrett-Koehler Publishers, San Francisco, 2009:

"AI is about the coevolutionary search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives "life" to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms. AI involves, in a central way, the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential. It centrally involves the mobilization of inquiry through the crafting of the "unconditional positive question" often-involving hundreds or sometimes thousands of people. In AI the arduous task of intervention gives way to the speed of imagination and innovation; instead of negation, criticism, and spiraling diagnosis, there is discovery, dream, and design.

AI seeks, fundamentally, to build a constructive union between a whole people and the massive entirety of what people talk about as past and present capacities: achievements, assets, unexplored potentials, innovations, strengths, elevated thoughts, opportunities, benchmarks, high point moments, lived values, traditions, strategic competencies, stories, expressions of wisdom, insights into the deeper corporate spirit or soul-- and visions of valued and possible futures.

Taking all of these together as a gestalt, AI deliberately, in everything it does, seeks to work from accounts of this "positive change core"—and it assumes that every living system has many untapped and rich and inspiring accounts

of the positive. Link the energy of this core directly to any change agenda and changes never thought possible are suddenly and democratically mobilized.”

In large and comprehensive surveys conducted on approaches to managing change, the conclusions were that organizations work generally on one unwritten rule: ‘to fix what’s wrong and let the strengths take care of themselves’.

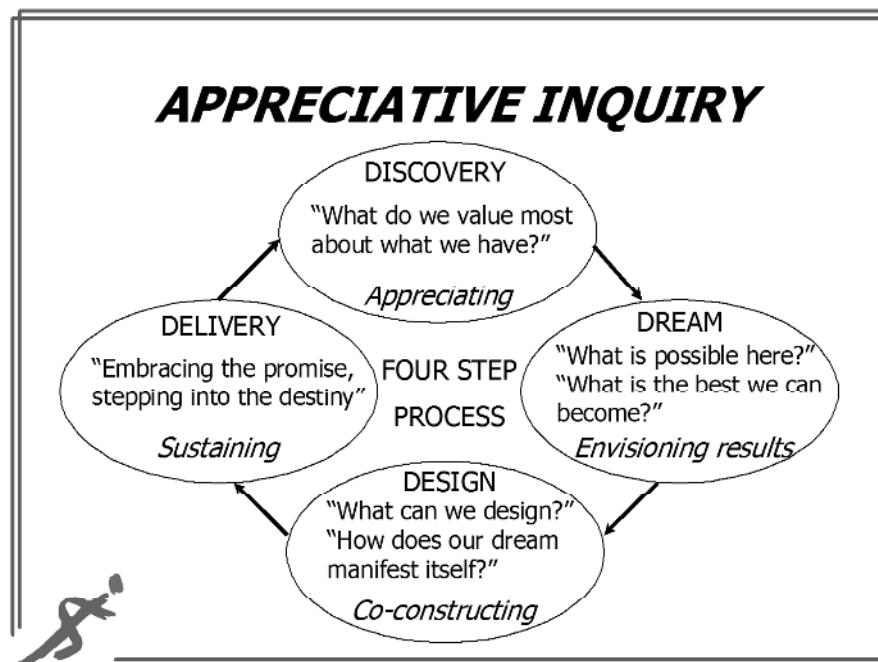
“How pervasive is this deficit-based approach to change, which says change begins with the identification of the most pressing problems, the gaps, and their root causes? Do you recognize it? Okay, try this: Think about the last three projects you’ve worked on and the last half dozen meetings you’ve attended. How many of the projects weredesigned to fix something? How many of the meetings were called to address a problem?” (*A Positive Revolution in Change: Appreciative Inquiry*. David L. Cooperrider and Diana Whitney.)

It has been learned that systems grow in the direction of what they persistently ask questions about and this propensity is strongest and most sustainable when the means and ends of inquiry are positively correlated. The single most prolific thing a group can do, if its aims are to to liberate the human spirit and consciously construct a better future, is to make the positive change core the common and explicit property of all.

Set of assumptions:

Appreciative Inquiry works from a set of assumptions. These are:

1. In every society, organisation or group, something works.
2. What we focus on becomes our reality.
3. Reality is created in the moment, and there are multiple realities.
4. The act of asking questions of an organisation, or group influences the group in some way.
5. People have more confidence to journey to the future (the unknown) when they carry forward parts of the past (the known).
6. If we carry forward parts of the past, they should be what is best about the past.
7. It is important to value differences.
8. The language we use creates our reality.



Appreciative Inquiry '4-D' Cycle

Discovery: The Appreciative Inquiry approach to personal or organisational change is to begin by looking for what is working-APPRECIATING the best of our experience.

The Discovery phase is a wide search to understand the "best of what is" and "what has been." It begins focusing on appreciative interview questions which are written as affirmative probes into an organization's positive core. They are aiming at generating stories, enriching the images and inner dialogue within the organization, and bringing the positive core more fully into focus.

The results of Discovery include:

- The formation of new relationships, that bridge across traditional barriers
- A rich description or mapping of the organization's positive core
- Organization-wide sharing and learning from stories of best practices, golden innovations and exemplary actions
- Greatly enhanced organizational knowledge and collective wisdom.

Dream: This is to consider what might be-ENVISIONING RESULTS

The Dream phase is the exploration of "what might be": a time for everyone to explore hopes and visions for their work, their working relationships, their organization, and the world at large. It is a time for groups of people to engage in thinking big, thinking out of the box, and thinking out of the boundaries of what has been successful and meaningful in the past. The aim of this phase is to identify and spread generative, hopeful images of the future. It is

Exploration can be carried on the following:

- The organization's most creative positive potentials
- Courageous and compelling visions
- Strategic opportunities for the future
- An higher sense of purpose

Design: What should be the ideal?-CO-CONSTRUCTING

The Design phase involves making choices about “what should be” within an organization or community. It is a conscious re-invention or co-creation of the strategies, structures, culture, processes and systems needed to achieve the organization's or community's highest ideals.

In each Appreciative Inquiry the question of what are we designing is essential and must be answered in reference to the Strategic Focus. During this phase an organization's or community's positive core of strengths, and its hopes and dreams for the future are aligned, integrated and embedded into a set of design propositions or principles. They in turn become the blueprint for its destiny.

Destiny: How to empower, learn and adjust or improvise? SUSTAINING

The Destiny phase initiates a series of inspired actions that support ongoing learning and innovation – or “what will be.”

The entire 4-D Process is a chance for workers to contribute and step forward in the service of the organization, change occurs in all phases of an Appreciative Inquiry process. The Destiny phase, however, focuses specifically on personal and organizational commitments and paths forward. The result of destiny is generally the launch of innovation teams throughout the organization.

The tangible result of the inquiry process is a series of statements that describe where the person or organisation wants to be, based on the high moments of where they have been. Because these statements are grounded in real experience and history, people know how to repeat their success.

From The Thin Book of Appreciative Inquiry by Sue Annis Hammond.

While these may seem obvious, we know from our own experience that we can look at what isn't working and start problem solving.

Those of us who are facilitators and consultants know how important it is to ask the right questions when we are working with groups of people or individuals.

If we focus on difficulties in the past, people become self defeating and feel that life is hopeless.

When we ask them about their successes, they become enthusiastic and start to hope again.

Examples where Appreciative Inquiry has been used

Appreciative inquiry has been used as the way of helping people develop their preferred future in companies, governments, and organizations in Africa, Asia, Australia, Europe, and North and South America.

It has been combined with large scale interventions such as Open Space Technology and Future Search to great effect in worldwide projects such as United Religions (a look at the possibility of having a United Nations type organization for religions of the world.)

In-house people and consultants are using Appreciative Inquiry to address organizational issues such as internal communication and leadership issues, and individual or group effectiveness issues

Examples include:

Increasing effectiveness of managers dealing with a new role and wider responsibilities through 1:1 and group coaching. (financial services, and local government sector)

Increasing the effectiveness of a department team. (Social Services department)

Increasing the level of communication between trustees of varying experience on the board. (Housing association)

AI is also being used in areas like mediation in the voluntary sector, international conflict resolution situations, City-wide activities like Imagine Chicago, and community activities like Imagine Waterloo.

The purpose is to reconnect with the life giving forces (what is working) and then go beyond that to what could be instead of wasting energy trying to put right what isn't working or needs developing.

Erasmus + KA2 – Cooperation and
Innovation for Good Practices -
Strategic Partnerships

Project number 2015-1-IT02-KA201-
014883

C.O.A.C.H. e-GUIDE

Student Material, Instructor material and Bibliographies

Module 5: - Coaching Teams

Module Sections	Online Course Material	Live Training
7 Eyed- Model of teams	Structure of teams from a 7-eyed model perspective Understanding stakeholders and teams	
Team definitions	Structure and function of a high performing team Functions of coaching with team performance History and research around teams	Creating live teams and identifying roles and interactions that exist – practical exercise
Development of Teams	Working Group structure and behaviours Pseudo Team structure and behaviours Potential Team structure and behaviours Real team structure and behaviours High Performing team structure and behaviours Team performance curve Social Loafing and energy dispersal Masterminding	For each area a practical team coaching exercise with practical tasks – model building etc Meta-Meta perspectives - Role of the team coach and observer of the team coach Conditions for intervention with social loafing and a coaching model exploration around Personal development support
Contracting teams	Multi-party contracting in close teams, dispersed teams and virtual teams Asserting the status of teams	Contracting frameworks in education – a real case scenario
Facilitation v's Coaching of teams	Facilitation of teams and definitions Coaching of teams and definitions Sense v's uncommon sense around teams	In teams, exploring the differences between facilitation and coaching PLUS observer role – what key observations are made about the interactions, energy and functions of different team members
Team Coaching	Models and frameworks of team development Stages of team development and the transition curve Putting coaching into practice the skills of coaching a team – 4 lenses of interaction Team coaching process	Coaching through the Lens of team development
EQ Teams	Emotional intelligence in teams	Behaviours and interactions – role of the coach in raising EQ

Overview

Understanding coaching and being able to use the skills across leadership, management, teaching and learning means understanding the foundations of the profession. This module covers the key skills of coaching.

Objectives

- To revise and refine your coaching skills, soliciting feedback at a deep level which will cause you to reflect
- To explain the way that teams develop and are motivated.
- To use coaching as a methodology for working with groups (teams)
- Understand the use of coaching to promote high performing teams
- Understand and work with teams in practice, including aspects of social loafing.
- To support you in planning further professional development
- To have fun and make deeper connections.

Methodology

During the programme delegates will:

- Be continually observed and assessed in their coaching by peers and experienced coaches using clear standards and criteria as defined by the [Association for Coaching](#) and [ICF](#).
- Observe and assess peers in their coaching and use coaching to aid the planning and development of a personal learning programme.
- Practice during the programme with peers experiencing supervised applications each of the assessment tools taught.
- Aim to achieve the training accreditation necessary to progress to full accreditation with the [AC](#) and/or [ICF](#).

Materials

You may print the module and create your own working file. This will allow you to make notes accordingly.

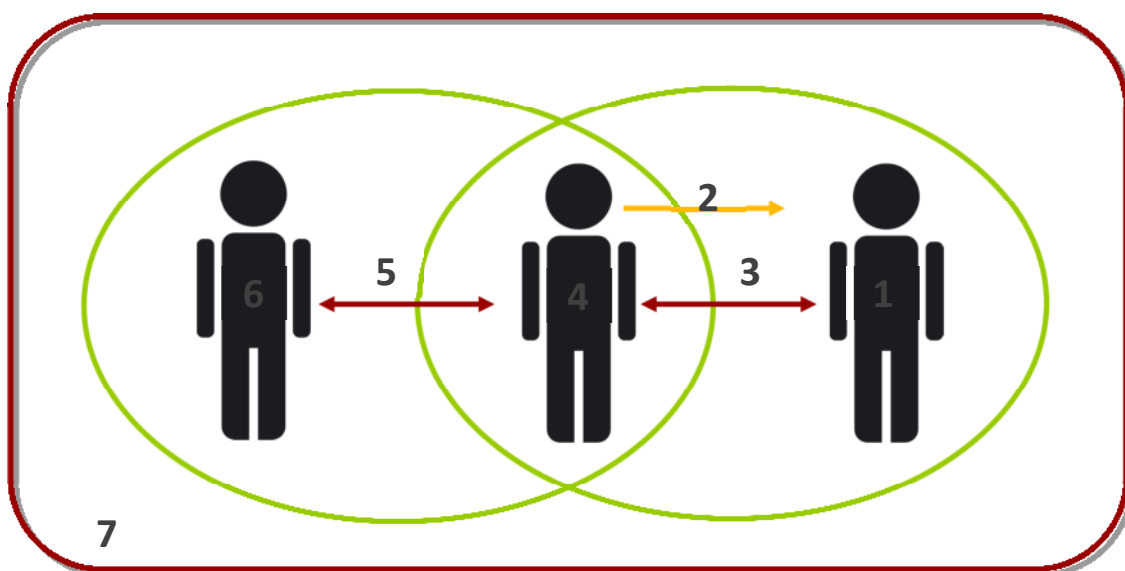
Other Resources

Additional reading lists are given along with each module. Additional reading is required to understand the breadth and depth of the field of coaching.

Additional resources may be found at

-

7 Eyed Model



1. The Coachee system.

The focus is on the situation, the problem the coachee wants help with, and how issues are presented, and keeps the attention upon the immediate agenda of the coaching work.

2. The Coach interventions.

The focus is on what kinds of intervention have been made, the rationale for them, and what else could they have done. This focus may be especially valuable for novices who are consolidating their basic skills.

3. The relationship between the Coach and their client.

The focus is on the dynamic between them, or on what is going on at both a conscious and an unconscious level, it can offer a mine of information that can assist in understanding the deeper, underlying processes which affect the outcome of the work. By paying attention to this part of the system, the coach can stay true to the contract, and learn to tune in accurately to the underlying psychological climate of the work.

4. The Coach's own experience.

Here there is an opportunity to become more self aware, and so deepen the learning about how to use their full potential, and about what may be getting in the way of that happening.

