

# **Life Coaching**



**Complete Life Coaching  
and Personal Coaching  
Course**

**Compiled by Dean Amory**



# **Personal Coaching**

## **DEFINITION AND COACHING MODELS**

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ISBN: 978-1-4716-6790-9

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The greatest good you can do for another is not just to share your riches, but to reveal to him his own. – Benjamin Disrael

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# **INTRODUCTION**

**This is the first part in a series of three books about Personal coaching.**

**Part 1, “Personal Coaching” is about what Personal Coaching is and offers a survey of the most popular models for Personal Coaching (or “Life Coaching”) and Self Coaching.**

**Part 2, “Techniques for Personal Coaching and Self Coaching” introduces you to the most powerful coaching techniques in use and describes the most successful questions and strategies for coaching.**

**Part 3, “Essential Knowledge for Personal Coaches”, is a practical standard reference work highlighting the knowledge and skills that are indispensable for anybody who is considering life coaching as a career or as a serious self coaching process,**

**Dean Amory's Complete Life Coaching and Personal Coaching Course is your best guide for coaching your coachees and yourself towards maximizing your life potential and achieving a happier and more fulfilled life. Personal Coaching is an invaluable training manual for anybody who takes life coaching seriously.**

# **1/ LIFE COACHING: WHAT IS AND HOW IT WORKS.**

Life Coaching or Personal Coaching always starts with the “Here and Now” and looks forward. It focuses on the dreams and aspirations of the coachee - what their goals are, what they want - and then assists them to make things happen.

Personal coaching is not about healing wounds from the past (counselling), nor about transferring knowledge (teaching, instructing), nor about assisting people to find their way and become successful in a new study- or work related environment (tutoring). It is very similar to mentoring, but also different, because it is more structured and formal and aims to determine and achieve specific goals within a set period.

A personal coach will however make interventions across the borders listed above. For instance: besides from focusing on changes in attitude, convictions, performance and behaviour in order to achieve future oriented goals, the coach may also focus on such areas as developing personal skills, raising self awareness, stimulating critical thinking, coping with change or enhancing communication.

Like personal coaching itself, this manual crosses borders and also borrows from models and techniques used for counselling and mentoring that contribute to the quality of the personal coaching process without requiring a psychological approach, making it the perfect guide to develop your own power coaching model.

The process of life coaching involves three key phases:

**Phase One: Assessment and Intake**

During the initial phase, coach and coachee get to know each other. The coach shares information about the structure of the coaching process and finds out what coachee is expecting from him. He will also want to know about the coachee's present situation, both in terms of the difficulties that coachee is facing and of the resources available,

**Phase Two: Problem Analysis and Strategy Planning**

What kept coachee from reaching his goal? The difficulties experienced by coachee and the options available to him will be further analysed. Then, an action plan will be developed. The coach will monitor the coachee and further help him through constructive feedback.

**Phase Three: Evaluation, Adaption, Further Support**

During this final phase of the life coaching sessions, progress will be evaluated and either the coaching procedure will be ended, or a schedule for follow up sessions will be agreed upon.

The number of life coaching sessions that are necessary to complete the coaching cycle is limited. Typically, no more than five to seven sessions of life coaching are necessary. However on-going intermittent support can be beneficial.

Source: <http://www.mylifegym.co.uk/life-coaching>

# **1.1 BENEFITS OF PERSONAL- OR LIFE-COACHING**

Coaching services are offered under a wide variety of names:

Life coaching, ADHD coaching, Business coaching, Career coaching, Executive coaching, Expat and Global Executive coaching, Financial coaching, Personal coaching, Health coaching, Sports coaching, Dating coaching, Conflict coaching, Victimization coaching, Christian coaching, Performance coaching, Skills coaching, ....

## **1.1.1 WHEN IS PERSONAL COACHING USEFUL?**

Generally speaking, life coaching is recommended when there is a need for assistance at

1. Improving self knowledge and self awareness
2. Building self esteem, confidence and assertiveness
3. Reflection (Offering a sound-board)
4. Structuring tasks and responsibilities
5. Improving abilities for planning and goal-setting
6. Acquiring new skills or improving existing skills
7. Learning to solve (own) problems
8. Improving interpersonal skills
9. Enhancing relationships
10. Learning how to identify and act on personal needs
11. Becoming more effective, performing and assertive
12. Gaining new perspectives
13. Developing greater adaptability to change
14. Reducing stress levels
15. Sorting out personal issues that are blocking you
16. Having a positive impact on your environment

## Personal coaching is for people who want to make a significant change in their life.

The coach will ask questions and challenge the coachees in order to stimulate them to

1. Identify, set and accomplish goals
2. Look at new perspectives
3. Become more effective / Increase performance
4. Find the focus and drive to progress in life / Stay motivated
5. Self improvement / Balance and boost personal growth
6. Self empowerment / Increase confidence
7. Deal with resistance, obstacles and conflicts

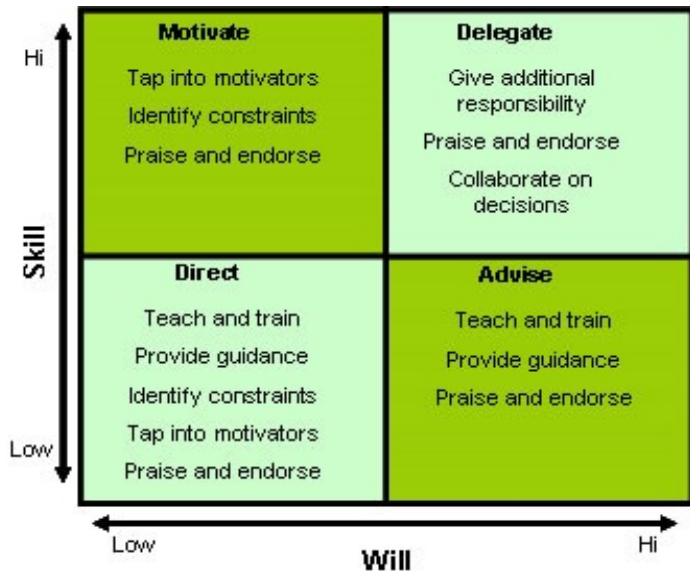
## Personal Coaching requires motivation on behalf of the coachee

Hersey and Blanchard developed a grid to help determine the appropriate style to stimulate personal growth. They see “coaching” as most appropriate style when competence is high and motivation low. When competence is low, but motivation high, they suggest a different style defined as “convincing and encouraging”

In fact, life coaching combines aspects of both qualifications and can be used both to motivate coachee to stop procrastinating and do the things he knows he should do, as to advise and provide guidance to coachees that have the motivation to bring about change in their lives, but are not sure about the way how to handle the situation.

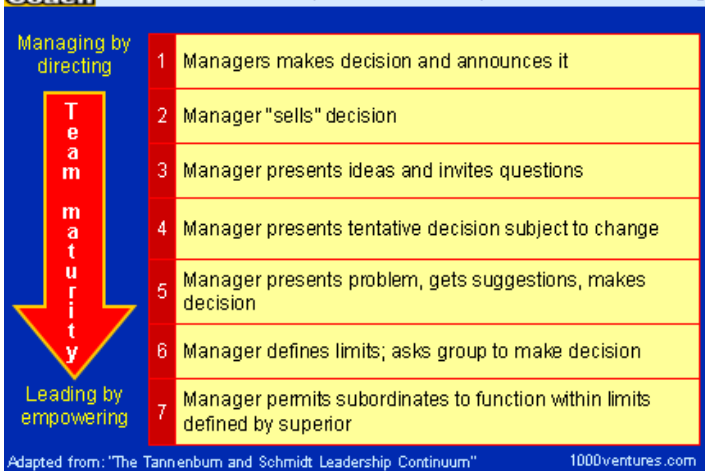
In both cases however, there must be a strong motivation towards change itself. If you feel the coachee does not want to change at all, but has been forced to come and see you, chances of success will be very remote.