5. The Parallel Process.

This is a valuable perspective as the dynamics that are present in the coach and client relationship can be played out within the supervisory relationship. When this happens, the coach and supervisor learn together what it is like for the client to be in the relationship. It is as if the client is present. With an energy perspective, we learn here

that their energy is present, and has arrived alongside the coach. The data gathered in this way, adds another dimension to the supervisee's learning, and effectiveness

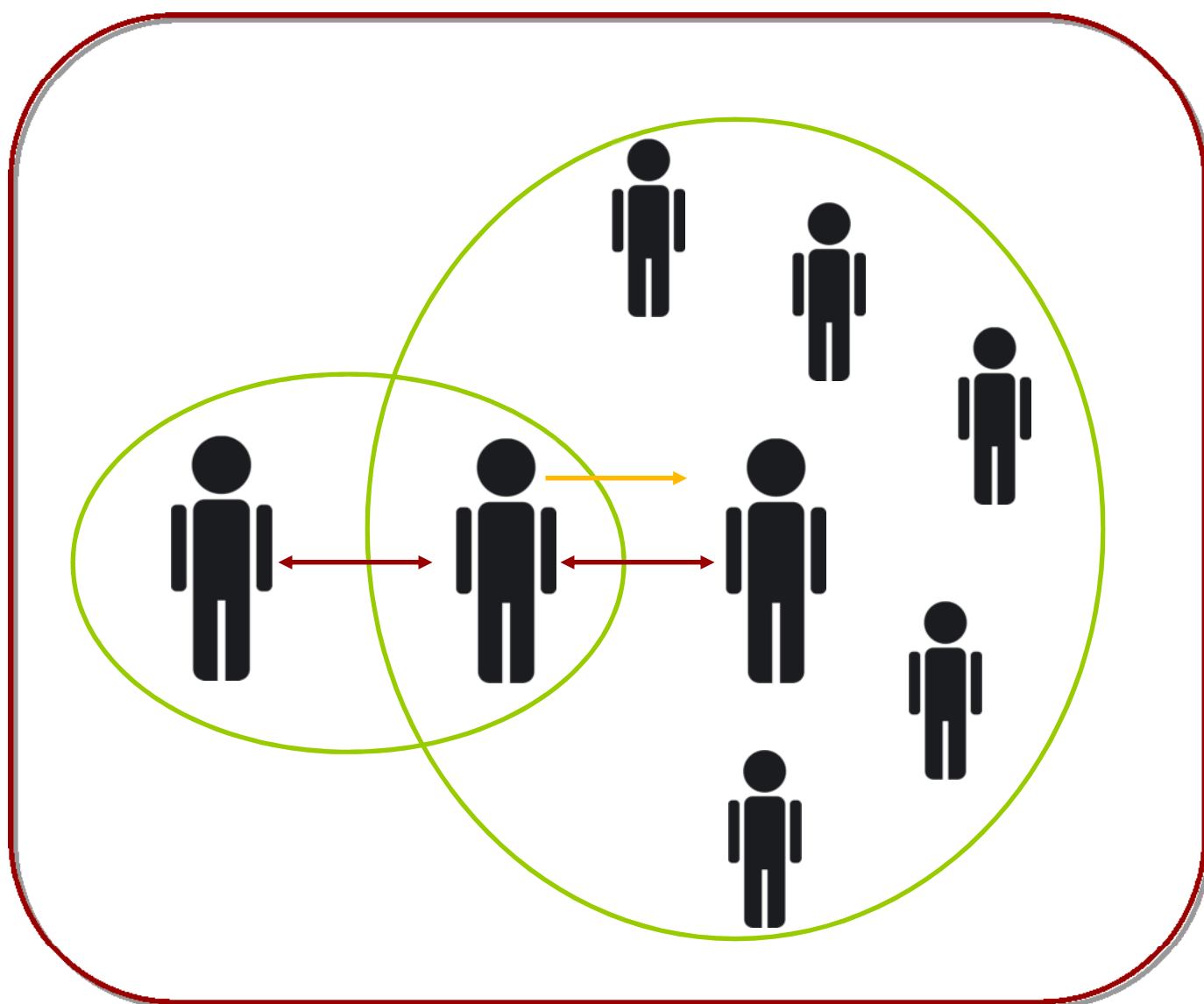
6. The Supervisor's own self-reflections.

Such reflections give an added dimension to the gathering of data within the supervision meeting, and may open up new avenues of understanding the coach's relationship with the client.

7. The Wider Context.

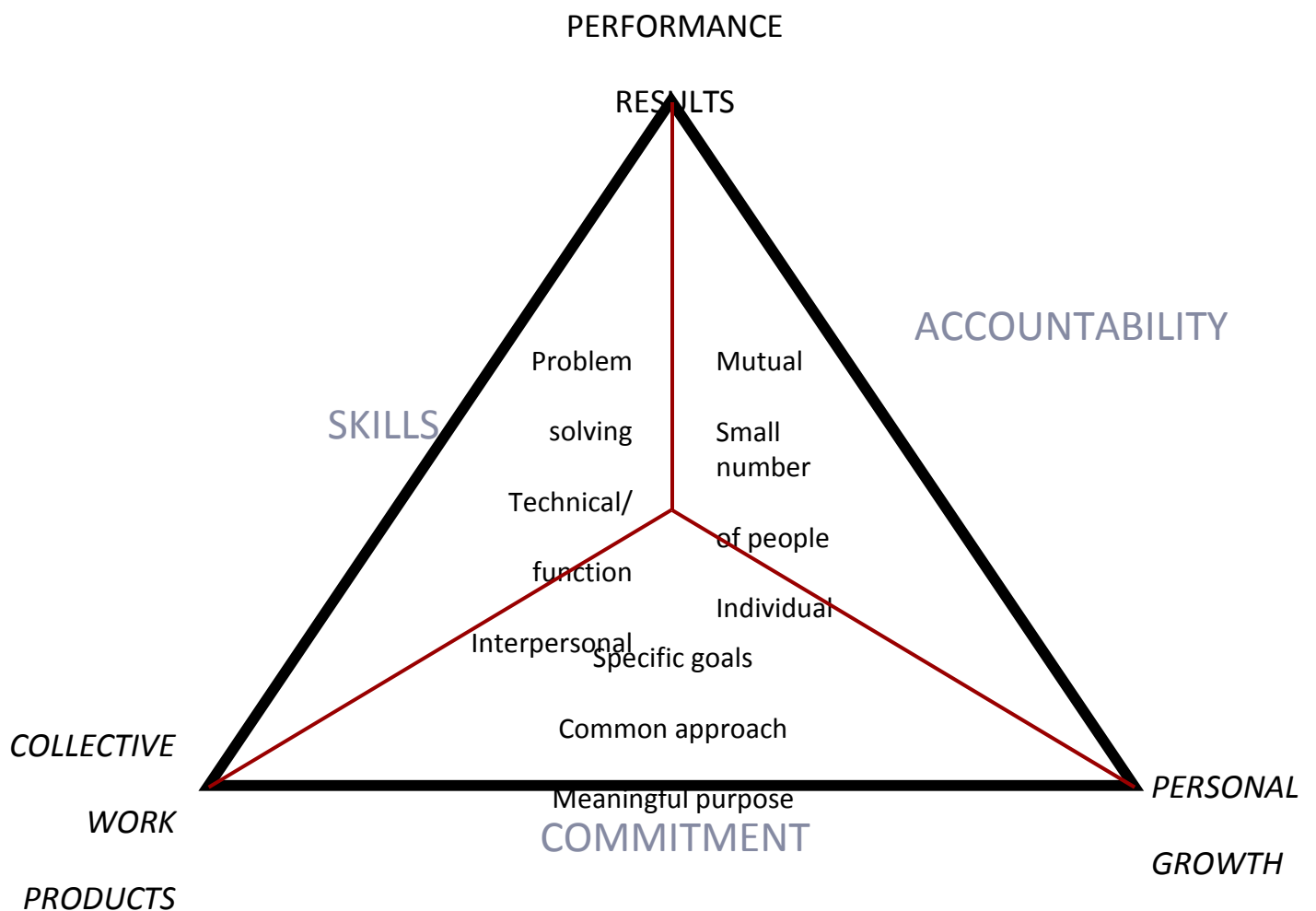
The supervision meeting is also a time to reflect on the ethical, organisational, contractual, social and cultural aspects of the work. There will be different concerns at different stages in the work. With this 'eye', the wider world is held in view, lest the coach shuts out the systemic implications of the wider field.

7-Eyed Model Coaching a Team



Team Definition

A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.



Katzenbach and Smith

High Performing Teams

- If you want a job done right do it yourself
- Always look out for number 1
- The monkey is on his/her back


Versus 

Mutual Responsibility

- We are all in this together
- If one fails we all fail
- Only the team can fail
- The same monkey is on all our backs

Katzenbach and Smith

Common Sense aspects of team performance

- A demanding performance challenge tends to create a team
- Teams cannot succeed without a shared purpose
- The disciplined application of “team basics” is often overlooked
- Team performance opportunities exist in all parts of an organisation
- Teams at the top are most difficult!
- Most organisations intrinsically prefer individual over group (team) accountability

Uncommon Sense aspects of team performance

- In high performance teams the role of the team leader is less important and more difficult to identify
- Teams and teamwork are not the same thing
- Focussing primarily on the goal of “becoming a team” seldom works

-
- Companies with strong performance standards seem to spawn more “real teams” than companies that promote teams
 - High performance teams are extremely rare
 - Hierarchy and teams go together almost as well as teams and performance
 - Teams naturally integrate performance and learning
 - Teams are the primary unit of performance for increasing numbers of organisations

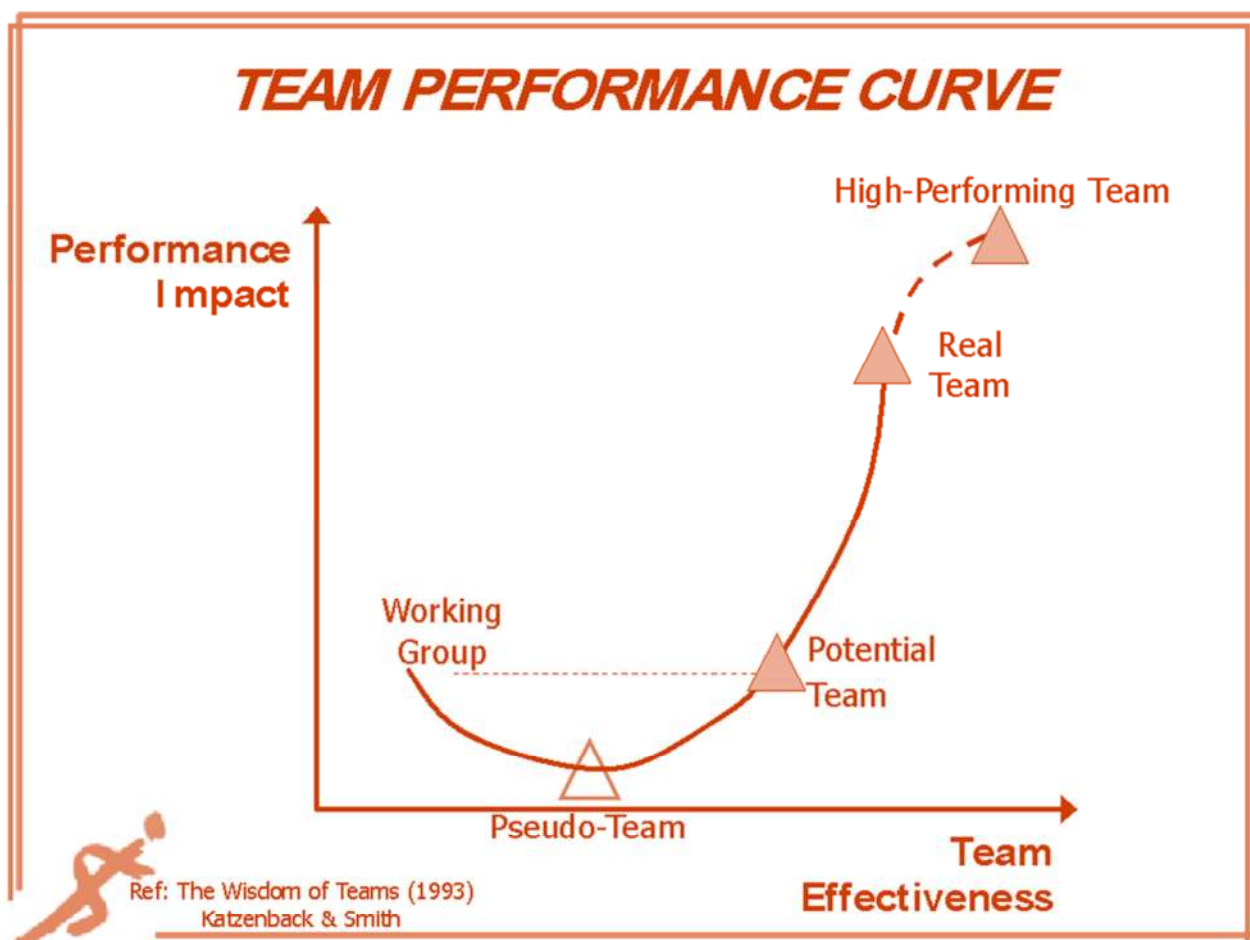
Exercise:

Individually think of a team that you have been part of:

- Which of the “Common sense” aspects of team performance are/were present?
- Which are/were not present?
- Which of the “Uncommon sense” aspects are/were present?
- Which are/were not?
- Which of the “Team basics” are/were present?
- Which are/were not?

In pairs coach each other on what aspects you could have coached the team on to improve their performance

TEAM PERFORMANCE CURVE



Working Group

- No significant incremental performance need or opportunity
- Interact primarily to share information, best practices, perspectives, and to make decisions to help individual performance in their area of responsibility
- No "small group" common purpose, incremental group performance goals or joint work that requires either a team approach or joint accountability

Pseudo Team

- Could be a significant, incremental performance need
- No focus on collective performance and not trying to achieve it
- No interest in shaping a common purpose or goals

-
- May call itself a team
 - Weakest of all groups in terms of performance impact
 - Contribute less to company performance than working groups as interactions detract from individual performance, with no joint benefits
 - Sum of the whole is less than the potential of the individual parts

Potential Team

- A significant incremental performance need
- Trying to improve its performance impact
- Typically requires more clarity about its purpose, goals, work products and working approach
- Not yet established collective accountability
- Abound in organisations
- When a team approach makes sense performance impact can be high

Real Team

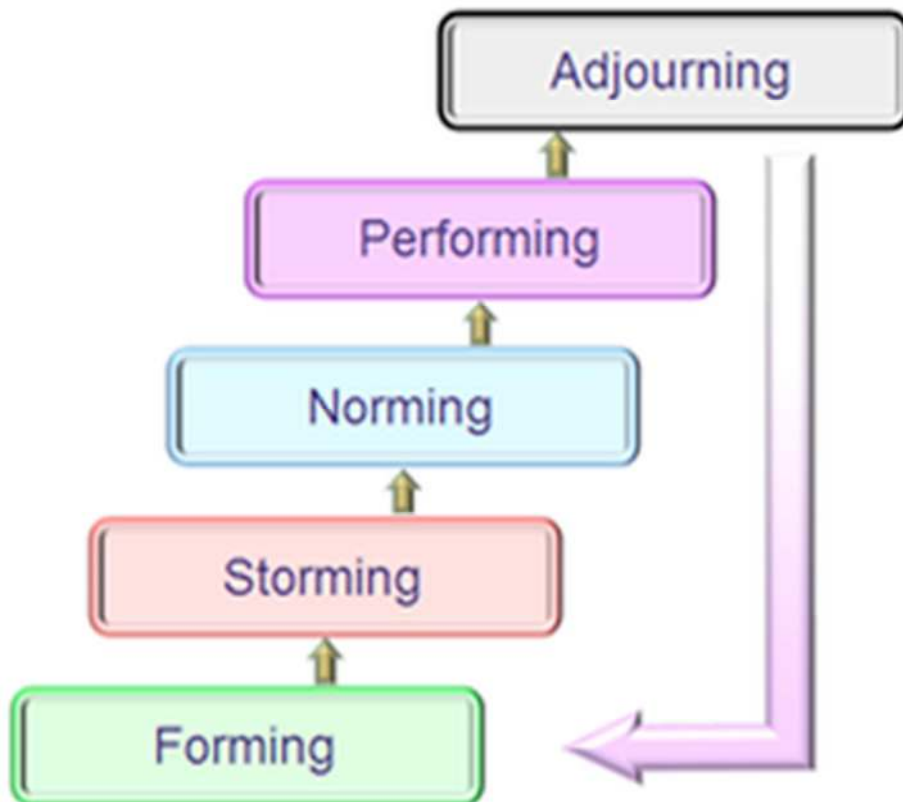
- Small number of people
- Complementary skills
- Equally committed to a common purpose, goals and working approach
- Mutually accountable
- A basic unit of performance

High-Performaing Team

- Meets all the conditions of Real Teams - plus
- Members are deeply committed to one and others personal growth and success
- Commitment transcends the team
- Significantly outperforms all other like teams
- Outperforms all reasonable expectations given its membership
- A powerful possibility and an excellent model

DEVELOPMENT OF TEAMS:

Stages of Team Development from B. Tuckman (1965)



FORMING - STAGE 1

High dependence on leader for guidance and direction. Little agreement on team aims or objectives other than received from leader. Individual roles and responsibilities are unclear. Leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships. Processes are often ignored. Members test tolerance of system and leader. Leader directs.

STORMING - STAGE 2

Decisions don't come easily within group. Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. Leader sells vision and attempts to manage conflict.

NORMING - STAGE 3

Agreement and consensus is largely focus among team, who respond well to facilitation by leader. Roles and responsibilities are clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within group. Commitment and unity is strong. The team may engage in fun and social activities. The team discusses and develops its processes and working style. There is general respect for the leader and some of leadership is more shared by the team. Leader facilitates and enables.

PERFORMING - STAGE 4

The team is more strategically aware; the team knows clearly why it is doing what it is doing. The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus on over-achieving goals, and the team makes most of the decisions against criteria agreed with the leader. The team has a high degree of autonomy. Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way. team members look after each other. The team requires delegated tasks and projects from the leader. The team does not need to be instructed or assisted. Team members might ask for assistance from the leader with personal and interpersonal development. Leader delegates and influences subtly , coaching as necessary.

ADJOURNING - STAGE 5

Tuckman refined his theory around 1975 and added a fifth stage to the Forming Storming Norming Performing model - he called it Adjourning, which is also referred to as Deforming and Mourning. Adjourning is arguably more of an adjunct to the original four stage model rather than an extension - it views the group from a perspective beyond the purpose of the first four stages. The Adjourning phase is certainly very relevant to the people in the group and their well-being, but not to the main task of managing and developing a team, which is clearly central to the original four stages. Tuckman's fifth stage, Adjourning, is the break-up of the group, hopefully when the task is completed successfully, its purpose fulfilled; everyone can move on to new things, feeling good about what's been achieved. From an organizational perspective, recognition of and sensitivity to people's vulnerabilities in Tuckman's fifth stage is helpful, particularly if members of the group have been closely bonded and feel a sense of insecurity or threat from this change.

**Teams need specific coaching questions and activities
to optimise each stage of their development.**

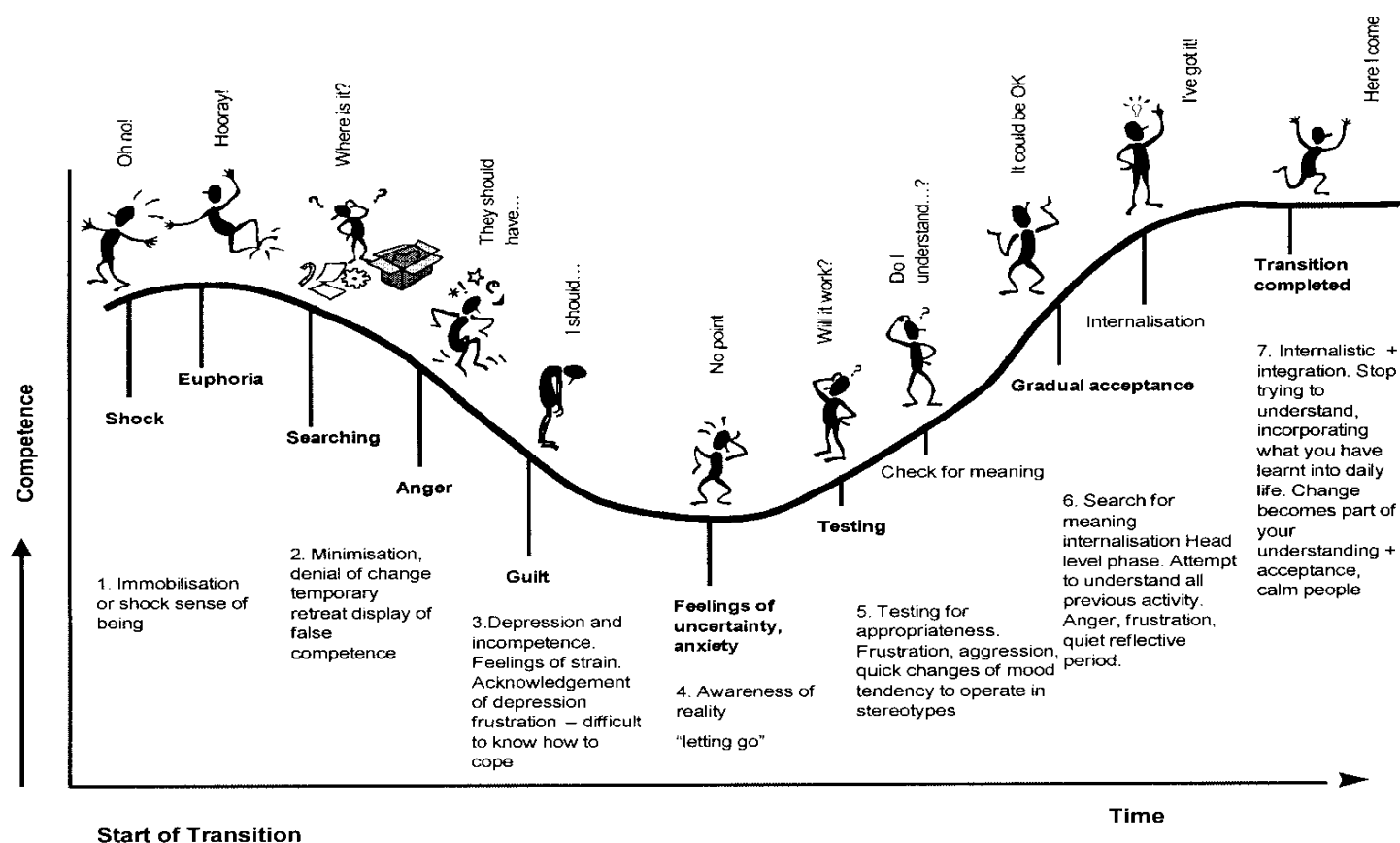
The Transition Curve

Exercise:

Review this model and the Transition Curve on the following page and define:

1. What are the issues and concerns you may have at each stage?
2. What are the real coaching opportunities at each stage?
3. What energising and creative techniques can you use at each stage?

Transition Curve



Trust within Teams

“Perhaps the biggest destroyer of team cohesiveness is the lack of honesty and trust among team members. Creating situations in which everyone becomes a winner is completely foreign to some individuals. It takes the cooperation of every team member for a group to function, but uncooperative individuals can cause the team to become dysfunctional.”

Scarnati, J.T.(2001) On Becoming a Team Player. Team Performance Management : *International Journal*, Vol. 7 No. 1

Social Loafing



The **Ringelmann effect** is the tendency for individual members of a group to become increasingly less productive as the size of their group increases.^[1] This effect, discovered by French agricultural engineer [Maximilien Ringelmann](#) (1861–1931) through experiments with rope pulling exercises and measuring energy output.

Ringelmann effect is where the productivity of an individual performance decreases by as much as 50% when the group size increases. This is because they believe that others will compensate for you and also that your effort will make little difference to the team. This could be because of a number of circumstances such as lack of confidence and being anxious.

Motivation loss, or [social loafing](#) as it is otherwise known, is the reduction of exerted individual effort observed when people work in groups compared to when they work alone (Williams, Harkin, & Latané, 1981).^[3] According to Ringelmann (1913), group members tend to rely on their co-workers or co-members to furnish the desired effort required for a communal task. The bigger the company, the easier it is for an employee to hide his or her individual work. Other reasons can be attributed to social loafing such as lack of confidence and being anxious.



Masterminding

The opposite of social loafing – “A Master Mind may be created through the bringing together or blending, in a spirit of perfect harmony, of two or more minds. Out of this harmonious blending the chemistry of the mind creates a third mind which may be appropriated and used by one or all of the individual minds. This Master Mind will remain available as long as the friendly, harmonious alliance between the individual minds exists. It will disintegrate and all evidence of its former existence

will disappear the moment the friendly alliance is broken.”

Coaching v facilitation

It's noticeable, that team coaching and facilitation are often used synonymously. There is, in my view, a distinction between the two. Facilitation focuses on creating the environment for dialogue. It does not require specific expertise by the facilitator in the topic under discussion. It focuses on processes for clarifying and making decisions. Coaching adds extra dimensions of creating and analysing feedback, sometimes giving specific advice, and focusing on performance. These distinctions are currently explorative – as part of the research, we expect to gather a wide range of views and perspectives.

Exercise:

In groups of 3 explore what you think the key differences are between Team Coaching and Team Facilitation

Executive Team Facilitation

While specific methodologies vary across consultants and coaches, the unifying theme across all these approaches is that the executives being coached in individual coaching are not expected to become "perfect" leaders in any one area; rather, they are each expected to contribute according to their strengths and the needs of their team. The same goes for team coaching which is not meant to develop perfect teams, but teams that contribute better to their organization. Further, the successful development of an executive team will yield more effective collaboration, greater alignment in strategy execution, improved quality, products or services for customers, and ultimately, financial returns for the team and organization.

Team size can range anywhere from two to twenty while the duration of an assignment can last anywhere from a day to twelve months. Some coaches work with teams on the longer term, every six months and sometimes once a year, accompanying teams in forms of yearly check-ups focused on their past twelve-month progress and preparing for the coming year. Others also follow-up executive team coaching processes with organization coaching that may involve large groups of up to fifty or a hundred top managers. These methodologies are not to be confused with conventions and other top-down deliveries commonly staged by numerous organizations.^[2]

Executive team coaching differs from executive coaching in a group setting in that the coaching client is the whole team as a system rather than each of the executives in turn. During executive team coaching sessions, the team works on its usual business, typically running a business meeting, and then is coached on its collective process to achieve results. The focus of the team coaching process is on improving operational interfaces between team members while they work on achieving their objectives, rather than focusing on developing each of the executives individually, or simply focusing on improving relationships.

Executive team coaching is focused on helping all the team members change their team dynamics regardless of the sum of individuals that make up the team. Consequently, executive team coaching as an approach inherits from systems analysis or general system theory much more than from more traditional management and psychological approaches.

Typically, a team coach does not train or teach, or consult. Only through asking minimal questions and proposing original, simple team-work processes and architectures will the coach accompany the team, in order to create conditions for emerging development and growth. Coaches in general and team coaches in particular have a pull approach or development strategy for their clients. They do not need to have and push pet theories, concepts, models, constructs, tools, techniques, games and exercises and the such. The team that is being coached does the work on its own grounds.

However, as with any team, contracting is important and must encompass the needs of all members. Often described as a team charter, the contract may well have a life after the coaching has been completed.

Coaching contract for team members

Logical Level	Team application
Purpose (for what reason)	To take the team forward to a successful future with a more collaborative working style in order to engage and motivate colleagues to work towards even higher performance.
Identity (who)	I am a manager with a coaching style when coaching throughout the day and a Coach who is also a manager for more in depth 1:1 work.
Beliefs & Values (why)	A team can move forward by respecting colleagues, building the team and challenging and inspiring each other for better performance.
Skills & Capability (how)	I have been trained on an externally accredited course, as a business coach to contribute towards a changing and dynamic culture using non-directive and business coaching techniques.
Behaviours (what)	I use and reinforce the sample behaviours as well as role modelling professional coaching competences.
Environment (where)	I coach during normal working hours at the desk, in the corridor and for longer confidential 1:1 sessions, in a private room and well as off site with groups and teams

Coaching contract for my team clients / student teams

Logical Level	Team application
Purpose (for what reason)	
Identity (who)	
Beliefs & Values (why)	
Skills & Capability (how)	
Behaviours (what)	
Environment (where)	

Contracting and Boundaries

Dual relationships and teacher-student group relationships for team coaching

- Client with coach as line manager
- Coach with Coach Supervisor as the manager
- Can be used as a framework for contracting with groups of students working as teams

Reflecting on a one-to-one contract

For each client, use the following checklist to review your overall contract, as it was initially established – identify any gaps and plan to check back on these with your client. Has your contract addressed the following elements?

Procedural

- How long is the relationship likely to last?
- What frequency of meetings/ working group / working structure?
- Where will we meet? (Will this vary?)
- What notes will be kept? By whom? Where will they be kept? Are they accessible to others?
- What is the procedure if one of us needs to cancel a session? How will we re-arrange?
- Do either of us have 'gate keepers' who take messages or manage our diaries? If so, what will they be told about our relationship?

Professional

- What is the nature of the coaching (traditional, developmental, business, life, etc.)?
- Are we both fully in agreement with that?
- Have we checked we both have the same understanding of what we mean?
- What are the Boundaries to our relationship?
- What issues should the client/student take elsewhere?
- How will we know when issues are outside our agreed boundaries?
- What referral options are we aware of (e.g. therapist, counsellor, business adviser, accountant, etc.)?
- What are the expected outcomes from working together?
- Are we satisfied that the professional level of the contract is within our competence?
- Have we specified what is *outside* the contract, such as coach acting on behalf of the client, or discussing client's performance with a line manager?

Psychological

- What aspects have we brought into awareness that might otherwise have influenced under the surface?
- Have we both been open about any anxieties or concerns we have?
- Have we considered how either of us might unwittingly sabotage our relationship?
- Have we planned how to recover trust if something does go wrong?
- Have we addressed the potential dependency issues? The possibility that the client may feel overwhelmed? Or rebellious?
- What ground rules have we agreed to ensure that either one of us will feel comfortable enough to raise any issues with our relationship?
- If we were to play psychological games, what might the dynamics be? How can we avoid games?

Team Coaching

Professor David Clutterbuck is one of Europe's most prolific and well-known management writers and thinkers. He has written more than 40 books and hundreds of articles on cutting edge management themes. Co-founder of The European Mentoring Centre and The item Group (a leading provider of internal communication solutions), David also runs a thriving international consultancy, Clutterbuck Associates, which specialises in helping people in organisations develop the skills to help others.