## Situational Approach To Leadership

Continuum of Leadership Behavior that Emphasizes Decision Making



## **1.1.2 JUST HOW BENEFICIAL CAN COACHING BE?**

**In a study, the effect of coaching in the context of professional learning communities was measured. The outcomes were astonishing:**

Instructional coaching is most effective when it occurs within a successful professional learning community. At the heart of this community is a belief in the need for continuous improvement, where a constant and collective search for improving classroom instruction is conducted.

The process of professional learning includes:

- Research, presentation and explanation of the theory behind the practice
- Demonstration and modeling of instructional strategies
- Opportunities for initial guided practice
- Prompt feedback from guided practice
- Sustained coaching for institutionalization of instructional practice

The chart below depicts the outcomes of different elements of professional development: theory, demonstration, practice and coaching.

Based on research, an estimated 95% of teachers who receive ongoing support and guidance through coaching are more likely to learn and implement new practices in the classroom. Researchers also estimate that teachers generally need to utilize a new instructional strategy approximately 25 times before it is transferred into their daily teaching routine.

## Professional Development Outcomes

<b>Professional Development Elements</b>	<b>Knowledge Level</b>	<b>Skill Level</b>	<b>Transfer to Practice</b>
	Estimated % of participants understanding contents	Estimated % of participants demonstrating proficiency in the instructional practices	Estimated % of participants regularly implementing instructional practices in the classroom
<b>Theory</b> (e.g., presenter explains content - what it is, why it is important, and how to teach it)	10%	5%	0%
<b>Demonstration</b> (e.g., presenter models instructional practices)	30%	30%	0%
<b>Practice</b> (e.g., participants implement instructional practices during the session)	60%	60%	5%
<b>Coaching</b> (e.g., participants receive ongoing support and guidance when the return to the classroom)	95%	95%	95%

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Source: Showers, Joyce & Bennett, 1987 –  
Published by West Virginia Department of Education

## **1.2 THE COACHING STYLE**

In Personal Coaching, the point of gravity is always the coachee.

Personal Coaching is mainly facilitating:

The coach does not offer advice, ready-made answers or solutions, but asks questions aimed at encouraging the coachees to think for themselves and find their own answers, based on their own values, preferences and unique perspective.

During the process, the coach offers a supportive framework based on structure, assistance and feedback, aimed at positively changing the coachee's behavior, attitudes and convictions.

Coaching is not complete until the coachee has successfully developed and implemented at least one concrete action plan.

Exceptionally, some form of advice may be necessary. The coach will pose the advice as a question, e.g.: "how do you think ... would work for you?"



## Other recommended styles are:

If competence and motivation are low: prescribe, instruct  
(Tell people what to do.)

If competence and motivation are high: Delegate

When talking about personal coaching, what is most important is the level of motivation of the coachee with respect to immanent change in their lives: either coachees want to make a change themselves, or they desire to prepare themselves in order to be able to cope with what lies ahead. Whether their competence level is low or high is irrelevant, as long as they are truly motivated to make a change in their lives.



## **1.3 PERSONAL COACHING MAXIMS**

1. Listen better, talk less.
2. Understand what motivates coachee.
3. More is in you: everybody is capable of achieving more.
4. Let the past be past: it is no indication of the future. But learn from it.
5. How we see ourselves is what matters most: People's beliefs of what is possible for themselves are their only limits.
6. A coach must be genuine, empathic and always provide full support
7. Coaches do not provide the answers
8. Coaching does not include criticizing people
9. All coaching is always completely confidential
10. Some needs cannot be met by coaching
11. Coaching is about identifying goals and finding ways to achieve them
12. Coaching always implies change



## **1.4 CORE COACHING SKILLS**

### **1.4.1 THE 20% THAT GET'S THE 80% OF RESULTS**

[Carter McNamara of Authenticity Consulting, LLC](#)

Many Coaching Models Have Certain Approaches in Common  
About 15 years ago, I had the privilege of studying a variety of coaching models. When people asked me which model was best, I always answered that it was the last model I had studied.

Each model seemed tremendously powerful — because each had certain practices in common. I came to realize that those common practices in coaching seemed to make the biggest difference for those being coached. I came to call them “core” coaching skills. Since then I’ve incorporated them into a process I call “peer coaching groups.”

I had realized that the experience of having someone –

1. Ask me what is important to me now, what do I want to accomplish.
2. Ask me questions about how I came to identify that priority.
3. Ask me what success would look like if I addressed my priority.
4. Ask me about my nature, how I like to work on priorities in my life.
5. Ask me what relevant and realistic actions I might take to address my current priority.
6. Ask me what I am learning as I am working to address the priority.

– was extremely powerful.

All of the models seemed to include this or a very similar sequence of questioning.

## **Core Coaching Skills Are Accessible to All**

The process is so clear and straightforward to apply that almost anyone can be of tremendous help to another person, to members in a group — or to him/herself by posing those, or similar, questions. That's one of the features that makes the coaching process so very powerful. I've watched 100s — if not 1,000s — of people around the world use core coaching skills to help others transform themselves and their work.

Many people might strongly criticize me for suggesting that coaching is a simple process. I'm not suggesting that. I'm suggesting there's a central set of techniques that is very powerful.

Certainly, these can be embellished in many ways — and an explosion of coaching schools have done that.

I've watched as the field has become a profession for many, including codes of ethics and credentialing. I look back very fondly on those early years where so many people watched this wondrous new field become so popular to so many — and for good reason.

What do you think?

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## **1.4.2 GROUND RULES FOR PERSONAL COACHING**

1. Coach and coachee have to get along: successful coaching is impossible if the parties involved do not get on with each other.
2. Coaching requires a safe environment, which is necessary for a collaboration based on trust and confidentiality.
3. Contrary to Mentoring, coaching assumes a formal and professional relationship. This implies regular contacts based on well structured sessions scheduled within an agreed coaching itinerary.
4. Clear Scope: Goals and methodology have to be agreed upon at the start of the coaching relationship. Progress has to be closely monitored and communicated during regular feedback-moments.
5. Coaching aims to lead to an increase of insight, motivation and efficiency on the part of the coachee and to improve their self-esteem through the implication of a supportive but professional relationship in which a facilitating style is used to stimulate the coachee to find their own answers and solutions to the challenges faced.

### **1.4.3 CORE COACHING COMPETENCIES**

1. Design the alliance: Build a strong foundation
  - By meeting ethical guidelines and professional standards
  - By establishing a professional coaching agreement
  - Through a correct assessment and intake
  
2. Communicate effectively
  - Practice active and empathic listening
  - Be authentic (congruent), unconditionally acceptive and supportive
  - Be non judgmental; do not enter in discussion
  - Establish rapport, respect and trust with coachee
  - Use powerful questioning and purposeful inquiry
  
3. Facilitate learning
  - Create awareness – challenge with compassion – celebrate not knowing
  - Do not offer your solutions – help coachee find his
  - Co-create possibilities and actions, stimulate experiments
  - Assist in planning and goal setting
  - Affirm, acknowledge, celebrate
  
4. Manage progress and accountability: make specific requests:
  - Start with “I have a request...”, or “May I invite you to...?”
    - 🚦 3 possible answers:     1. Yes
    - 2. No
    - 3. Here’s what I’ll do instead
  - What are you going to do exactly?
  - By when?
  - Where, with whom, conditions, ...?
  - How will you know? How will I know?