The role of the team coach is very different to that of the one-to-one coach. While the latter may help bring into focus the network of intra-team relationships – line manager, colleagues and key stakeholders outside the team – the team coach has to facilitate the open and often simultaneous interaction between all of these parties, often against a background of open or hidden conflict.

Where the team coach is also the team leader, it can be very difficult to rise above these interconnections. The coach in this situation has to rise above the team, taking an independent and objective perspective, while at the same time recognising his or her own needs for personal change and his or her own direct and indirect influence on the issues the team faces. If the team regards the leader as a major part of the problem, then his or her capacity to resolve the problem in a coaching style may be significantly reduced. It is, in some ways, like being both a catalyst and a reagent at the same time.

In a team where everyone adopts a coaching style towards their colleagues, it's a lot easier. Issues come to the surface and can be discussed openly, in a manner where mutual responsibility is both implicit and explicit. But getting to that point usually takes a great deal of learning and behaviour change on the part of both the leader and the other team members. Coaches external to the team are often essential in building such a level of intra-team coaching capability. Although the goal for such coaches is normally expressed in specific performance-based outputs, there is a very strong argument for defining the aim of team coaching in terms of bringing the team to the point where it is largely self-sufficient in coaching itself.

The team coach's role – whether internal or external to the team -- is also made more complex by the fact that teams are not all the same. As previous CA research has demonstrated, there are at least six different types of team people can be members of – sometimes all at the same time. These vary in terms of their stability of membership, stability of task, degree of interdependence and clarity of structure, reporting lines and purpose. Each team also has its own idiosyncrasies, which come from historical baggage, personality mix, reputation within the organisation and prevailing beliefs (micro-culture), all of which influence its ability to perform.

The growth of one-to-one coaching has been much faster than team coaching, not least because the latter is more difficult, less clearly scoped and a less well understood concept in business.

In the next five years, we expect to see a lot more employers using team coaching and more coaches expanding their portfolio to include work with teams – and increasing attention to measuring the impact of these interventions.

The key roles of the team coach

Our initial research identifies several core roles for the external team coach, helping the team to:

1. define its purpose and priorities
2. understand its environment
3. identify and tackle barriers to performance
4. build the team learning plan
5. grow confidence in themselves and their leader
6. develop the systems, skills and behaviours to internalise coaching

Defining the purpose and priorities

Like individuals, teams need to know what they are trying to achieve and why before they can focus full attention and effort where it is needed. The fad for anodyne mission statements has (thankfully) passed its peak, with at least part of the decline being the result of disillusionment with the impact of broad statements of purpose that achieved little in motivating people at the enterprise level and probably even less at the team level. In its place, we are seeing more and more reasoned dialogue around what the team is there for. What wouldn't happen if we stopped work? How much would it matter? How can we maximise our team contribution to the overall objectives of the organisation? – these are all questions that stimulate insight for individuals and teams alike.

Understanding the environment

Teams exist by consent of external social environment (the organisation) and their own members. Where the expectations, purposes, or beliefs of these two forces conflict, the coach can help identify the source and impact of the conflicts and help the team establish practical ways to resolve or defuse them.

In recent work with key account managers, one of the most useful interventions by the coach was to provide tools and concepts, by which they could map and manage the four different networks, each needed to operate effectively. Two of these networks related to information gathering, in the client companies and in their own organisation; two related to getting things done (influencing) in the same two environments. A key realisation was that both of the influence networks were in effect virtual teams, and needed to be managed as such. One of the key account manager's priority had to be turning these from dysfunctional to effective teams.

Identifying and tackling barriers to performance

In principle, it's simple. Knowing what the team is supposed to achieve and what it is achieving, you identify and work on the reasons for the gaps. In practice, it takes a great deal of reflective time, gathering of data and analysis of feedback to establish what the barriers are, whether they are external or internal to the team, whether they reside within the team as a whole or within specific individuals (for example, a skills deficiency), whether they relate to structures, systems, know-how, or behaviour. The coach's role is to facilitate the learning dialogue that explores these issues and ensures that "elephants in the room" are acknowledged and dealt with openly. It is also about helping the team recognise and avoid group think.

Building the team learning plan

The team learning plan defines what the team and its individual members need and want to learn, how this will contribute to the business purpose and the responsibilities, each holds to the others in helping achieve the learning goals. It is as important a document as the business plan, because it underpins targets and goals with practical ways of developing capability and capacity.

Growing in confidence

A frequent role for the team coach is to work one-to-one with the team leader and separately with the team members (without the team leader) as well as bringing them all together. Crucial here are building the competence to accept and value different contributions, to understand the different pressures the team leader is under compared with the team members (and his or her role in protecting the team from some of those external pressures) and to develop the feedback processes that recognise day to day achievements.

Developing the systems, skills and behaviours to internalise coaching

For the team to achieve the level of learning maturity, where it can do for itself most or all of what a good external coach can do, it needs to develop a quality of dialogue well beyond the norm. To achieve this, the coach has to make sure that the team does not become dependent on the external facilitation. Setting a deadline, by which the team will have achieved this level of internal sophistication and expertise is helpful, as is building these competencies into the team learning plan.

Maintaining the balance

The team coach has a multifaceted role that is neither fully inside, nor fully outside the team. He or she must be a non-partisan confidant for all the stakeholders within the team, yet able to give sometimes highly challenging feedback; encourage the team to think more broadly, yet to maintain focus on the practical; help it balance the need for short term performance versus building capability for the medium term; and support the team leader without duplicating or supplanting the line role. Maintaining an appropriate balance is difficult but essential – which is one of the reasons why professional supervision (in the sense of frequent reflection on practice with another experienced coach) should always be part of the deal.

The growth of one-to-one coaching has been much faster than team coaching, not least because the latter is more difficult, less clearly scoped and a less well understood concept in business. In the next five years, we expect to see a lot more employers using team coaching and more coaches expanding their portfolio to include work with teams – and increasing attention to measuring the impact of these interventions.

The very best teams have a common Focus

(Katzenbach and Smith)

Have a small number of people with complementary skills

- What challenges does the size of your team present?
- What natural/appropriate sub-teams might there be?
- What capabilities are missing from the team?
- How effectively are any gaps covered by people using their less preferred capabilities?
- What are the implications for you as the coach of the team?

Are committed to a common purpose and performance goals

- What is the common purpose of the team?
- How clearly does everyone understand and express this common purpose?
- What level of commitment does everyone show towards the purpose?
- How clear are the performance goals?
- How committed is everyone to their performance goals?
- What are the implications for you as the coach of the team?

Have agreed their ways of working together

- What have you agreed with the team with regards to 'ways of working together'? For example, what has been agreed about:
- Roles & responsibilities (functional, team and leadership)?
- Decision-making and conflict resolution?
- Behaviours which you like to see the team illustrating more effectively?
- What are the implications for you as the coach of the team?

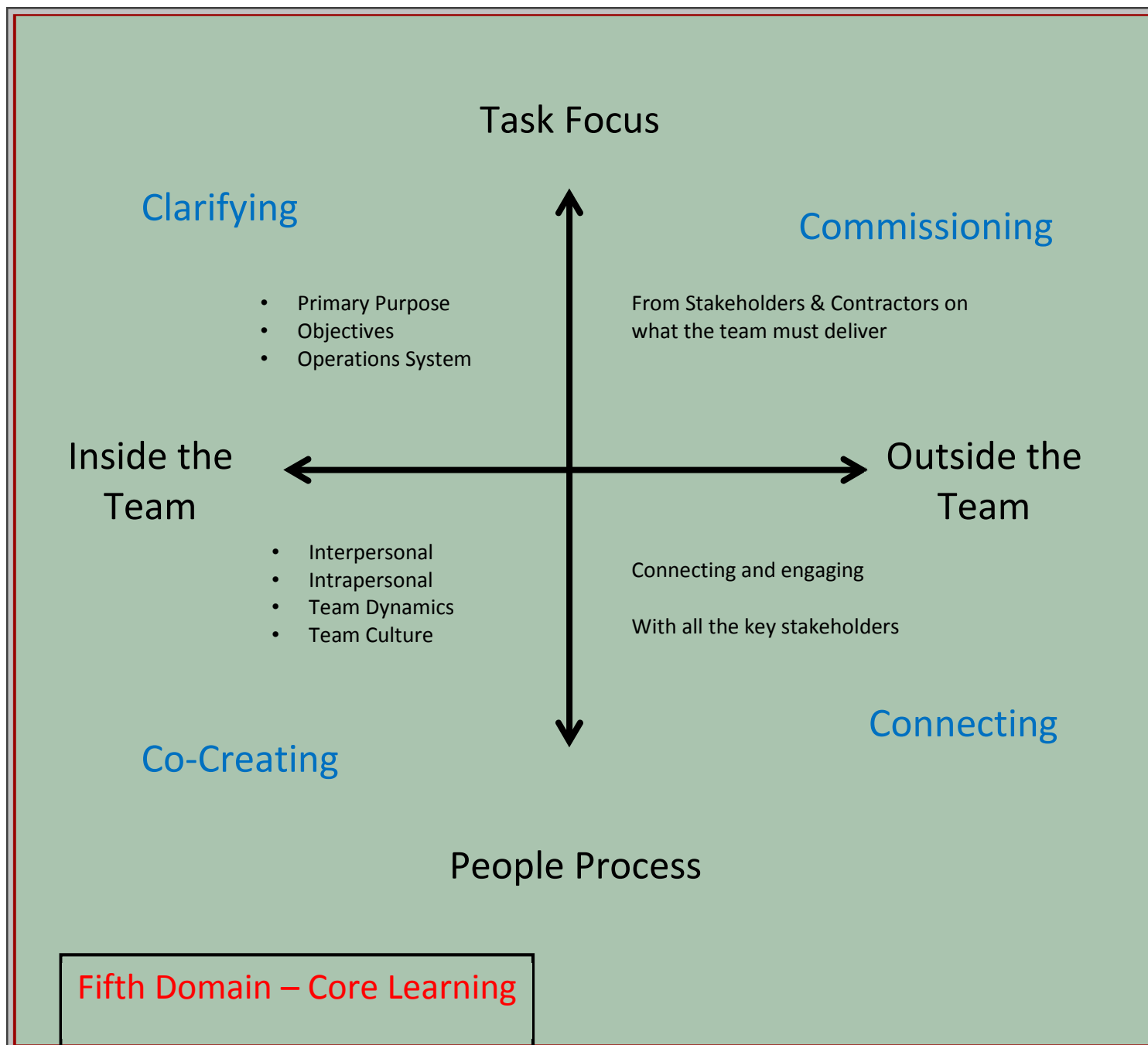
And hold themselves mutually accountable for all these things

- What would mutual accountability look like if it was clearly evident in your team?
- What is missing at the moment?
- What are the implications for you as the coach of the team?

Teams have Dynamic Interactions (Tuckman)

- Where are the key interactions that are crucial to the success of the team?
- Which interactions cause you concern?
- Where are the most powerful informal interactions within the team?
- How do these interactions influence communication and common understanding within the team?
- On which issues does the whole team need to have input or agreed understanding?

A Team Coaching Framework



Inside

- Is it a team or a group?
- Who is in?
- The type of team and its role?
- Permanent or temporary?
- Co-located or virtual?
- Interface with stakeholders?
- Influence of the wider systemic forces?

Outside

- Who are the stakeholders?
- Who is commissioning the work?
- Who is impacted?
- What do they want from the team?
- Interfaces with the team?
- What is happening in the wider context?

Task

- Vision?
- Objectives?
- Measures of performance?
- How will it get done?
- Task and work package plans?
- Tools and techniques

People

- Who is on the team?
- How are the team selected/
- What training does the team receive?
- What is the hierarchy of the team?
- Who do the team members report to?
- Who is doing what?

The role of the team coach – the three T's...



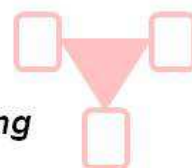
² Adapted from 'The Tripod of Work Model', BIOSS Europe

The Key Roles of the Team Coach

Research has identified several core roles for the external team coach, helping the team to:

1. Define its purpose and priorities
2. Understand its environment
3. Identify and tackle barriers to performance
4. Build the team learning plan
5. Grow confidence in themselves and their leader
6. Develop the systems, skills and behaviours to internalise coaching

Getting the balance right



As a coach you will need to apply each of these flexibly depending upon each team members personal circumstances

Dimension	Too much	Too little
Tasking	<ul style="list-style-type: none">• Limited opportunity for an individual to contribute to their WHAT and HOW objectives	<ul style="list-style-type: none">• Lack of understanding about what's expected and when
Tending	<ul style="list-style-type: none">• Individual feels constrained	<ul style="list-style-type: none">• Work lacks purpose• Individual feels neglected
Trusting	<ul style="list-style-type: none">• Individual makes decisions they should not be making / are not aligned to the business plan	<ul style="list-style-type: none">• Individual feels unable to make their own decisions (refers everything upwards)

How do you adapt if....

- An individual is new to their role
- An individual is underperforming
- An individual is a 'seasoned professional'

⁵ Adapted from 'The Tripod of Work Model', BIOSSEurope

Emotionally Intelligent Teams (Bar-on EQ-I Descriptions)

INTRAPERSONAL

Self Regard – the ability to look at and understand oneself, respect and accept oneself, accepting one's perceived positive and negative aspects as well as one's limitations and possibilities.

Emotional Self-Awareness – the ability to recognise and understand one's feeling and emotions, differentiate between them know what caused them and why.

Assertiveness – The ability to express feelings, beliefs, and thoughts and defend one's rights in a non-destructive way.

Independence – the ability to be self-reliant and self-directed in one's thinking and actions and to be free of emotional dependency; these people may ask for and consider the advice of others. But they rarely depend on others to make important decisions or do things for them.

Self-Actualisation – the ability to realise one's potential capacities and to strive to do that which one wants to do and enjoys doing.

INTERPERSONAL

Empathy – the ability to be attentive to, to understand, and to appreciate the feelings of others ... it is being able to "emotionally read" other people.

Social Responsibility – the ability to demonstrate oneself as a co-operative, contributing and constructive member of one's social group.

Interpersonal Relationship – the ability to establish and maintain mutually satisfying relationships that are characterised by intimacy and by giving and receiving affection.

ADAPTABILITY

Reality Testing – the ability to assess the correspondence between what is experienced (the subjective) and what in reality exists (the objective).

Flexibility – the ability to adjust one's emotions, thoughts, and behaviour to changing situations

Problem Solving – the ability to identify and define problems as well as to generate and implement potentially effective solutions.

STRESS MANAGEMENT

Stress Tolerance – the ability to withstand adverse events and stressful situations without falling apart by actively and confidently coping with stress.

Impulse Control – the ability to resist or delay an impulse, drive, or temptation to act.

GENERAL MOOD

Optimism – the ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity.

Happiness – the ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun.