## **1.4.4 THE SEVEN C'S OF COACHING I**

Source: Dr. Greg Dale, an AAASP certified sport psychology consultant at Duke University

<http://education.adelphi.edu/hpe/healthstudies/healthnets/pdf/gregorydale.pdf>

**Character – Competent – Committed - Caring**  
**Confidence Builder – Communicator - Consistent**



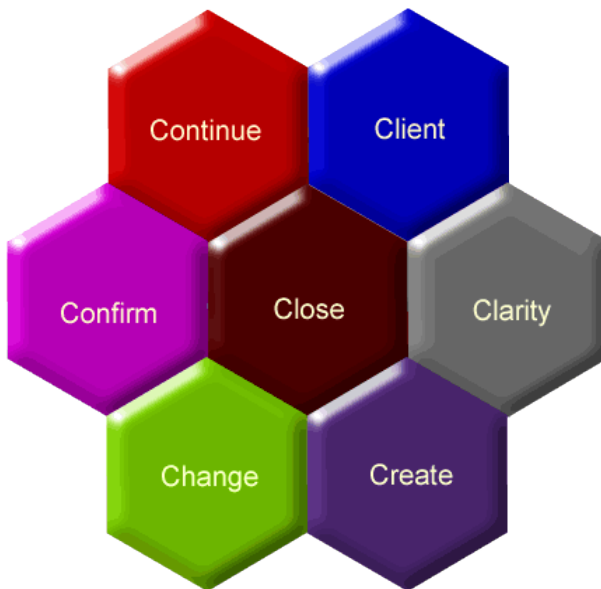
## **1.4.5 THE SEVEN C'S OF COACHING II**

### **Alternative 7 C's of Coaching**

Source: 7 C's of Coaching – The Practical Guide to Collaborative Coaching for Optimum Results by Mike Cope. ISBN 0273681109

The Seven C's described are:

- Coachee - Understand the person and the problem
- Clarity - Unearth the symptoms and roots of the issue
- Create - Generate a solution
- Change - Deliver the solution
- Confirm - Make sure it works
- Continue - Ensure it will be suitable
- Close - Celebrate and say goodbye



### **1.4.6 CORE COACHING SKILLS ACCORDING TO THE ACADEMY FOR COUNSELLING AND COACHING (ACC)**

While coaching, pay attention to:

1. Introducing yourself properly.
2. Giving a clear explanation of what life coaching is.
3. Developing a trusting relationship with your coachee.
4. The techniques:
  - open questions / paraphrasing
  - reflecting feelings
  - summarizing
  - focusing
  - caring confrontation
  - (appropriate use of) self-disclosure.
5. Structure and process of the discussion (phase-awareness).
6. Responding to cues and verbal signals.
7. Matching your language to that of your coachee.
8. The content of the discussion.
9. Managing silences.
10. Enabling the coachee to tell his story (without undue interruptions)
11. Refraining from giving advice or solutions.
12. Effectiveness and usefulness of the session.
13. Evaluating the session.
14. Coming to an agreement regarding progress.

You will know you have mastered the skills when you:

1. can describe each skill,
2. can distinguish between the different skills,
3. know when to apply a certain skill or not,
4. can recognise and identify a particular skill,

5. are able to really listen to your coachee,
6. pick up cues from your coachee,
7. are able to empathize with the coachee,
8. are able to integrate various skills,
9. Identify yourself as coach (with a reasonable amount of confidence).

Source:

Academy for Counselling and Coaching (ACC)  
Counselling and Coaching Training - Worldwide - English  
Version

[www.counselling.nl](http://www.counselling.nl) - [www.coachacademie.nl](http://www.coachacademie.nl)

Worldwide: [www.coachingcounselling.com](http://www.coachingcounselling.com)

**Some core characteristics of good coaches:**

**Responsiveness :** Responsiveness shows that the coach is genuinely interested in the coachee, that he is a good listener, has good communication skills, accommodates individual differences, maintains relaxed manner, and is receptive to questions.

**Enthusiasm :** A good coach is energetic, optimistic, prepared, willing to commit time.

**Humor :** They should be able to incorporate humor in personal and real-life examples during training.

**Sincerity/honesty :** They take every question seriously and doesn't pretend to know the answer if they don't.

Flexibility : They are able to eliminate, adjust, or alter material during training according to trainees' needs and/or time constraints.

Tolerance : They have the capacity to easily accommodate different personalities and learning styles; they accept constructive criticism and do not take it personally.

**THIS IS YOUR LIFE.**  
DO WHAT YOU LOVE,  
AND DO IT OFTEN. **LIFE.**  
IF YOU DON'T LIKE SOMETHING, CHANGE IT.  
IF YOU DON'T LIKE YOUR JOB, QUIT.  
IF YOU DON'T HAVE ENOUGH TIME, STOP WATCHING TV.  
IF YOU ARE LOOKING FOR THE LOVE OF YOUR LIFE, STOP;  
THEY WILL BE WAITING FOR YOU WHEN YOU  
START DOING THINGS YOU LOVE.  
STOP OVER ANALYZING, ALL EMOTIONS ARE BEAUTIFUL.  
WHEN YOU EAT, APPRECIATE  
**LIFE IS SIMPLE. EVERY LAST BITE.**  
OPEN YOUR MIND, ARMS, AND HEART TO NEW THINGS  
AND PEOPLE, WE ARE UNITED IN OUR DIFFERENCES.  
ASK THE NEXT PERSON YOU SEE WHAT THEIR PASSION IS,  
AND SHARE YOUR INSPIRING DREAM WITH THEM.  
**TRAVEL OFTEN;** GETTING LOST WILL  
HELP YOU FIND YOURSELF.  
SOME OPPORTUNITIES ONLY COME ONCE, SEIZE THEM.  
LIFE IS ABOUT THE PEOPLE YOU MEET, AND  
THE THINGS YOU CREATE WITH THEM  
SO GO OUT AND START CREATING.  
**LIFE IS LIVE YOUR DREAM,  
SHORT. AND WEAR  
YOUR PASSION.**

## **1.4.7. ARE YOU READY FOR COACHING?**

### **1.4.7.1 READINESS QUESTIONS FOR COACHEES**

Respond “yes” or “no” to the following questions by putting a checkmark in the appropriate box. A person who is more open and ready for coaching will have at least five “yes” responses.

1. Do you believe you can be more effective and happy ?
2. Are you willing to consider new perspectives and try new approaches?
3. Do you make learning and development a priority?
4. Do you have some goals that keep getting postponed?
5. Has someone provided just the right help to you at just the right time?
6. Are you looking for ways to enhance your life?
7. Are you willing to accept challenges that will move you toward your goals?
8. Do you want more accountability for achieving results?
9. Do you have a healthy attitude about receiving both positive and constructive feedback?
10. Do you want to work with a coach?

Source: Adapted version - Full Experience Coaching.  
Sophie Oberstein – Ten steps to successful coaching  
© 2009 the American Society for Training & Development

### **1.4.7.2 SCALING OF CHANGE SKILLS OF COACHES**

<http://www.metacoachfoundation.org>

Scale the following 9 Change Skills of Coaching on a scale from 0 to 5: Awakening, Challenging, Provoking, Probing; Questioning and Meta-Questioning, Co-Creating; Framing, Deframing, Reframing, Actualizing, Reinforcing & Celebrating, Testing and Facilitating:



## **1) Awakening**

**A sense of waking up to new ideas, possibilities, and a new world of experience. To become aware or conscious of new possibilities.**

### 5 Evoking Highest Possibility for Coachee

Asking out-of-the-box questions, miracle questions, interviewing an expert or person who has achieved something deemed impossible. Eliciting states ( see Eliciting States) of possibility in the coachee demonstrated by hearing the coachee say 'wow...' and 'I've always wanted to....' etc

### 4 Questioning Intentionality

Asking about possibilities ("what if...?" "Just imagine if..."). Asking repeatedly about hopes and dreams that invites meta-outcome questions, questions of highest intentionality.

### 3 Questioning Coachees Dreams

Asking well-formed outcome questions, giving examples of possibilities, telling stories of people who succeeded in similar circumstances, asking "What do you want?" questions.

### 2 Imposing Own Dreams

Setting forth some ideas that begin to invite the coachee to dream about new possibilities, asking about the goals and hopes of the coachee. Speaking with animated voice. "Would you like X?"

### 1 Suggesting Change

Asking or suggesting that things could be different, but providing no examples, sharing no personal stories to arouse such hope.

### 0 Inviting Defeat

No words, questions, or suggestions that invites new possibilities. Communicating in a slow or dull way that says or suggests a defeatist position, that things are fated, the way they are, that change is not possible.

## **2) Challenging**

**To identify current reality and to highlight it in a coachee's awareness so that he or she recognizes the things currently at work and the consequences that will result if unchanged, and therefore the things to move away from.**

### 5 Coachees Moves Away From Coachee Reality

Continuing explorations into unpleasant present and futures, doing so with more confrontation that prods, pokes, and nudges the coachee to feel the need to move away-from current situation.

### 4 Increasing Level of Discomfort in Current Reality

After mentioning and asking about current reality, exploring further into how painful, unpleasant, and undesirable things will be if unchanged. Doing this in a matter-of-fact tone and attitude. Inducing a state of intolerance and high level frustration about current state and direction.

### 3 Inducing Need to Move Away From Current Reality

Mentioning and asking questions about current reality to induce the coachee to feel the need to move away from the current situation, problems, and anticipated consequences. Inviting coachee to stay with the emotions and awarenesses even though unpleasant. Asking SWOT questions. "What stops you?" "What gets in your way from...?"

### 2 Shifting Focus From Current Reality if Coachee Expresses Discomfort

Mentioning and asking questions about current reality, but moving away from such if the coachee begins to feel frustrated, upset, angry, anxious, or fearful. Quickly moving to a "thinking positive" mode, rescuing coachee from facing the current reality of his or her situation. Mirroring or pacing back current reality.

### 1 Brief Attention on Current Reality

Briefly or slightly mentioning the coachee's current situation, but not dwelling on it, quickly moving away from speaking about anything unpleasant, negative, or that would lead to painful consequences.

#### 0 No Attention on Current Reality

No mention, questioning, or elicitation about current reality, only speaking about the past or future, asking or mentioned outcomes and goals.

### **3) Probing**

**To penetrate into a coachee's frame of mind and matrices of frames about beliefs, values, understandings, expectations, etc. To thoroughly investigate the coachee's mental models that have created his or her current reality.**

#### 5 Persistently and Patiently Not Letting Coachee off the Hook

Persistent questioning that invites and even pushes a person to look at all of the frames of mind and mental models, relentless returning to the exploration and never letting the person off the hook even if the awareness becomes painful or unpleasant. Using "opening up" frame questions.

#### 4 Exploring What is Not Being Said

Continuous questions about coachee's inner mental frames using a tonality of curiosity and wonder that invites the coachee to really explore the inside of things. Asking about the things not said. Using silence for coachee to be with the thoughts and feelings. Asking about the critical variables and the resources that make it so or that would change it.

#### 3 Many Questions that Explore Coachee's Internal World

Increase questioning and exploring of the coachee's state of mind, mental maps of the world, and frames about beliefs and values. Asking about how an experience works, the variables that operate within it, how coachee perceives things.

#### 2 Minimal Questioning About Coachee's Internal World

Lots of questions that show interest in a coachee's situation, contexts, and behaviors, but few if any about the coachee's inner world of thinking and mapping.

### 1 Questioning Primary State

Basic questions about a coachee's current situation and beliefs, few to no questions about frames of mind, internal thinking, or mental mapping that creates current situation and responses.

### 0 No Exploration or Questioning

Failure to ask questions, or to explore the coachee's current thinking or frames of mind, no inquiry into belief or value frames, no sense of wonder or curiosity about the coachee's current frames of mind or beliefs.

## **4) Provoking**

**To strongly, surprisingly elicit a response to action that triggers a sense of threshold in the person and gets an action to do something about one's awareness of the need for change. To incite, call forth, evoke, arouse, annoy, stir up.**

### 5 Coachee Makes a Decision and Takes Action

Intensity of questioning increases as coachee is called upon to act immediately, respectfully doubting whether the person has the guts, balls, or courage to take action. Coachee responds with immediate decision to take action.

### 4 Playfully Calling for Decision and Action

Questions and statements with a tone of teasing, playing, nudging, mimicking ideas and concepts that create problems for the coachee, even mocking and playfully insulting that encourage the coachee to make a decision and take action.

### 3 Questions that Induce Discomfort

Questions and statements that invite discomfort, irritation, pained awareness and that call for action and that doesn't stop even when the coachee manifests a negative state. Mimicking physical gestures and tones with little effect on the coachee taking action.

## 2 Questioning & Backing Off

Questions and statements that when used create an awareness of discomfort, stopping before the coachee takes action.

### 1 Hinting at the Need for Action

Asking questions that hint at the need for action but do not call the coachee to take immediate action.

### 0 Encouragement to Stay in Comfort Zone

No sense of being teased or provoked, lots of nurturing statements of empathy and sympathy that invites a coachee to feel no need to act or do something.

## **5) Co-Creating**

**Sharing ideas, questions, and making statements with a coachee around the subject of a new set of beliefs, values, and mental models for taking action to achieve some important outcome that's been generated by the coachee and that fits his or her world.**

### 5 Development of a New & Unique Self-Organizing System

Working collaboratively with coachee by asking questions about attractor frames to initiate a self-organizing dynamic, giving tasks (see Tasking) that allow the coachee to further develop unique strategies and plans for a unique inner game. Conversationally facilitating unique questions and patters that solidify a robust new Inner Game.

### 4 Facilitating Patterns that Form a New Inner Game

Exploring coachee's ideas, probing coachee's matrix of frames (see Probing), providing "support" (see Supporting) to nurture the ideas and make it feel safe to develop, giving time to think through the possibilities. Collaboratively suggesting patterns that coachee might use to develop resources. Cheerleading the coachee's excitement and passion (see Cheerleading).

### 3 Forming New Strategies

Asking questions about inner resources to evoke memories and imaginations so coachee begins to create a strategy or plan for succeeding, asking SWOT questions, asking meta-questions about inner frames of beliefs and understandings about new plans.

### 2 Brainstorming Possibilities

Asking coachee about outcomes, asking questions that evoke a state of creativity, asking questions and making statements that invite the coachee to engage in brainstorming that generates a number of possibilities.

### 1 Giving Suggestions

Asking the coachee about his or her outcomes, asking well-formed questions about them, inviting the coachee to consider various suggestions as given by the coach.

### 0 Giving Advice

No joint discussion about things, telling, giving advice, making evaluations, ordering, consulting, or training a coachee about what the coach thinks is best.

## **6) Actualizing**

**Inviting a coachee to translate the new inner game into an actual outer game. Work with coachee to get him or her to begin to act on the new game plan. Asking when, where, how, and working with coachee to eliminate excuses, fears, and other things that might hold him or her back. Using Tasking as method for actualizing.**

### 5 Co-Created action plan and refining results.

Co-creating activities that will maximally transfer learnings to everyday life, coachee expresses motivation and excitement. Setting up the next step in accountability, exploring the next refinements for the plan or strategy in order to see the coachee's outcomes fully

operational in the right contexts, refusing to let the coachee off the hook about his or her acting.

#### 4 Action plan with full buy-in, celebrating results.

Giving reasons for activities, presenting with state induction skills (see Inducing states). Inquiring and celebrating successes in making real the steps and actions, fully exploring and inquiring about results and staying with the inquiring until a full account is given of what worked, to what extent, how well, what else needs to be done, what are the next steps, etc. Extensive facilitating the body how to feel the ideas of the new inner game (see Facilitation).

#### 3 Action plan with monitoring of results.

Tasking coachee with list of activities that creates an action plan without providing motivation or understanding of it. Thoroughly monitoring the action plan and tasking assignments. Getting a list of actual behaviors that coachee used outside of the coaching session. Asking lots of questions about the practical experience with a new plan or strategy, specifically coaching the body to feel the ideas of the inner game.

#### 2 Giving tasks but no action plan, some monitoring.

Giving tasks and some action to do but not formal action plan, asking about what coachee actually did to manifest goals, plans, checking up on tasking assignment, but no follow-through on the results. Only briefly asking about how the body is manifesting the new game (e.g., breathing, posture, face, voice tone, etc.).