C.O.A.C.H. e-GUIDE

Student Material, Instructor material and Bibliographies

Erasmus + KA2 – Cooperation and
Innovation for Good Practices -
Strategic Partnerships

Project number 2015-1-IT02-
KA201-014883

Module 6: - Future Professional Development

Module Sections	Online Course Material	Live Training
NLP	Fundamentals of NLP – Communications model, Language patterns, Strategies, Neurological Levels of Change	
Coach Supervision	7-eyed model of supervision, History of supervision, Heron Model of Supervision, The CLEAR model, The META perspective, TA in supervision	
Spiral Dynamics	Background into Grave's work, the view of the spiral and where people and organisations are operating from.	

Overview

Understanding coaching and being able to use the skills across leadership, management, teaching and learning means understanding the foundations of the profession. This module covers the key skills of coaching.

Objectives

- To be introduced to topics for further study
- Understand the need for having coaching practice supervised
- First introduction to Spiral Dynamics and its relationship to change
- To have fun and make deeper connections.

Methodology

During the programme delegates will:

- Be continually observed and assessed in their coaching by peers and experienced coaches using clear standards and criteria as defined by the [Association for Coaching](#) and [ICF](#).
- Observe and assess peers in their coaching and use coaching to aid the planning and development of a personal learning programme.
- Practice during the programme with peers experiencing supervised applications each of the assessment tools taught.
- Aim to achieve the training accreditation necessary to progress to full accreditation with the [AC](#) and/or [ICF](#).

Materials

You may print the module and create your own working file. This will allow you to make notes accordingly.

Other Resources

Additional reading lists are given along with each module. Additional reading is required to understand the breadth and depth of the field of coaching.

Additional resources may be found at

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Neuro Linguistic Programming

Much of what we have covered in Transactional Analysis is found to some degree in other positive psychology schools, and Neuro Linguistic Programming is one of the most popular for Coaches.

NLP was born initially as an alternative school of psychotherapy in California, USA, during the mid-seventies. It was initiated by John Grinder, a linguistic professor, and Richard Bandler, a mathematician, at the University of California at Santa Cruz (UCSC). The two co-founders were at the time students of Gregory Bateson at UCSC, and published their first book "The Structure of Magic, I" in 1975. In this book, they tried to extract the rules of human verbal communication, which would be equivalent to linguistic grammars or to mathematical formulas, by modelling such genius "therapeutic wizards" as Milton H. Erickson, the most important hypnotherapist, **Fritz Perls**, the founder of Gestalt Therapy and **Virginia Satir**, one of the authorities of family therapy.

Since around 1980, **NLP** has transformed itself from a mere alternative tool to psychotherapy to a full-fledged methodology of "communicational psychology", which assists its practitioners in such areas as 1) personal development, 2) creativity enhancement, 3) increased performance, 4) improved communicational skills and 5) accelerated learning. **NLP** provides us with a set of models of the world; they are called NLP presuppositions. **NLP** doesn't claim that they are necessarily true, but they turn out extremely powerful, in the sense that they will assist those who follow those models of the world in achieving more easily what they really want to achieve.

NLP Presuppositions

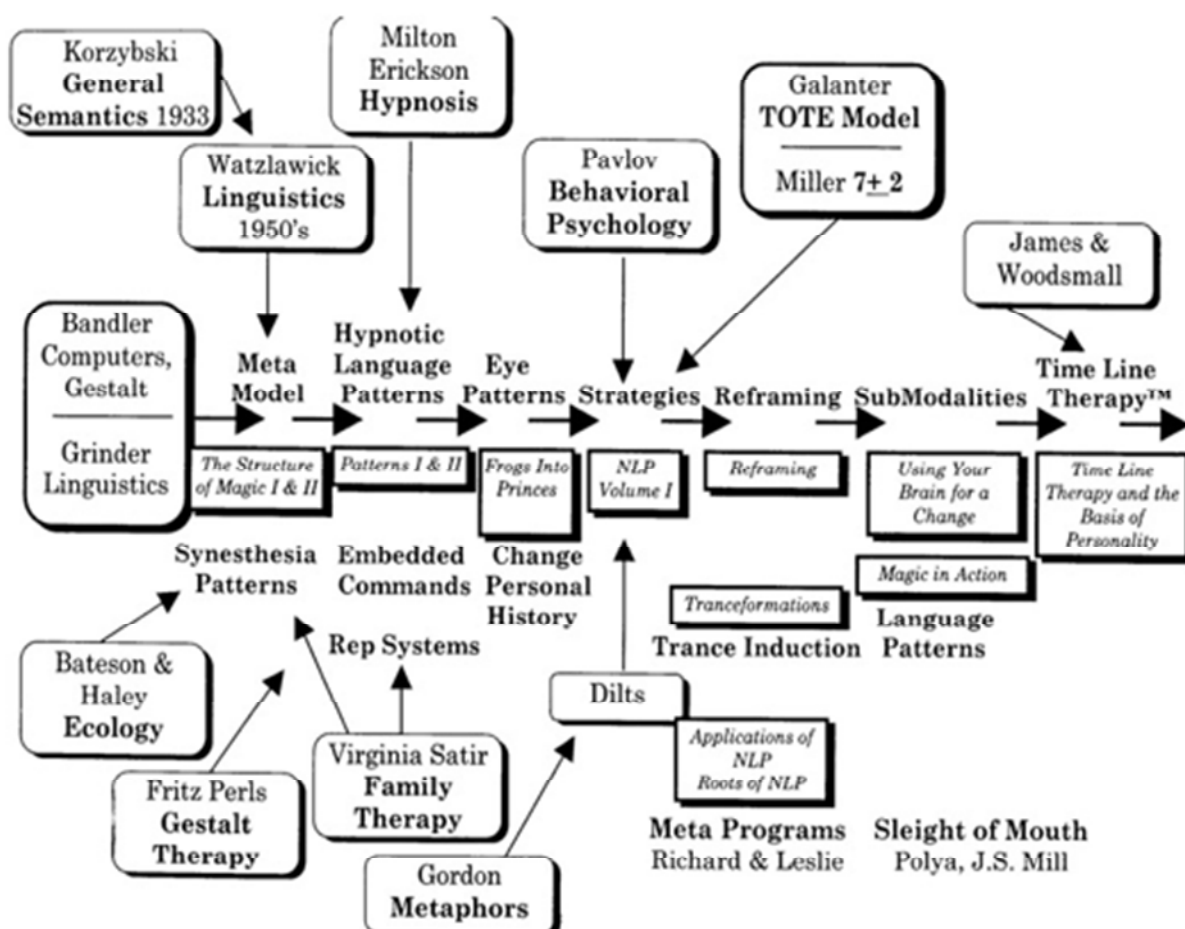
NLP provides us with a set of models of the world called **NLP presuppositions**. The main ones are introduced below:

- The meaning of the communication is the response it elicits.
- There are no failures in communication, only outcomes / feedback.
- The map is not the territory.
- Everyone lives in their own unique model of the world.
- People always make the best choices available to them, given their unique model of the world and of the situation.
- People have all the resources necessary to make any desired change.
- There is no substitute for clean, open sensory channels / listening.
- Resistance you get is a comment about your inflexibility as communicator; if what you are doing is not working, do something different
- In interactions among people, the person with most flexibility and variation of behaviour can control the outcome of the interaction.

The positive worth of an individual is held constant, while the value and appropriateness of internal and/or external behaviour is questioned.

NLP doesn't claim that these presuppositions are necessarily true, but they turn out extremely powerful, in the sense that they will assist those who follow those models of the world in achieving more easily what they really want to achieve.

The importance of all this for effective coaching is for coaches to make an informed decision about their 'way of being' as a coach in order to facilitate strong connection, trust, intimacy and create a 'safe' space for their clients to share their vulnerabilities.



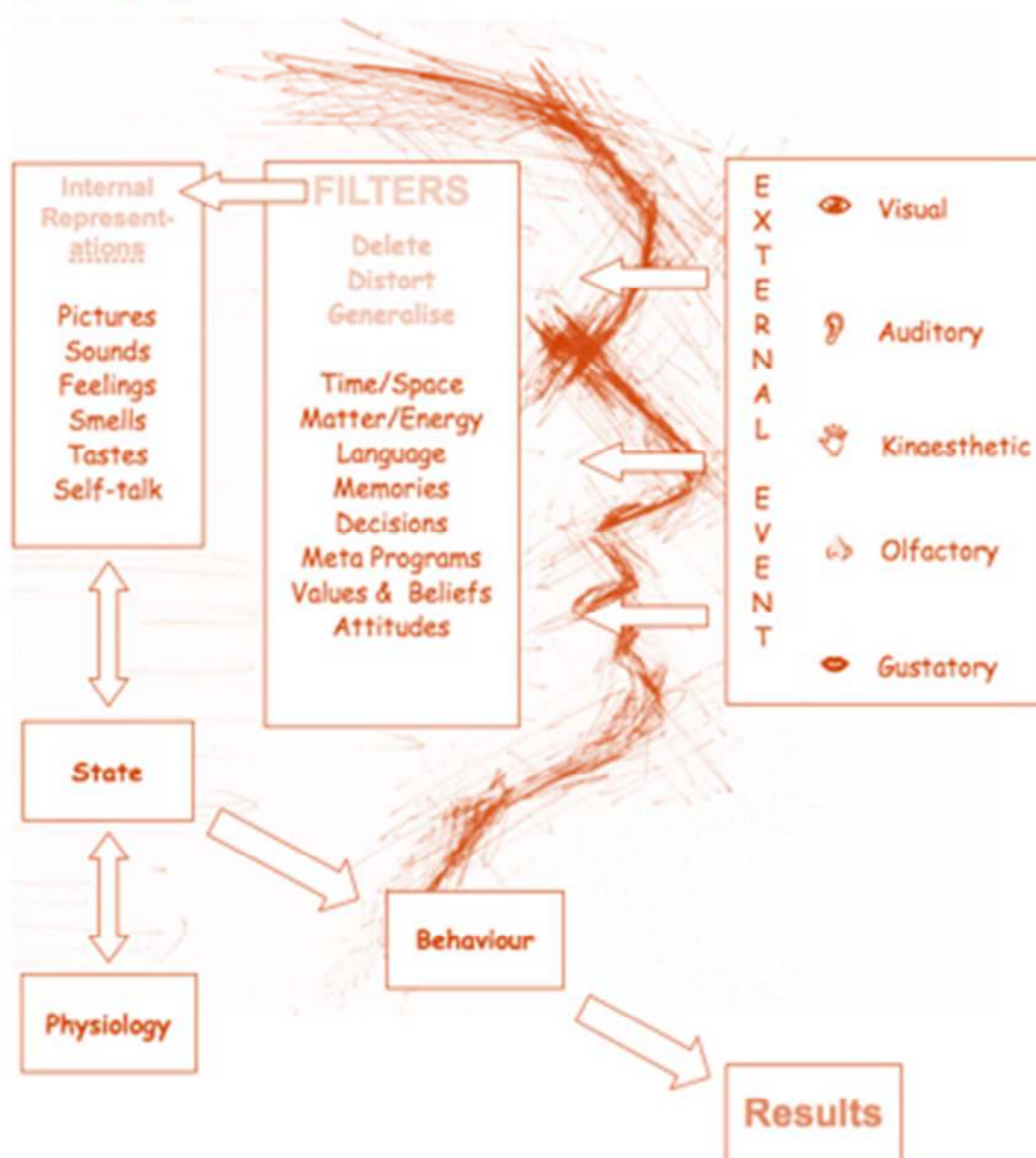
NLP Communication model

Foundation Principles

The basis of individual development and learning is personal empowerment. In this section you will consider how you can achieve empowerment and help others achieve it too. This frame of mind will help you realise how much impact you can have on all aspects of your life and how you can use it to reach those goals you are working towards.

From Tad James

From Tad James



Our Filters

We **filter** information in order to make sense of the vast amount of information we could pay attention to. Here are some of the main filter mechanisms and determinants of our experience.

Deletion

Deletion occurs when we selectively pay attention to certain aspects of our experience and not others. We then overlook or omit others. Without deletion, we would be faced with much too much information to handle with our conscious mind. In fact, you may have even heard that psychologists say that if we were simultaneously aware of all of the sensory information that was coming in, we'd go crazy.

Distortion

Distortion occurs when we make shifts in our experience of sensory data by making misrepresentations of reality. This can involve anything from thinking that we recognize someone when we in fact don't, to 'imagining' how a room would look if it were decorated differently.

Generalisation

Generalization is where we draw global conclusions based on one or two experiences. At its best, generalization is one of the ways that we learn, by taking the information we have and drawing broad conclusions about the meaning of the effect of those conclusions. At its worst, we can generalize a small number of events and form dis-empowering beliefs about ourselves and our capabilities and life in general.

We are able to delete, distort and generalise information based on a number of factors: our attitudes, decisions and memories and our **values, beliefs, language** and **meta-programmes**

Values

Values are aspects that are important to us. They are essentially a deep, unconscious belief system about what's important and what's good or bad to us. Values change with context too. That is, you probably have certain values about what you want in a relationship and what you want in business. Your values about what you want in one and in the other may be quite different.

Also values are an evaluation filter. They are how we decide whether our actions are good or bad, or right or wrong. And they are how we decide about how we feel about our actions. Values are arranged in a hierarchy with the most important one typically being at the top and lesser ones below that.

Beliefs

Beliefs are generalizations about how the world is. Beliefs are the presuppositions that we have about the way the world is, and either empower or dis-empower us.. So, beliefs are essentially our on/off switch for our ability to do anything in the world. In the process of working with someone's beliefs, it's important to elicit or find out what beliefs they have that cause them to do what they do. We also want to find out dis-empowering beliefs, the ones that do not allow them to do what they want to do.

Language

Language describes experiences, they are not the experience itself. Often, people's language will influence their view of the world, for example bi-lingual people frequently say that they feel and/or behave differently when speaking one language compared to another.

Meta Programs

These are filters which determine what we do and don't pay attention to. Meta Programs are like a series of windows through which we operate in life. Meta Programs are covered in far more detail on the Master Practitioner course

Supervision

What is Supervision?

“Coaching Supervision sessions are a place for the coach to reflect on the work they are undertaking, with another more experienced coach. It has the dual purpose of supporting the continued learning and development of the coach, as well as giving a degree of protection to the person being coached” (Bluckert 2004).

“Coaching Supervision is a formal process of professional support, which ensures continuing development of the coach and effectiveness of his/her coaching practice through interactive reflection, interpretative evaluation and the sharing of expertise” (Bachkirova, Stevens and Willis, 2005).

“The process by which a Mentor/Coach/Consultant with the help of a Supervisor, who is not working directly with the client, can attend to understanding better both the client system and themselves as part of the client-coach/mentor system and transform their work.” (Hawkins & Smith-Coaching, 2008)

Supervision is a form of experiential learning, reflection on or in action which results in reflection for action (Carroll, 2007).

Supervision is a formal process of professional support, made up of a structured and reflective dialogue which helps us examine our coaching experiences by reflecting, learning and experimenting as well as celebrating success, in order to consciously manage our development and raise our own awareness of our safe practice for the benefit of our clients, their clients, our profession and the coaching community.