#### 1 Hinting at tasks.

Hinting at tasks but never asking coachee to do the task, no creation of an action plan, briefly asking about previously set actions. Asking about results, then quickly returning to other subjects.

#### 0 No follow-up on tasking.

No questions about what the coachee will do, no questions about how to feel the action plan, or put into neurology, no creating of an action plan or a task. No mention of the results that a coachee got from the plans, strategy, or goals set.

## **7) Reinforcing**

**Responding to a coachee in ways that fit for any given coachee by inducing the feeling of validation, support, affirmation. Inquiring and discovery of the specific words, gestures, actions, and behaviors that convey such to the coachee. Mindful use of reinforcement technology from Behaviorism, scheduled responses that induce more motivation and delight.**

### 5 Sharing own emotions that acknowledges coachee's successes.

Fully present to the coachee, sharing emotion, eyes watering or tearing, hand on shoulder, thumbs up, applause, expressing a high sense of value and regard for the success or experience and doing so with emotion, "Good on you!" "Right on!"

### 4 Leading celebrations.

From pacing to leading in celebrating by giving space and time to be with the emotions of the value and success, articulating the success in semantically packed words ("This begins to move you to your desired future, doesn't it?")

### 3 Asking about meaning of success.

Asking meta-questions about the meaning of the success or comment, uses validating language to get expression of value to the success. High eye contact, presence, emotion in voice and body.

### 2 Matching emotional state of coachee, some questioning.

Matching coachee's state, verbally acknowledging emotion or enthusiasm. Good bit of eye contact and presence. Asking some primary questions about the success.

### 1 Disinterest.

Disinterested listening as evidenced by little eye contact, matching, voice flat, no or low emotional response, no enthusiasm.



### 0 No emotion.

No emotion or enthusiasm at the announcement of any success the a coachee mentions. Unresponsive: comments are ignored or discounted. No matching of coachee's state, no time or room to celebrate. No eye contact. Weak sense of being present to the coachee.

## **8) Testing**

**Testing a new or different behavior, response, or feeling to see if its present and if it works, putting the change to the test to of effectiveness and robustness, evaluating how effectively it fulfills the action plan. Asking, "Did it work?" Confirming (and dis-confirming) when, where, and how they do work, what makes them work, inviting ownership of the ideas, strategies, and plans.**

### 5 Enabling coachee to self-monitor.

Setting up self-monitoring and social and environmental support that set up self-organizing testing, inducing states that support this openness to testing.

### 4 Thorough questioning to find next step.

Asking about the effectiveness of the plan, about next steps, what else to do to refine the skills, tasking for continual improvement, checking to see what the coachee has learned and will do as a result.

### 3 Lots of questions about results and what got in the way.

Action plan and tasking thoroughly explored, some questions to test for effectiveness, robustness, but not many. Asking questions about the coachee's resources when didn't get the desired results, inquiring about how this influences the game plan.

### 2 Some questions about specific tasks.

Some exploration of action plan and tasking assignments, asking only briefly about what to do next.

### 1 General inquiry about results.

No questions about the action plan or tasking assignments, only inquiring how things are going in general sense more in sense of small talk.

### 0 No questions about results.

No questions about how the coachee is doing, no exploration into changes, no holding accountable for tasks in the action plan.

## **9) Facilitation**

**To create a safe environment and context that makes it easy for a coachee to answer questions, explore ideas, and translate his or her outcomes into actual behaviors and skills in life. To make easier.**

### 5 Coachee accessing powerful resources and desired outcome.

Eliciting the most powerful resources in coachee for outcomes, seeing desired behavior in coachee, giving a great sense of support and respect in the coachee (see Supporting). Asking about supporting beliefs, decisions, states, and asking questions that use these resources.

### 4 Coachee taking steps.

Using effective transition words, phrases, and stages that allow the coachee to move smoothly from one step or stage to the next. Fully pacing the coachee's matrix of frames (e.g., beliefs, values, etc.). Receiving comments from the coachee that "each step just feels natural." Asking about and working to eliminate interferences.

### 3 Fully pacing and relevant questions.

Fully pacing the coachee, asking questions that are completely relevant and useful for coachee to move from one stage of development in achieving his or her outcomes. Giving or eliciting step-by-step awareness of how the processes will occur. Giving overviews and details appropriate to the coachee. Eliciting responses (see Inducing States).

## 2 Appropriate and pacing questions.

Mostly pacing through matching and mirroring physiology and tonality, asking questions that seem relevant to the coachee's outcomes.

## 1 Mostly relevant questions.

Asking questions to the coachee's outcome which assist in building up the mental models for success. Failure to fully pace the coachee's current state and thinking and so eliciting some resistance, indicated by coachee not answering questions, showing frustration with them.

## 0 Irrelevant questions or statements.

Making statements or asking questions that are irrelevant, nosy, or difficult to answer that confuse or convolute things and that does not enable a coachee to move to the next step of achievement of a goal, consulting, teaching, etc.

### **1.4.7.3 SCALING OF CRITICAL SKILLS OF COACHING**

<http://www.metacoachfoundation.org>

Scale the following 6 Critical Skills of Coaching on a scale from 0 to 5: Framing and Reframing, Tasking, Celebrating and Chearleading, Holding Accountable and Monitoring, Pattern Detection, Tracking a Coachee's experience.

#### **1) Framing - Reframing**

**Inviting a coachee to see or perceive something in terms of some classification. Setting a boundary for a perception.**

#### 5 Creating New Empowering Levels of Awareness

Asking about empowering beliefs, values, decisions, etc. (see Meta-Questions) and using induction skills (see Inducing States) to set new categories.

#### 4 Exploring Higher Levels of Awareness

Asking about layers of categories, asking challenging questions about such. Giving space and time to explore the higher embedded layers of awareness. Reminding coachee that all perceptions are just maps.

#### 3 Questioning Classification

Asking or calling attention to the classification of the details and asking about awareness in coachee, providing menu list of other filters, quality control questions about filters and categories.

#### 2 Imposing Either or Thinking

Speaking as if there is only one other classification and imposing that upon the coachee by rhetorical questions. Using either/or expressions. Tone of judgment, right/wrong, talking more than coachee to impose the other way of seeing things.

#### 1 Acknowledgment of Structure - As the Details of the Story

Talking about the classification, pattern, or structure of the details as if that map is the territory, as if no other classification is possible. Using universal quantifiers (all, nothing, always, etc.) and absolute terms. Speaking and feeling from perspective of being inside the box of the coachee's story, problems, and challenges.

#### 0 No Distinction Between Content & Structure

Talking about and asking questions in the very words and details of the story without giving evidence of the classifications or categories of the details. No distinguishing between content and structure

## **2) Tasking**

**Asking a coachee to do an action or behavior as part of developing new skills, developing awareness, or unleashing new potentials.**

#### 5 Co-Created Action Plan

Co-creating with the coachee the activities that will maximally transfer learnings to everyday life and that make the experience

memorable and powerful. Coachee expresses excitement and motivation to completing tasks.

#### 4 Action Plan With Buy-In

Giving reasons for an activity, presenting it with state induction skills (see Inducing States), exploring or inquiring about activities that would make the coaching more real and present in actual life, asking for a buy-in.

#### 3 Action Plan Without Buy-In

Presenting a task to do, suggesting it but without providing any motivation or understanding for it. Tasking an activity that has little or nothing to do with the focus of the session, getting no or little buy-in from coachee although they do leave with an Action Plan.

#### 2 Giving a Task - No Action Plan

Presenting a task to do at a point in the session, but failing to come back to it later, forgetting to mention it as something for the coachee to do.

#### 1 Hinting at Tasks - No Action Plan

Hinting at a task that would be good, but never asking the coachee to do it.

#### 0 No Action Plan

No mention of any activity to do that would provide a drill or practice of a new learning or skill.

### **3) Celebrating / Cheer-Leading**

**Expressing excitement, respect, and honor to a coachee for something that fits with the coachee's hopes and dreams, visions and values. Allowing and encouraging coachee to feel and express joy and excitement in small and big successes.**

## 5 Full Celebration

Fully present to the coachee, sharing emotion, eyes watering or tearing, hand on shoulder, thumbs up, applause, expressing a high sense of value and regard for the success or experience and doing so with emotion, "Good on you!" "Right on!"

## 4 Encouraging Celebration

From pacing to leading in celebrating by giving space and time to be with the emotions of the value and success, articulating the success in semantically packed words ("This begins to move you to your desired future, doesn't it?")

## 3 Matching State

Asks meta-questions about the meaning of the success or comment, uses validating language to get expression of value to the success. High eye contact, presence, emotion in voice and body. Matching Coachee's state.

## 2 Verbal Acknowledgment

Verbally acknowledging emotion or enthusiasm. Good bit of eye contact and presence. Asks some primary questions about the success.

## 1 Low Emotional Response

Disinterested listening as evidenced by little eye contact, matching, voice flat, low emotional response, no enthusiasm.

## 0 Unresponsive

No emotion or enthusiasm at the announcement of any success the a coachee mentions. Unresponsive: comments are ignored or discounted. No matching of coachee's state, no time or room to celebrate. No eye contact. Weak sense of being present to the coachee.

#### **4) Holding Accountable**

**Asking what a coachee is actually doing that makes real and actual the stated vision for being, doing, and having. Exploring when, where, and how a person has fulfilled promises. Focusing on and holding the coachee to his or her own word and promises.**

##### 5 Provoking Action

Focusing on the frames above and behind the incongruency between acting fully on words. Probing and Provoking (see Provoking) through questions, challenges, meta-questions what the coachee says he or she wants to do or achieve. Directly bringing up either kindly or firmly, "Will you do this now?"

##### 4 Probing Lack of Action

Directly commenting on difference between word and actions. Asking probing questions. Hearing and commenting on cognitive distortions involved in excuses or thinking patterns. Asking questions to invite coachee to own his or her responses. Moderate to high level of confrontation. "You said you wanted X, but you haven't indicated taking any actions to make that happen, what's going on?"

##### 3 Commenting on Lack of Action

Noticing and straightforwardly commenting on behaviors. Listening to excuses and vacillating about accepting them. Moderate level of confrontation. "Did you do X?" "Let's talk about that a bit, what was going on for you?"

##### 2 Hinting At But Letting Off The Hook

No noticing and commenting on the behaviors of following through or failing to follow through on a task or promise. Bringing it up by hinting. Letting person off the hook by accepting excuses or making excuses for the person. Little direct communication about acting on goals and skills.

### 1 Negativity About Lack of Action

Inviting a sense of responsibility in a negative way by blaming, accusing, attacking or by merely noticing the lack of follow-through non-verbally, but not mentioning it.

### 0 No Follow-up

No mention of what a person has said, no relating it to what the person is doing or is not doing. No follow-up on promises, tasks.

## **5) Pattern Detection**

**Observing a refrain of activities that suggests a structured approach in a coachee's responses and specifying that structure in terms of an outline, template, or metaphor.**

### 5 Testing and Validating Structure

Asking complex meta-questions that unite numerous patterns, Matrix questions that invites systemic thinking, that describes the flow of information and energy through the mind-body system. Presenting the structure back to the coachee and testing its validity with the coachee.

### 4 Eliciting Unique Structure

Asking meta-questions around refrains that seem unique (or idiosyncratic) to the coachee, presenting such to the coachee with little testing of it.

### 3 Eliciting Formalized Structures/Models

Asking meta-questions that seek to flush out formalized structures and models, Meta-Model questions, Meta-Program questions, Meta-State Question, SCORE, etc.

### 2 Simple Meta-Questions

Asking some simple meta-questions around repeated themes or refrains. Using some simple models as templates or patterns to understand experience.



### 1 Primary Questions About Content

Asking only primary level questions about content and details, no exploration of any pattern.

### 0 Caught in Content

"Caught up in content" as indicated by asking only content questions about details, telling stories about similar incidents, or advice giving.

## **6) Tracking a coachee**

**Paying attention to the structural form and processes of a coachee's response and recording that journey on paper using words, decision tree, diagrams, a mind-map, or keeping it in one's mind and being able to replicate it.**

5 Elegant use of the tracking methods evidenced by coachee wanting the diagrams, mind-maps, etc. to use to enhance the session, the coachee co-creating with the coach the tracking or asking about it.

4 Very effective use of diagrams and tracking methods, inviting coachee to see, respond to them, asking how the process relates to outcomes of coaching.

3 Keeping good notes using various forms, referring to the notes to invite coachee to stay focused and on topic.

2 Jotting a few notes down, or referring to a mind-map or diagram of some sort. More awareness as reflected in statements about such.

1 Some awareness of the need and importance of tracking, asking "Where are we?" "How does that relate to...?" "I should have tracked that."

0 No record keeping, no mentioning of the mental-emotional journey of coachee, where he or she went during process.

#### **1.4.7.4 SCALING OF ESSENTIAL CORE SKILLS OF COACHING**

<http://www.metacoachfoundation.org>

Scale the following 7 Essential Core Skills of Coaching on a scale from 0 to 5: Active Attentive Listening; Support: Rapport, Presence; Quality Questioning; Meta-Questioning; Giving Feedback Receiving Feedback; Eliciting States .

Individuals who have achieved the APMC Credential have been benchmarked and demonstrated competency in all 7 of these Essential Coaching Skills.

##### **1) Listening:**

**Being actively present to a coachee, collecting and synthesizing the sensory information (visual, auditory, and kinesthetic) as well as non-sensory specific terms so as to accurately reflect back the content presented as well as process information.**

##### 5 Mostly Quiet,

Speaking less than 30% of the time, ideally 5% to 10%. Turning body to coachee to be fully physically present to the coachee, acknowledging the communication by maintaining eye contact, using soft "sparkling eyes," head nodding, and encouragers. Asking about what is not being said. Asking questions that invite coachee to co-create more questions or awareness of mental and emotional structures and resources, coachee talking extensively and then saying, "I never thought of any of this before you asked about it."

##### 4 Probing, 60% Quiet

Asking questions that probe for more details about coachee's view of things, inviting coachee to self-listen ("Did you hear what you just said?") to increase awareness of what's "in the back of the mind," giving space and time for person to be with those thoughts and feelings, being silent as the coachee speaks 60% or more of the time, supporting coachee (See Supporting). Ask lots of awareness

questions about patterns, "How aware are you that you have said lots of things about X, but nothing about Y?"

### 3 Repeating words, 50% Quiet

Actively exploring the structure and content by using questions that ask about form, using more body language of head nodding to encourage coachee to speak, using "encouragers" such as sounds, "hmmm," "ahhh," "yes, go ahead," "say more." Using extended silences and pauses so coachee speaks at least 50% of the time.

### 2 Less Paraphrasing, more Repeating, 40% Quiet

Eye contact regular, repeating back specific words and some paraphrasing that matches coachee's content, speaking 60% or more of the time and quiet only 40% of time, giving little time for coachee to speak.

### 1 Some Eye Contact/ Body Contact

Making some eye contact, paraphrasing the coachee's sentences, only partially keeping general track of the content. "Where are we?" Taking notes on other things than coachee's statements and eyes internally processing while coachee speaks. [If eye contact means something other than listening and respect in a given culture, then turning body toward coachee or equivalent.]

### 0 Telling and Interrupting

No evidence of being present to coachee as indicated by no eye contact, no tracking of content, of what is being said, talking over, telling, teaching, making evaluations, and interrupting.