Proctor (1988) discusses supervision as having three main functions;

- **Formative** and educational; To develop skills, knowledge, attitudes and abilities through reflective practice, the solicitation of professional feedback, exchange of information, observation and practical experience. To confidentially review and discuss individual client cases and learn from other approaches, perspective, theories, models and techniques.
- **Normative** (quality control); maintaining quality standards and ethics to promote safe practice and the welfare of clients and to fulfil requirements for certification and accreditation.
- **Restorative**; to provide personal and professional support

It is likely that supervision will cover all three functions and will take place on a 1:1 or small group basis as a long term relationship with an identified supervisor. This can be face to face or over the telephone.

ICF position regarding Coaching Supervision - Background

It has become recognized practice that coaches at every stage in their coaching journey continually seek development, both personally in terms of deepening their coaching presence and awareness, and professionally in terms of competencies, ethics and standards. One of the growing trends internationally for undertaking such

development is engaging in the practice of 'coaching supervision' similar in concept to the supervision which supports many behavioural science professions.

The number of voices globally who have been requesting that ICF give some guidance around this concept is growing and in fact some ICF chapters, as well as several training providers have taken steps to further define a position regarding coaching supervision. Many parts of the world where coaching is well established already consider coaching supervision not only necessary for the coach and the client, but also necessary for maintaining the integrity of the profession. There are even countries where regular engagement in coaching supervision is part of the hiring criteria for an external coach being considered by organizations (e.g., Are you under supervision and may we check with your supervisor to verify that?).

Recognizing this trend, a variety of ICF work groups have held discussions with the intent of defining and establishing a clear position regarding coaching supervision that could be adopted by the ICF. Specifically, discussions have taken place in the past within the ICF Credentialing Committee and with some of the credentialing workgroups. More recently a small team of subject matter experts met to develop a definition and guidelines that could be advanced to the ICF Board for consideration. The recommendations were based on this work but also took into consideration the definition of coaching supervision adopted by the UK chapter. Additionally, a review of the EMCC position on coaching supervision (mandated by that organization) was conducted in order to learn and compare other views/positions on this topic.

Major Considerations

- **Mentor Coaching vs. Coaching Supervision;** One area of confusion around the concept of coaching supervision is about the differences in terminology, between supervision and mentoring. (Currently, ICF defines Mentor Coaching as coaching for the development of one's coaching, rather than reflective practice, coaching for personal development or coaching for business development, although those aspects may happen very incidentally in the coaching for development of one's coaching.) Having a clear definition of coaching supervision is important to help differentiate coach supervision from Mentor Coaching as defined by the ICF.
- **Specialized Training;** Another common misconception is that coaching supervision is just very high coaching ability and that no additional training/experience is required to serve as a supervisor. The awareness that specialized training is needed is gaining interest but not yet fully embraced by all wishing to serve in this role. (Please note that at present there are five ICF approved programs that specifically focus on the training of supervisors and others that integrate supervision training as a part of their curriculum. Also note that other organizations such as EMCC are working to recognize training and competency in this area.) Identifying the unique qualifications, traits, and skills of a coaching supervisor and defining how to train coaches to serve in this role will be important in clarifying this misconception.

Operational definition of Coaching Supervision

ICF defines Coaching Supervision as follows:

"Coaching Supervision is the interaction that occurs when a coach periodically brings his or her coaching work experiences to a coaching supervisor in order to engage in reflective dialogue and collaborative learning for the development and benefit of the coach and his or her clients."

Coaching Supervision is distinct from Mentor Coaching for Credentialing. Mentor Coaching focuses on the development of coaching skills mainly in the context of initial development. Coaching Supervision offers the coach a richer and broader opportunity for support and development. In Coaching Supervision, the coach is invited to focus much more on what is going on in their process and where the personal may be intruding on the professional. Examples, as developed by the work group are listed as a supplement.

Suggested qualifications for those serving as Coaching Supervisors

In the interest of providing some access to Coaching Supervision in a world which is not yet globally ready to offer sufficient numbers of specifically trained coaching supervisors for the demand that is anticipated, it is proposed that in order to qualify to deliver Supervision for ICF members who wish to pursue this method of personal and professional development, the Coaching Supervisor must:

- Be an ICF member which implies that the Coaching Supervisor is familiar with and abides by the ICF Ethics and Standards and
- Not be under any sanctions from the ICF Independent Review Board for violations of ethical conduct and
- Be an experienced, mature, preferably credentialed coach - at least 3 years FTE practice and
- Has continued expanding exposure to and knowledge of coaching approaches beyond their original coach training

Or

- Be a member of another professional coaching organization with a history of using the concept of supervision whose Ethics and Standards the Coaching Supervisor abides by and
- Is not under any sanctions from the Review board of the professional organization to which they belong and
- Is willing to honour the ICF's Ethics and Standards, and Coaching Competencies, which also includes definitions of coaching, the coaching relationship, an ICF coach, the client, and the sponsor
- Is familiar with at least three (breadth of exposure) different coaching approaches/methodologies

The UK ICF chapter have guidelines for recognised Coach Supervisors which include specific training and The Performance Solution Course meets those needs. It also provides much of the content and partial assessment for the ILM Level 7 Supervision qualification and can arrange updating to the full qualification. Details on request.

Guidelines for selection of a Coaching Supervisor

The following Traits and Duties for Coaching Supervisors be made available for Coaches who are seeking assistance with making a choice for coaching supervision. These are not intended as strict requirements but instead as an initial set of guidelines intended to inform those seeking a Coaching Supervisor.

Personal traits of the Coaching Supervisor:

- Evokes a sense of trust and has the ability to connect with the coach in terms of fit, chemistry and compatibility.
- Encourages the coach to reach beyond what the coach initially feels is possible
- Demonstrates equal partnership by being open, vulnerable and willing to take appropriate risks, for example, in providing feedback that may make one or both individuals uncomfortable, in the context of the supervisory role
- Understands and is able to model the value of partnership and encourages the coach to lead in designing areas to be worked on, in session, in between session, among others
- Is authentic and supports authenticity including celebrating who the coach is, her/his achievements and growth throughout the process.
- Is secure in his/her own work and is able to demonstrate appreciation and respect for the unique style of each coach.
- Encourages the development of the coach's own coaching style within the boundaries of ethical practice
- Contracts to hold both self and coach accountable for performance and to periodically encourage mutual assessment of the effectiveness of the relationship

Duties of a Coaching Supervisor:

- Models effective initiation of client relationship - understands and can convey what the potential coach supervisor means by supervision
- Supports coach choice by encouraging coaches to interview more than one potential 'coach supervisor' in order to find the best match.
- Explores fully with the coach what they are looking to achieve for maximum clarity about the purpose of the supervision, establishes measures of success in partnership with the coach and fully discusses fees, time frame, confidentiality and other aspects of a coach supervision relationship.
- Focuses on full practice development and indicates how they generally work as a supervisor including what is expected from the coach, methodologies and practices used, feedback mechanisms etc
- Demonstrates that s/he is learning about the coach at many levels at once and is able to hold all of that in the context of who the coach is, what the coach is seeking and honours the coach's unique style
- Engage in their own on-going supervision
- Value received

The Coaching Supervision process has high value for both the Coaching Supervisor and the Coach being supervised. The work group developed the following list of value received as a part of the proposal.

Value for the Coaching Supervisor:

-
- Contributing to the further development of the coaching profession
 - Sharpen one's own skills ("to teach is to learn")
 - Assess and possibly re-create a definition of "best practice" for oneself
 - Come to appreciate another style of coaching

Value for the Coach:

- Environment for customized personal and professional growth
- Environment to bring ethical issues
- Environment to bring personal uncertainties and vulnerabilities
- Environment to bring boundary issues
- Diminished risk around ethical issues means diminished risk for coach and for coach's clients
- Opportunity to engage in a meta-view of client, competency, and or practice
- Opportunity to engage in a matrix view of client, competency, and or practice

Recommended Practices for engaging in Supervision:

- Be an ICF member (or other professional association) in good standing, implying subscription to its standards and ethics
- Do some thinking about your learning objectives
- Be willing and commit to applying what you learn
- Be willing to engage in feedback with the supervisor
- If required as part of a group, presenting a case study
- Preparing ahead for each session

Supplemental information

List of potential aspects covered in Coaching Supervision

First, let us stipulate that all of the Mentor Coach aspects may be included in Coaching Supervision but it can and does include many more aspects which a trained Coaching Supervisor is able to recognize and address. Issues which reach beyond those in Mentor Coaching and which are often brought to coach supervision at any point in a coach's professional life may also include (this list is not exclusive and not in any particular order and some points may seem similar but have a slightly different language):

- Providing appropriate support for the coach's work
- Provide regular opportunities to reflect on the coaches' work
- Develop skills and strategies that allow the coach to be more effective in their role
- Gain insight and understanding about why things turned out the way they did
- Receive feedback on the coaches' actions/approach/behaviours
- Be validated and supported as a person and as a professional
- Ensure that the coach is not left to carry alone, difficulties, problems etc. as a result of the work that they do
- Have space to offload and express personal responses/feelings that arise as a result of the coach's work
- Plan to use personal and professional resources better

-
- Be proactive rather than reactive
 - Manage self in the coaching role
 - Check decisions and choices made by the coach in the course of their work
 - Better ensure quality of work. Including ensuring that work practices are applied ethically and effectively.
 - Provides protection of client, organizations purchasing services and the coach
 - Providing appropriate challenge for the coach's professional and personal development
 - Providing a place to try out new ideas and skills, or ways to develop and become more resourceful
 - Providing an ethical safety net for coach, and as a result, for client, and/or organization
 - Working on developing the coach as a person
 - Working on developing the coach as a coach beyond competency development
 - Exploring where the personal impacts the professional
 - Exploring issues of self-confidence and personal insecurities as they affect the work of coaching
 - Inviting the coach to engage in reflective practice e.g., discussing the client, the system, observing what's going on
 - Norming with the coaching profession in one's own culture
 - Alignment with one's own and others' ethics when working with clients from a very different geographical, political, religious, etc., cultures and backgrounds
 - Addressing stuck-ness (e.g. coach dreads seeing the client, fears they are failing, feels they're going in circles, finds themselves offering solutions and being 'yes-butted' by the client.)
 - Parallel process (e.g. coach finds themselves telling the client, whose issue is being bullied at work, what to do.)
 - Boundary and ethics issues (e.g. working with more than one person in a family, or with people whose interests may be in conflict in an organization)
 - Coach's strong emotion(e.g. a racist comment by the client - the coach feels outrage, doesn't know what it is appropriate to do with the feeling, but recognizes that her coaching presence and the quality of the partnership were compromised.)
 - Reduction of the possibility of harm (e.g. the client is functioning at work but talks about heavy drinking, suicidal thoughts, etc.)
 - Systemic organizational issues (e.g. HR wants information from the coach that would amount to a breach of confidentiality. Inexperienced coaches taking on inappropriate contracts.)

Responsibility for required reporting of ethical issues as determined by the laws in the country which affect the coach - this varies from country to country

Exercise;

Who am I when I am coaching?

What is the relationship between me and the client?

Who are the clients I connect with best?

Who are the clients with whom connection is less easy?

What areas do I feel less comfortable coaching in?

Spiral Dynamics

**It's not that we need to form new organizations.
It's simply that we have to awaken to new ways of thinking.
I believe it makes no sense to spend a lot of time attacking the
current realities. It is time to create the new models that have in
them the complexity that makes the older systems obsolete.
And to the extent that we can do that, and do that quickly,
I think we can provide what will be necessary for a major
breakthrough for the future.**

Don Beck

The dynamic spiral is the framework on which MEME awakenings and expressions hang. It is the organising principle that pulls the 'why' from apparent chaos and translates our values languages. Instead of classifying behaviour or people, Spiral Dynamics guides a search for the invisible living MEMEs that circulate far deeper within human systems and pulsate at the choice-making centre in the core intelligences of every person, organisation or society.

- Individuals possess dominant MEMEs which shape their life priorities and values from the most basic survival to the global villager and beyond. Child development involves the awakening, guidance of and learning to express MEMEs in healthy forms at appropriate times. The appearance of new MEMEs often provokes a personal crisis in family and work relationships. Executive careers are highly vulnerable to these conflicts and overloads
- Organisations have MEMEs that will determine their success or failure in the competitive marketplace or court of social responsibility at their basic cultural DNA level. While the task of organisational development has long been to refine or realign the nuts and bolts of what companies do, it is quickly coming to conclude the awakening of new MEMEs. Memetic change is far more challenging than just working harder or smarter.
- Societies whether local or national, toss to and fro unless firmly grounded in the critical MEMEs which are congruent with the kinds of world they occupy. Both upheaval and stability are products of MEMEs on the move, though few analysts manage to look through the fog of confusing ideas to see them

MEME qualities

1. A MEME contains the basic package of thoughts, motives and instructions that determine how we make decisions and prioritise our lives. It has its own sending and receiving channel, organisation design, intensity level, code of conduct and set of assumptions regarding the way the world works.
2. MEMEs impact all of life's choices. They are self organising entities which elaborate themselves into consistent packages that impact virtually everything in our lives. They attach themselves to powerful ideas, people, objects and institutions and each contains its own core messages for religion, politics, family life, education, mental health, work and management, social order and law.
3. MEMEs express healthy and unhealthy qualities. Healthy qualities allow and facilitate the positive expression of other MEMEs and unhealthy MEMEs are malignant and can become closed, locked in and repressive.
4. MEMEs are structures of thinking, and determine how people think or make decisions in contrast to what they believe or value.
5. MEMEs can brighten and dim as life conditions change.

MEME	Thinking	Structure	Process
Beige	automatic	loose bands	survivalistic
Purple	animistic	tribal	circular
Red	egocentric	empires	exploitative
Blue	absolutistic	pyramidal	authoritarian
Orange	multiplistic	delegative	strategic
Green	relativistic	egalitarian	consensual
Yellow	systemic	interactive	integrative
Turquoise	holistic	global	ecological

MEME Overview

From less complex-----To more complex

Natural, technological and human environments

From surviving in the bush-----To surfing beyond the Internet

Through the awakening of new minds and levels of consciousness

From a small piece of land-----To a global village

Via migrations across land and information terrain

MEMEs; a set of instructions encoded in our DNA which equip us to awaken new systems and ways of thinking and processing information, and to replace old ones.

BEIGE	Survivalistic, 1 st awakening, 100,000 years ago
Basic theme	do what you must to stay alive, be humans not just animals
Characteristics, beliefs and actions	Uses instincts and habits just to survive Sense of 'self' is barely awakened or sustained Food, water, warmth, sex and safety have priority Forms into survival groups to perpetuate life
Where seen	The first people, newborn infants, senile elderly people, late-stage Alzheimer's' victims, mentally ill people, starving masses, bad drug trips and 'shell shock'.