## **2) Supporting:**

**Providing a sense of safety to coachee through questioning, listening, celebrating, expression affirmations of belief in and trust in the coachee, through managing environment, and the conversation.**

### 5 At level of "person"

Stating one's own concerns and emotions of support with a coachee, expressing a willingness to invest in the other's well-being and resourcefulness in support of the coachee's outcomes and agendas, "I'm here for you," "Use the coaching call between sessions when you need to."

### 4 Invite coachee to apply own resources

Responding to coachee's emotion with one's own that pace, respectfully exploring, inviting the coachee to access and apply own resources to situation, offering statements of affirmation that conveys belief in the person's potentials, celebrating and cheer-leading coachee's successes, pacing meta-programs, meta-states, concepts, and values.

### 3 Actively Present, asking about emotions

Actively and intently listening, asking about emotions, investing energy into conversation and managing the environment so that it enables coachee to stay focused, summarizing, offering some physical response such as putting hand on shoulder, "That must have been challenging." Matching & Mirroring: pacing posture, breath, gesture, etc. Words, sounds that encourage to continue: "yes, and then?" "Hmmm," "ahhhh!"

### 2 Only partial match and mirroring

Partially matching coachee's words, posture, breathing, etc., listening for facts, details, ideas, failure to fully match output of other's gestures and non-verbal expressions.

### 1 Fiddling

Listening with no or little eye-contact, fiddling with other things, failing to follow up statements expressing emotion, seemingly preoccupied with other things. Little or no attention to context and atmosphere to deal with noises, distractions, etc.

### 0 Impatience

Indicates of little interest: failing to track the content, repeatedly asking "What did you just say?", firing off questions without time to respond. Interrupting. Making statements of judgment, evaluation, blame and interpretations.

## **3) Questioning:**

**Asking a person to turn reflect inwardly to respond with ideas, answers, resources, and solutions, inquiring about the coachee's world of ideas, beliefs, frames, goals, etc.**

### 5 Creating Movement

Asking that frames and explores structure, that challenges in a personal and intimate way, that creates forward movement, that the coachee evaluates as getting to the heart of things.

### 4 Inviting Higher Awareness

Asking that invites awareness and meta-awareness, that puts coachee at a choice, that produces energy for finding solutions, inviting coachee to be solution-focused, collaborative, and playful.

### 3 Open Ended Questions

Asking that invites a search without a prescribed end, asking for information in an open-ended way so there's no wrong answer ("How do you best like to relax?"), to elicit relevant and pertinent answers, that shifts attention to what's productive for moving toward outcome.

## 2 Leading Questions

Asking questions that lead to prescribe answer ("Don't you want to handle this situation using X ?") so that coachee either feels controlled and dominated in the conversation, or begins resisting the question and not playing the conversation coaching game.

## 1 Closed Questions

Asking closed-ended questions, rhetorical questions, and "nosy" questions about irrelevant details and content.

## 0 Telling and Advice-Giving

Telling, storytelling, and giving of personal judgments, no questioning.

## **4) Meta-Questioning:**

**Asking question about previous questions, asking about one's mind-body states and about higher level states of awareness. Meta-Questioning invites a coachee to explore higher frames of mind, that is, thoughts and feelings about thoughts and feelings.**

## 5 FBI-Frame By Implication

Asking richly layered frame by implication (FBI) questions (loaded with lots of presuppositions) which facilitate a paradigm shift for coachee. Using language patterns that have layers of phrases that presuppose the coachee's values, outcomes, best dreams and which elicit the most relevant states, "How surprised will you be this next week when you find yourself using this new frame so that you stay comfortable and yet excited as you make that presentation, just how much will that fit into your primary goal, and how much will that enrich your sense of self?" FBI questions have significant effect.

#### 4 Complex Meta-Questions with significant effect

Asking complex meta-questions relevant to KPI with significant effect for the coachee. "What does it mean now that you have made this decision; how will that affect your sense of self from now on?"

#### 3 Simple Meta-Questions

Asking 10 or more (per 30 minute session) of simple meta-questions; delivered in matter-of-fact manner, directly and congruently, coachee responds with some effect.

#### 2 6 or less Meta-Questions

Asking simple meta-questions that may be delivered with hesitation, without congruence, too quickly, etc. so coachee is confused. "What do you feel about that?" "About what? What are you talking about?"

#### 1 Non-relevant

Asking meta-questions that do not have anything to do with the coachee's outcomes "What do you believe about dogs?"

#### 0 Primary Level

Asking only primary state questions, or failing to ask questions at all, asking only questions about objects "out there."

### **5) Inducing States**

**To say words, use metaphors, tell stories in such a way that invites another to recall or imagine a mind-body-emotional experience. To use voice and gestures in such a way that a coachee begins to think-and-feel as if in that way of thinking and feeling.**

## 5 Amplification

Asking coachee to amplify the state and to fully experience it in breathing, walking, moving, gesturing, speaking, etc. Teasing and testing to see how much of the state the coachee is experiencing. Amplifying it and anchoring the state for further use.

## 4 Leading

Speaking in metaphors, stories, using indirect methods to induce the state to layer multiple suggestions for the state. Asking coachee to be with the emotions of the state and to manifest them more fully in the body. Using a menu list of suggestive experiences that are likely to elicit the state.

## 3 Going First and Pacing

Speaking with a voice and using words that suggest and invite the desired state. Going into the state first and using it to invite the coachee into it, expressing it in one's voice, gesture, face, breathing, etc.

## 2 Some Matching and Mirroring

Asking about the state, suggesting it. Some matching and mirroring to pace the person's current state and then mentioning the desired state.

## 1 Facts without Pacing, Different state to Coachee

Mentioning state with a monotone, or with a tone of voice that does not correspond to desired state. The coach not in the state, or in a different state (i.e., impatient when wanting to evoke patience, tired and fatigued when evoking motivation). Perhaps mentioning the state and demanding the coachee experience it. "Don't feel afraid, feel courage."

## 0 Ignoring State, Incongruence

No mention of one's state, let alone of the desired state, monotone use of voice, no use of tone, tempo, or story that corresponds to the state or outcome of the coachee.



## **6) Giving Feedback:**

**Saying words with the support of gestures, movements, voice tone, etc. that both provides support and a mirroring back to the coachee of a specific behavior that leads to an improvement in performance, state, belief, etc.**

### 5 Measured Steps

The information is delivered with measured steps for improvement, offered in a tentative way so the coachee can reflect on it, given in a way that invites responsibility, and that even excites the coachee to make even more positive changes.

### 4 Individualized and Balanced

Giving the sensory-based information in a way that the coachee evaluates as respectful, given in slow (patient), measured, and calm way. Information is individualized to the person, precise to his or her situation, balanced with support, and in a way that opens up new possibilities for the coachee.

### 3 Specific and Sensory Based

Giving specific information that is see-hear-feel so the coachee can easily recognize and acknowledge it, giving it by pacing coachee's experience, giving information that's factual, concise, succinct, relevant, and useable for moving on toward objectives.

### 2 Convolutd

Giving convoluted and/or vague feedback that is not sensory based in description, using one's own values and criteria about the behavior rather than the coachee's criteria. "I think you ought to really stop thinking being egocentric about that job, and develop your skills."

### 1 Negative

Giving feedback quickly without much thought (impatiently), without much consider about the state it would induce the coachee into, criticizing, blaming, arguing, telling, making the information

personal, rather than about behavior. "You're just not very good at this, are you?"

#### 0 Withholding

Withholding any response from the coachee, judging the coachee or his or her behaviors

### **7) Receiving Feedback:**

Hearing and asking about information that mirrors back how a response came across, taking that in, reflecting upon it, asking more questions about it, integrating what one finds useful in order to improve performance toward a desired outcome.

#### 5 Celebrating and Implementing

Actively seeking and making comments of appreciation, celebrating the information as useful for improvement, recognizing how the sensory information suggests patterns that call for implementing a change in behavior, making plans for integrating it and enhancing one's performance.

#### 4 Questioning and Clarifying

Questioning the information by seeking clarification, asking for more details about when, where, how, etc., reflecting upon the information and making statements about how it fits or doesn't fit. Coachee in a state of interest, curiosity, etc.