PURPLE	Magical, 2 nd awakening, 50,000 years ago
Basic theme	Forming tribes, keep the spirits happy and the tribes' "nest" warm and safe
Characteristics, beliefs and actions	Obey the desires of spirit beings and mystical signs Show allegiance to chief, elders, ancestors and the clan Preserve sacred objects, places, events and memories Observe rites of passage, seasonal cycles and tribal customs
Where seen	Belief in guardian angels, voodoo-like curses, blood oaths, ancient grudges, chanting and trance dancing, good luck charms, family rituals and mystic ethnic beliefs and superstitions. Strong in 3 rd world settings, gangs, athletic teams and corporate tribes

RED	Impulsive, 3 rd awakening , 10,000 years ago
Basic theme	Be what you are and do what you do regardless, warlords, conquest and discovery
Characteristics, beliefs and actions	<p>The world is a jungle full of threats and predators</p> <p>Breaks free from domination and restraint to please self as self desires</p> <p>Stands tall, expects attention, demands respect and calls the shots</p> <p>Enjoys self to the fullest right now without guilt or remorse</p> <p>Conquers, out-foxes and dominates other aggressive characters</p>
Where seen	The ‘terrible twos’, rebellious youth, frontier mentalities, feudal kingdoms, James Bond villains, epic heroes, soldiers of fortune, wild rock stars, Attila the ‘Hun’, “Lord of the Flies”

BLUE	Purposeful, 4 th awakening, 5,000 years ago
Basic theme	Life has meaning, direction and purpose with pre-determined outcomes, literature and purpose
Characteristics, beliefs and actions	<p>One sacrifices self to the ‘cause’, ‘truth’, or ‘pathway’</p> <p>The Order enforces a code of conduct based on eternal, absolute principals</p> <p>Righteous living produces stability now and guarantees future reward</p> <p>Impulsivity is controlled through guilt, everyone has their proper place</p> <p>Laws, regulations and discipline build character and moral fibre</p>
Where seen	Billy Graham, Puritan America, Dickensian England, codes of discipline, chivalry or honour, Islamic Fundamentalism, Girl Guides and Boy Scouts,

ORANGE	Achievist, 5 th awakening, 1000 years ago
Basic theme	Act in your own self-interest by playing the game to win, mobility, individualism, economics
Characteristics, beliefs and actions	<p>Change and advancement are inherent within the scheme of things</p> <p>Progress by learning nature’s secrets and seeking out the best solutions</p> <p>Manipulate Earth’s resources to create and spread the abundant good life</p> <p>Optimistic risk taking and self-reliant people deserve their success</p> <p>Societies prosper through strategy, technology and competitiveness</p>
Where seen	Emerging middle classes, the cosmetics industry, breast implants, Chambers of Commerce, colonialism, DeBeers diamond cartel, fashion, J.R.Ewing and Dallas

GREEN	Communitarian, 6 th Awakening, 150 years ago
Basic theme	Seeks peace within inner self and explores with others, the caring dimensions of community, human rights, liberty, collectivism
Characteristics, beliefs and actions	<p>The human spirit must be freed from greed, dogma and divisiveness</p> <p>Feelings, sensitivity and caring supersede cold rationality</p> <p>Spread the Earth's resources and opportunities equally among all</p> <p>Reach decisions through reconciliation and consensus processes</p> <p>Refresh spirituality, bring harmony and enrich human development</p>
Where seen	John Lennon's music, Netherlands' idealism, Rogerian counselling, Doctors without borders, Green Peace, animal rights, deep ecology,

YELLOW	Integrative, 7 th awakening, 50 years ago
Basic theme	Live fully and responsibly as to what you are and learn to become, complexity, chaos, interconnections
Characteristics, beliefs and actions	<ul style="list-style-type: none"> • Life is a kaleidoscope of natural hierarchies, systems and forms • The magnificence of existence is valued over material possessions • Flexibility, spontaneity and functionality have the highest priority • Knowledge and competency should supersede rank, power and status • Differences can be integrated into interdependent, natural flows
Where seen	Astronomy, Peter Senge's learning organisations, chaos theory, eco-industrial parks,

TURQUOISE	Holistic, 8 th awakening, 30 years ago
Basic theme	Explore the wholeness of existence through mind and spirit, globalism, eco-consciousness, patterns
Characteristics, beliefs and actions	<ul style="list-style-type: none"> • the world is a single, collective, dynamic organism with its own collective mind • self is both distinct and part of a larger compassionate whole • everything connects to everything else in ecological alignments • energy and information permeate the Earth's total environment • holistic, intuitive thinking and co-operative actions are to be expected
Where seen	Gandhi's ideals of pluristic harmony, NLP

And next comes **Coral**, which is about.....?

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Further information at www.spiraldynamics.org

C.O.A.C.H. e-GUIDE

Student Material, Instructor material and Bibliographies

Erasmus + KA2 – Cooperation and
Innovation for Good Practices -
Strategic Partnerships

Project number 2015-1-IT02-
KA201-014883

Module 7: - Focus on Mindfulness

Module Sections	Online Course Material	Live Training
Mindfulness	Mindfulness practice, the place in coaching to strengthen the core competences and links to supplementary material	Mindfulness full immersion practise in the days of the training

Overview

Understanding coaching and being able to use the skills across leadership, management, teaching and learning means understanding the foundations of the profession. This module covers the key skills of coaching with special emphasis on Creating Awareness and also Establishing Trust and intimacy, Coaching Presence and Active Listening.

Objectives

- To lead participants to the essence of being a coach

Methodology

During the programme delegates will:

- Be continually observed and assessed in their coaching by peers and experienced coaches using clear standards and criteria as defined by the Association for Coaching and ICF.
- Observe and assess peers in their coaching and use coaching to aid the planning and development of a personal learning programme.
- Practice during the programme with peers experiencing supervised applications each of the assessment tools taught.
- Aim to achieve the training accreditation necessary to progress to full accreditation with the AC and/or ICF.

Materials

Some part of the module will be distributed to participants after the end of the Module.

Other Resources

Additional reading lists are given along with each module. Additional reading is required to understand the breadth and depth of mindfulness applied to the field of coaching.

Additional resources may be found at

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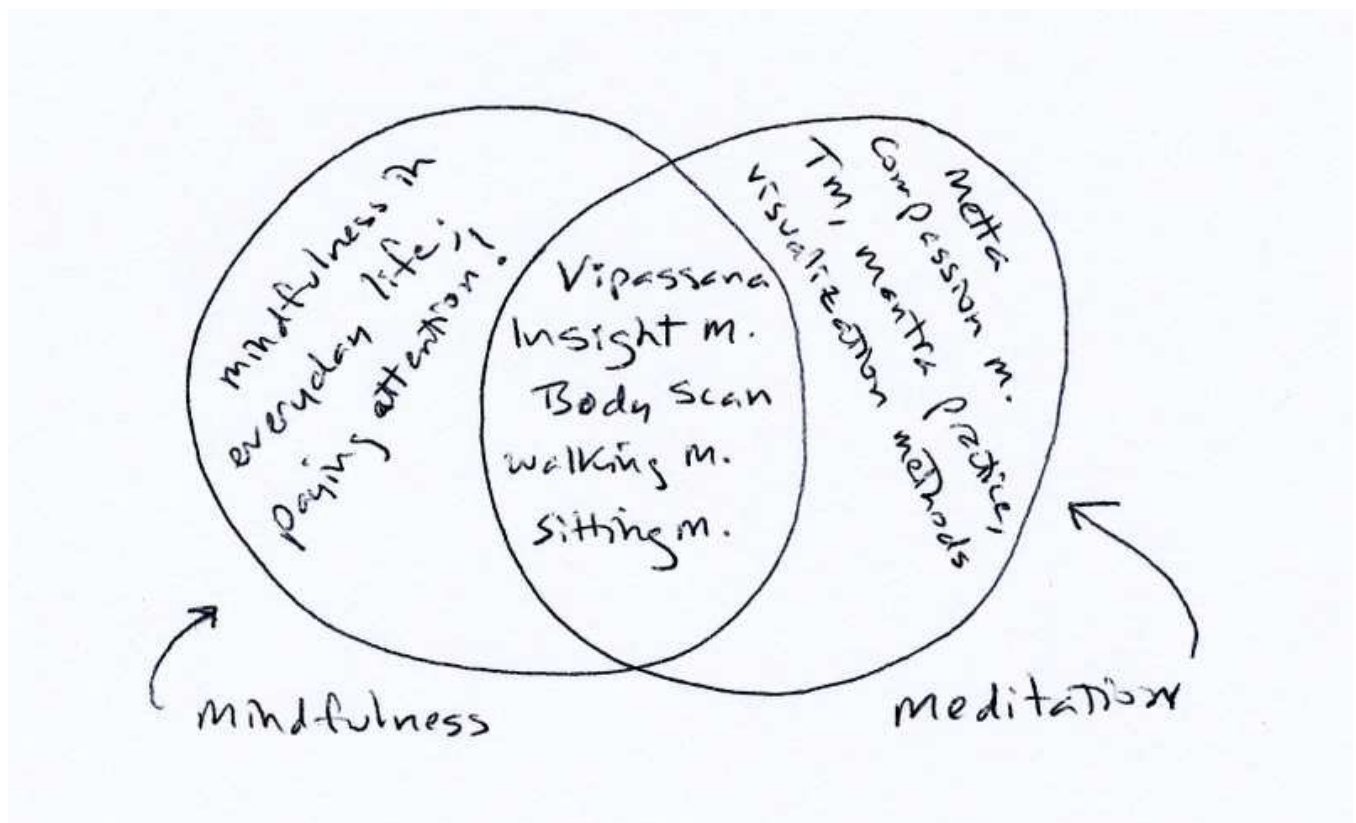
Mindfulness

©Dr. Claudia Consuelo Saccone

“Mindfulness is awareness that arises through paying attention, on purpose, in the present moment, non-judgementally. It’s about knowing what is on your mind.” (Jon Kabat-Zinn)

Mindfulness involves paying attention ‘on purpose’ and implies a conscious direction of our awareness; it has its origins in ancient meditation practices. It can be seen as a secular version of Vipassana, which is the name of a mediation technique in which the practitioner pays attention to sensations as they are, and learns how to accept them as they are. That is one of the core practice to progress on the Buddhist path.

Mindfulness bears a close relationship with ‘see things as they are’ and implies an overall mindset which is needed to adopt to pay attention all the time to everything. It can be considered an extension of the formal meditation practice into everyday life.



The founder of modern day Mindfulness is Jon Kabat-Zinn who founded the Stress Reduction Clinic at the University of Massachusetts Medical School in the late 1970's. Since then over thousands of people have completed the Mindfulness Based Stress Reduction (MBSR) programme to help with conditions as diverse as chronic pain, heart disease, anxiety, psoriasis, sleep problems and depression.

In the 1990's Mark Williams, John Teasdale and Zindel Seagal further developed MBSR to help people suffering from depression. Mindfulness Based Cognitive Therapy (MBCT) combined CBT with Mindfulness. MBCT is clinically

approved in the UK, for example, by the National Institute for Clinical Excellence (NICE) as a "treatment of choice" for recurrent depression.

Focusing our attention to our day to day and busy lives, it is easy to realize how often we perform different tasks at the same time losing awareness of the present moment. We often find really difficult "to be present" and fail to notice what is positive in our days, fail to hear what our bodies are telling us, or focus on negativity and toxic self criticism.

Human minds are easily distracted, focus on past events and anticipate the future, this is the same nature of the mind itself. Becoming more aware of our sensations, feelings and thoughts, and suspending judgement and self-criticism can have an extremely positive impact on our lives.

The seven Pillars of Mindfulness

The seven attitudinal factors of mindfulness "constitute the major pillars of mindfulness practice" (Kabat-Zinn, J. - Full catastrophe living: How to cope with stress, pain and illness using mindfulness meditation, London: Piatkus 2004) of MBSR and MBCT training and practice.

"The cultivation of mindfulness of moment-to-moment non-judgmental awareness sounds very simple but it's actually just about the hardest work in the world for human beings because we get so caught up in our conditioned states of mind and when we begin to cultivate awareness it's really important to bring a certain attitudinal approach to it so that we're not trying to force anything to happen or sit in the kind of rigid posture or attain some special state that we sort of think, "Ah, that's what it is," or "I'll be enlightened," or "I'll just be permanently wise," or "I'll be this," or "I'll be that."

The problem isn't actually with the "enlightenment" or the "permanently wise" or anything like that. The problem is with the personal pronouns, I, me, and mine. They are very very problematic because who we think we are and who we actually are are very different and there's a huge separation. Who we think we are is very very small compared to who we actually are. And so when we are cultivating mindfulness in MBSR or with people we encourage a certain kind of attitude that's brought to the formal and informal practices that you can keep in mind through your daily life as well. And these attitudes – there are seven of them that I put in Full Catastrophe Living when I was writing it because if you start to cultivate acceptance, if you start to cultivate non-striving, if you start to cultivate letting go, or letting be, if you start to cultivate trust and patience, these qualities can be cultivated in everyday life with your children, with your parents, with your partner or spouse, with your colleagues at work and so it's a way of reinforcing and deepening the actual formal and informal meditation practices" ((Kabat-Zinn, J. Video)

<https://www.youtube.com/watch?list=PLkgahhWgJW97ADlyc2BYMwOD8wZjcBZ8D&v=kANsRoYcaAo>

1) Non-judging

"These judgements of mind tend to dominate our minds and make it hard for us ever to find any peace" (op.cit. p. 33) and can be extremely unhelpful in the context of meditation and premature judgement and rejection of experience is extremely common. "Being with" whatever arises requires gentleness, kindness and often the encouragement of a group environment.

<https://www.youtube.com/watch?v=OwVkcw1eZE>

2) Patience

“To be patient is simply to be completely in each moment, accepting it in its fullness” (op.cit. p. 35). To keep bringing the mind back again to the breath, back to sensation of body requires tremendous patience and perseverance. This is the working ground of a meditation practice.

<https://www.youtube.com/watch?v=NkW27a8m1mY&t=26s>

3) Beginner's mind

“Too often we let our thinking and our beliefs about what we ‘know’ prevent us from seeing things as they really are” (op.cit. p. 35). Approaching each meditation as if it were your first time, building from “the ground up” from the body, contacting the breath, asking of yourself “what is really happening now” are hallmarks of beginner's mind.

<https://www.youtube.com/watch?v=ssqclf52ZpY&t=15s>

4) Trust

Learning to trust one's own experience, feelings and intuition — loosening oneself from the tyranny of authority and inner harsh judgement — has the “taste of freedom”, a key hallmark of a genuine practice and essential for individual development.

https://www.youtube.com/watch?v=oHq_t20tEjQ

5) Non-striving

“Almost everything we do, we do for a purpose, to get something or somewhere. But in meditation, this attitude can be a real obstacle” (op.cit. p. 37). The tendency to “driven-ness” in our culture and society has enabled us to enjoy unprecedented standards of living, comfort and security. However, “driven-ness” has resulted in extraordinary levels of unsatisfactoriness, stress and other associated problems, and we can inevitably bring this tendency into our meditation practice. Within this context, the attitude of “non-striving” is best understood as not straining or forcing for a result. Loosening up expectations of our meditation practice can be both challenging and liberating.

<https://www.youtube.com/watch?v=cl0DreXY4JI>

6) Acceptance

“You have to accept yourself as you are, before you can really change” (op.cit. p. 38). This attitude is about attending to one's experience with clarity and kindness, an essential foundation of meditation practice. Whereas a formal kindness meditation is not taught within the course material, this quality is inferred to within all the course content.

<https://www.youtube.com/watch?v=aOGsj0AkIx8>

7) Letting go

“Cultivating the attitude of letting go, or non-attachment, is fundamental to the practice of mindfulness” (op.cit. p. 39). The tendency to want to hold on to what is pleasant in our experience and to reject what is unpleasant, is usually an automatic response sometime known as being on autopilot (op.cit.). To be asked to neither hold onto, nor to reject experience, is a challenging principle of MBSR and MBCT courses.

<https://www.youtube.com/watch?v=bBCithP9JrM>

To the above seven pillars at a later stage Jon Kabat-Zinn added **gratitude** and **generosity**.

<https://www.youtube.com/watch?v=6M-ZJLmP4b4>

EXERCISE

The cultivation of moment-by-moment awareness of ourselves and our surrounding environment is a practice that helps us better cope with the difficult thoughts and feelings that cause us stress and anxiety in everyday life. With regular practice of mindfulness, rather than being led on auto-pilot by emotions influenced by negative past experiences and fears of future occurrences, we root the mind in the present moment and deal with life's challenges in a clear-minded and calm way.

Some simple mindfulness exercises can be very useful to empty your mind and find some much-needed calm.

Mindful Breathing

This exercise can be done standing up or sitting down, and pretty much anywhere at any time. All you have to do is be still and focus on your breath for just one minute.

Start by breathing in and out slowly. One cycle should last for approximately 6 seconds. Breathe in through your nose and out through your mouth, letting your breath flow effortlessly in and out of your body.

Purposefully watch your breath, focusing your senses on its pathway as it enters your body and fills you with life, and then watch it work its way up and out of your mouth as its energy dissipates into the world.

Mindful Observation

This exercise is simple but incredibly powerful. It is designed to connect us with the beauty of the natural environment.

Choose a natural object from within your immediate environment and focus on watching it for a minute or two. This could be a flower or an insect, or even the clouds or the moon.

Don't do anything except notice the thing you are looking at. Simply relax into a harmony for as long as your concentration allows. Look at it as if you are seeing it for the first time. Visually explore every aspect of its formation. Allow yourself to connect with its energy and its role and purpose in the natural world.

Mindful Awareness

This exercise is designed to cultivate a heightened awareness and appreciation of simple daily tasks and the results they achieve.

Think of something that happens every day more than once; something you take for granted, like opening a door, for example. At the very moment you touch the doorknob to open the door, stop for a moment and be mindful of where you are, how you feel in that moment and where the door will lead you. Similarly, the moment you open your computer to start work, take a moment to appreciate the hands that enable this process and the brain that facilitates your understanding of how to use the computer.

These touch point cues don't have to be physical ones. For example: each time you think a negative thought you might choose to take a moment to stop, label the thought as unhelpful and release the negativity. Or, perhaps each time you smell food, you take a moment to stop and appreciate how lucky you are to have good food to eat and share with your family and friends.

Mindful Listening

This exercise is designed to open your ears to sound in a non-judgmental way. So much of what we see and hear on a daily basis is influenced by our past experiences, but when we listen mindfully, we achieve a neutral, present awareness that lets us hear sound without preconception.

Select a piece of music you have never heard before. You may have something in your own collection that you have never listened to, or you might choose to turn the radio dial until something catches your ear.

Close your eyes and put on your headphones. Try not to get drawn into judging the music by its genre, title or artist name before it has begun playing. Instead, ignore any labels and neutrally allow yourself to get lost in the journey of sound for the duration of the song. Allow yourself to explore every aspect of track. Even if the music isn't to your liking at first, let go of your dislike and give your awareness full permission to climb inside the track and dance among the sound waves.

The idea is to just listen, to become fully entwined with the composition without preconception or judgment of the genre, artist, lyrics or instrumentation.

Mindful Immersion

The intention of this exercise is to cultivate satisfaction in the moment and escape the persistent striving we find ourselves caught up in on a daily basis. Rather than anxiously wanting to finish an everyday routine task in order to get on with doing something else, take that regular routine and fully experience it like never before.

For example: if you are cleaning your house, pay attention to every detail of the activity. Rather than treat this as a regular chore, create an entirely new experience by noticing every aspect of your actions: Feel and become the motion when sweeping the floor, sense the muscles you use when scrubbing the dishes, develop a more efficient way of wiping the windows clean. The idea is to get creative and discover new experiences within a familiar routine task.

Instead of labouring through and constantly thinking about finishing the task, become aware of every step and fully immerse yourself in the progress. Take the activity beyond a routine by aligning yourself with it physically, mentally and spiritually. Who knows, you might even enjoy the cleaning for once!

Mindful Appreciation

In this exercise, all you have to do is notice 5 things in your day that usually go unappreciated. These things can be objects or people – it's up to you. Use a notepad to check off 5 by the end of the day.

The point of this exercise is to simply give thanks and appreciate the seemingly insignificant things in life; the things that support our existence but rarely get a second thought amidst our desire for bigger and better things.

For example: your clothes provide you warmth, your nose lets you smell the flowers in the park, your ears let you hear the birds, but...

Do you know how these things/processes came to exist, or how they really work?

Have you ever properly acknowledged how these things benefit your life and the lives of others?

Have you ever thought about what life might be like without these things?

Have you ever stopped to notice their finer, more intricate details?

Have you ever sat down and thought about the relationships between these things and how together they play an interconnected role in the functioning of the earth?

Once you have identified your 5 things, make it your duty to find out everything you can about their creation and purpose to truly appreciate the way in which they support your life.

Mindful coaching

The hours focused on how mindfulness can strengthen ICF Core Competences are based on the following comparison between core competences and pillars:

COACHING CORE COMPETENCES	MINDFULNESS SEVEN PILLARS
<p>3. Establishing Trust and Intimacy with the Client—Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.</p> <ol style="list-style-type: none"> Shows genuine concern for the client's welfare and future. Continuously demonstrates personal integrity, honesty and sincerity. Establishes clear agreements and keeps promises. Demonstrates respect for client's perceptions, learning style, personal being. Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure. Asks permission to coach client in sensitive, new areas. 	<p>Non-judging</p> <p>Premature judgement and rejection of experience is extremely common . “Being with” whatever arises requires gentleness, kindness.</p> <p>Beginner’s mind</p> <p>“Too often we let our thinking and our beliefs about what we ‘know’ prevent us from seeing things as they really are” (op.cit. p. 35).</p> <p>Trust</p> <p>Learning to trust one’s own experience, feelings and intuition — loosening oneself from the tyranny of authority and inner harsh judgement — has the “taste of freedom”.</p>

<p>4. Coaching Presence—Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.</p> <ol style="list-style-type: none"> 1. Is present and flexible during the coaching process, dancing in the moment. 2. Accesses own intuition and trusts one's inner knowing—"goes with the gut." 3. Is open to not knowing and takes risks. 4. Sees many ways to work with the client and chooses in the moment what is most effective. 5. Uses humor effectively to create lightness and energy. 6. Confidently shifts perspectives and experiments with new possibilities for own action. 7. Demonstrates confidence in working with strong emotions and can self-manage and not be overpowered or enmeshed by client's emotions. 	<p>Patience</p> <p>"To be patient is simply to be completely in each moment, accepting it in its fullness" (op.cit. p. 35).</p> <p>Beginner's mind</p> <p>"Too often we let our thinking and our beliefs about what we 'know' prevent us from seeing things as they really are" (op.cit. p. 35).</p> <p>Trust</p> <p>Learning to trust one's own experience, feelings and intuition</p>
<p>5. Active Listening—Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.</p> <ol style="list-style-type: none"> 1. Attends to the client and the client's agenda and not to the coach's agenda for the client. 2. Hears the client's concerns, goals, values and beliefs about what is and is not possible. 3. Distinguishes between the words, the tone of voice, and the body language. 4. Summarizes, paraphrases, reiterates, and mirrors back what client has said to ensure clarity and understanding. 5. Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc. 6. Integrates and builds on client's ideas and suggestions. 7. "Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long, descriptive stories. 8. Allows the client to vent or "clear" the situation without judgment or attachment in 	<p>Non-judging</p> <p>"These judgements of mind tend to dominate our minds and make it hard for us ever to find any peace" (op.cit. p. 33). Premature judgement and rejection of experience is extremely common . "Being with" whatever arises requires gentleness, kindness.</p> <p>Patience</p> <p>"To be patient is simply to be completely in each moment, accepting it in its fullness" (op.cit. p. 35).</p> <p>Beginner's mind</p> <p>"Too often we let our thinking and our beliefs about what we 'know' prevent us from seeing things as they really are" (op.cit. p. 35).</p> <p>Trust</p> <p>Learning to trust one's own experience, feelings and intuition.</p> <p>Letting go</p> <p>"Cultivating the attitude of letting go, or non-attachment, is fundamental to the practice of mindfulness" (op.cit. p. 39). The tendency to want to</p>

<p>order to move on to next steps.</p>	<p>hold on to what is pleasant in our experience and to reject what is unpleasant, is usually an automatic response sometime known as being on autopilot (op.cit.). Neither hold onto, nor to reject experience.</p>
<p>7. Direct Communication—Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.</p> <ol style="list-style-type: none"> 1. Is clear, articulate and direct in sharing and providing feedback. 2. Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about. 3. Clearly states coaching objectives, meeting agenda, and purpose of techniques or exercises. 4. Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon). 5. Uses metaphor and analogy to help to illustrate a point or paint a verbal picture. 	<p>Beginner's mind “Too often we let our thinking and our beliefs about what we ‘know’ prevent us from seeing things as they really are” (op.cit. p. 35).</p> <p>Trust Learning to trust one’s own experience, feelings and intuition.</p> <p>Letting go “Cultivating the attitude of letting go, or non-attachment, is fundamental to the practice of mindfulness” (op.cit. p. 39).</p>
<p>8. Creating Awareness—Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.</p> <ol style="list-style-type: none"> 1. Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description. 2. Invokes inquiry for greater understanding, awareness, and clarity. 3. Identifies for the client his/her underlying concerns; typical and fixed ways of perceiving himself/herself and the world; differences between the facts and the interpretation; and disparities between thoughts, feelings, and action. 4. Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to 	<p>Non-judging “These judgements of mind tend to dominate our minds and make it hard for us ever to find any peace” (op.cit. p. 33). Premature judgement and rejection of experience is extremely common . “Being with” whatever arises requires gentleness, kindness.</p> <p>Patience “To be patient is simply to be completely in each moment, accepting it in its fullness” (op.cit. p. 35).</p> <p>Beginner's mind “Too often we let our thinking and our beliefs about what we ‘know’ prevent us from seeing things as they really are” (op.cit. p. 35).</p> <p>Trust</p>

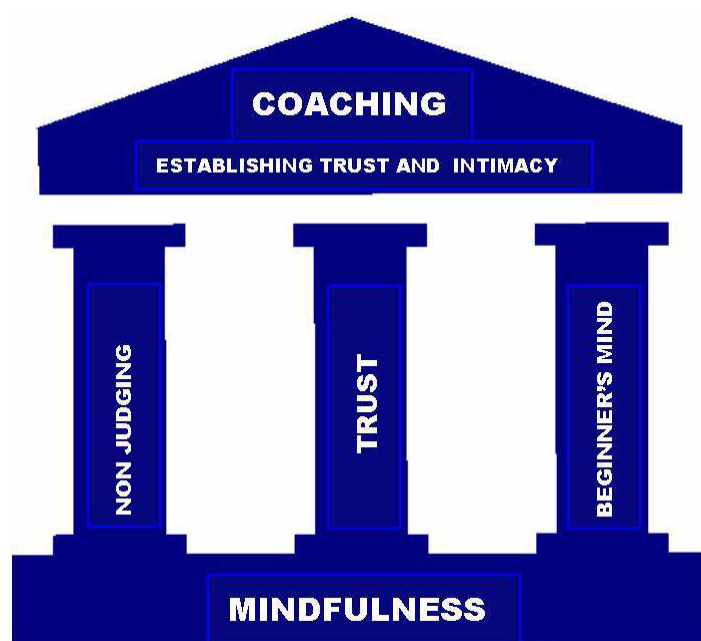
<p>them.</p> <ol style="list-style-type: none"> Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action. Helps clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, and background). Expresses insights to clients in ways that are useful and meaningful for the client. Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching. Asks the client to distinguish between trivial and significant issues, situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done. 	<p>Learning to trust one's own experience, feelings and intuition.</p> <p>Non-striving The attitude of "non-striving" is best understood as not straining or forcing for a result. Loosening up expectations.</p> <p>Acceptance "You have to accept yourself as you are, before you can really change" (op.cit. p. 38). This attitude is about attending to one's experience with clarity and kindness.</p> <p>Letting go "Cultivating the attitude of letting go, or non-attachment, is fundamental to the practice of mindfulness" (op.cit. p. 39).</p>
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Training on Mindful coaching

During the training on Mindful coaching the 11 core competences and in particular Competence 8. Creating Awareness will be touched, in addition a special emphasis and focus will be given each day of training to one core competence as follows:

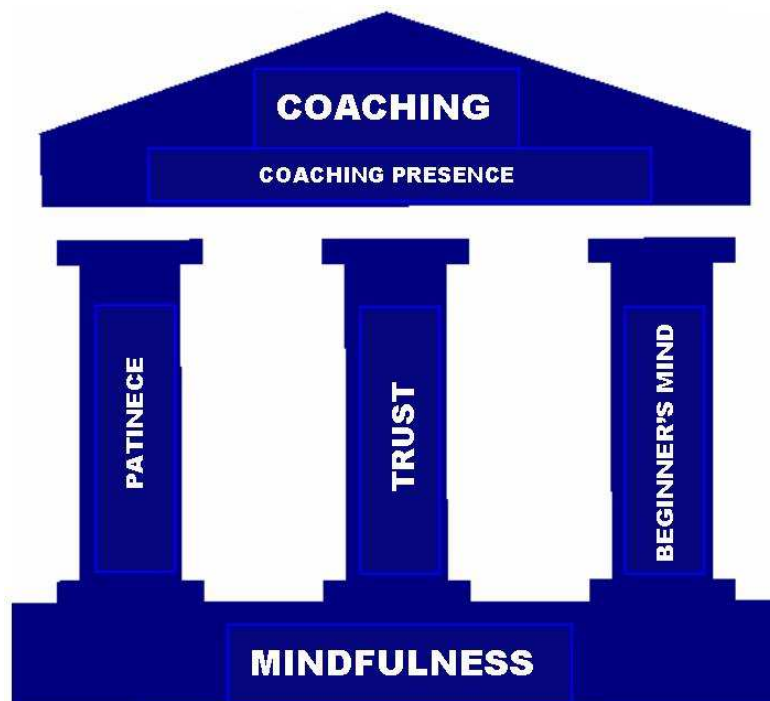
Day 1

B. Co-creating the Relationship 3. Establishing Trust and Intimacy with the Client



Day 2

B. Co-creating the Relationship 4. Coaching Presence



Day 3

C. Communicating Effectively 5. Active Listening