#### 3 Acceptance and Exploration

Accepting the information by acknowledging it and exploring it, "Yes I remember doing that. What did that mean to you?" "How did that affect him?" Some exploration and clarification, but coachee generally in a neutral state or a slightly negative one with low levels of anger, fear, stress, etc.

## 2 Silent

Silent listening to feedback, seemingly pondering some of it, but asking no questions, not exploring its meaning, asking for clarification.

## 1 Negative

Responding to the information in a negative emotional state (anger, fear, stress, frustration, etc.) so that coachee in a reactive and defensive state, saying things that immediately defend against the information, arguing, deflecting, discounting, and disagreeing with vigor.

## 0 Disengaged

Disengaged to the information, refusing to listen, walking away, avoiding it and not dealing with it.



## **1.4.7.5 CORE COACHING SKILLS**

### **1. Establishing and maintaining a relationship of trust**

#### **Definition**

Ensure a safe space and supportive relationship for personal growth, discovery and transformation.

#### **Effect**

1. The client is open to sharing and receiving.
2. The client perceives the coach as a personal advocate.
3. The client sees transformation and growth as manageable.
4. The client has realistic expectations of results and responsibilities of coaching.

#### **Key Elements**

1. Mutual respect and acceptance.
2. Confidence and reassurance.
3. The client feels safe to share fears without judgment from the coach.

### **2. Perceiving, affirming and expanding the client's potential**

#### **Definition**

Recognizes and help the client acknowledge and appreciate his or her strengths and potential.

#### **Effect**

1. The client has greater appreciation of personal capabilities and potential.
2. The client is more willing to take actions beyond current paradigms or strategies.

## **Key Elements**

1. Being in empathy with the client.
2. Recognizing a wider range of possibilities.
3. Encouraging and empowering the client.
4. Challenging limiting beliefs.
5. Recognizing strengths of client and awareness of where strengths support personal and organizational goals (where appropriate).

## **3. Engaged listening**

### **Definition**

Give full attention to the words, nuances, and the unspoken meaning of the client's communication; the coach is more deeply aware of the client, his/her concerns and the source of the issue, by listening beyond what the client is able to articulate.

### **Effect**

1. The client feels understood and validated – not judged.
2. The client communicates more effortlessly and resourcefully.

### **Key Elements**

1. The coach focuses on what the client expresses, both verbally and nonverbally.
2. The coach listens beyond what the client articulates.
3. The coach is alert to discrepancies between what the client is saying (words) and the client's behavior and/or emotions.

#### **4. Processing in the present**

##### **Definition**

Focus full attention on the client, processing information at the level of the mind, body, heart and/or spirit, as appropriate. The coach expands the client's awareness of how to experience thoughts and issues on these various levels, when and as appropriate. The coach utilizes what is happening in the session itself (client's behavior, patterns, emotions, and the relationship between coach and client, etc.) to assist the client toward greater self-awareness and positive, appropriate action.

##### **Effect**

1. The client is free to express and engage with present reality.
2. The client is unencumbered by past or future preoccupations or concerns.
3. The client benefits from coaching insight and support on all levels.
4. The coach is highly attuned to subtle communications from the client.

##### **Key Elements**

1. The coach is aware of the dynamics occurring within the session, within the client, and between coach and client, and understands how the dynamics are affecting the client and the coaching.
2. The coach has a simultaneous and holistic awareness of the client's communications at all levels.
3. The coach is able to discern whether the client is communicating from the past, present or future.
4. The coach allows the client the opportunity to process and clarify the coach's questions and comments.
5. The coach allows the client the opportunity to process his or her own thoughts and responses.

## **5. Expressing**

### **Definition**

Attention and awareness to how the coach communicates commitment, direction, intent, and ideas – and the effectiveness of this communication.

### **Effect**

1. The coaching interaction is enhanced with the client being at ease and trusting.
2. The client is open to understanding and/or questioning any communication from the coach.

### **Key Elements**

1. Respect.
2. Attentiveness.
3. Client-focused.
4. Clarity.
5. Appropriateness.

## **6. Clarifying**

### **Definition**

Reduce/eliminate confusion or uncertainty; increase understanding and the confidence of the client.

### **Effect**

1. The client and the coach move forward in a more directed way.
2. Increased possibilities.
3. Decreased uncertainty.
4. Uncovering the unknown.

## **Key Elements**

1. Identify the most important issue while respecting client's preferences and limitations.
2. No judgment by the coach, no leading toward a particular destination.
3. Identify key values and needs.
4. Facilitate alignment of purpose, vision and mission.
5. Identify blocks to progress.

## **7. Helping the client set and keep clear intentions**

### **Definition**

Helps the client become or remain focused and working towards intended goals.

### **Effect**

1. The client feels capable.
2. The client is clear about what he or she wants to accomplish or transform.
3. The client is inspired by the possibilities.
4. The client moves forward purposefully.

## **Key Elements**

1. Inquiring into the client's intentions and goals.
2. Time spent on what is most important.
3. Clarifying direction of progress.
4. Periodically reviewing, revising and/or celebrating the process and intentions.

## **8. Inviting possibility**

### **Definition**

Creating an environment that allows ideas, options and opportunities to emerge.



## **Effect**

1. The coach enables expansion of thoughts and actions.
2. The client's awareness is expanded.
3. The coach helps client transcend barriers.
4. The client is willing to leave his/her comfort zone.
5. The client has more options.

## **Key Elements**

1. Trust, openness, curiosity, courage, and recognition of potential.
2. The coach and the client communicate through exploration and discovery.
3. Identify "internal" possibilities (e.g., personal greatness, higher purpose) and "external" possibilities (e.g., resources, memes).
4. Possibilities are generated by the coach, the client or a collaboration of the two.

## **9. Helping the client create and use supportive systems and structures**

### **Definition**

Helping the client identify and build the relationships, tools, systems and structures he or she needs to advance and sustain progress.

### **Effect**

The client is confident and secure in moving forward, knowing that resources are available or can be created.

## Key Elements

1. The coach suggests possible support systems and structures appropriate to the client's needs.
2. The coach prompts the client to identify support systems and structures the client has but is not utilizing effectively.
3. The coach assists the client to identify areas in which the client feels a need for support and structure.
4. The client understands the value of appropriate support systems.
5. The client's progress toward their goals or intentions is more sustainable.

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# **1.5 MOTIVATIONAL INTERVIEWING**

## **1.5.1 PRINCIPLE:**

Motivational interviewing aims at helping coachees to explore their reasons to change.

## **1.5.2 ELEMENTS OF MOTIVATIONAL INTERVIEWING**

Motivational interviewing involves (Miller & Rollnick, 1991):

### **- Expressing empathy**

Motivational interviewing consists of more listening and less 'telling'.

### **- Developing discrepancy**

Focus the patient's attention on discrepancy:

'I like my present situation and way of living, but I know I will need a job to sustain myself and I hate the hassles with my family.'

### **- Raising awareness:**

'How do you see the connection between your present situation and the tensions inside the family?'

### **- Avoiding argumentation**

The coachee, and not the coach, is encouraged to argue for change.

### **- Rolling with resistance**

Try not to provide solutions. Provide opportunity for the coachee to identify solutions - sometimes with your help).

If the coach resists, this may be an indication that you are taking a wrong approach.

- Helping the coachee consider issues from other perspectives.

For example:

- ask the coachee's view of your findings.
- Ask them what they think the view of a significant other might be etc.

- Supporting self-efficacy

The coachee's confidence in their ability to implement and sustain changed behaviour will influence whether or not they attempt and persist with efforts to change.

### **1.5.3 GUIDELINES FOR MOTIVATIONAL INTERVIEWING**

- Explore positive and negative consequences
- Provide opportunity to explore the coachee's specific concerns
- Use reflective listening and summaries to understand and communicate understanding
- Elicit self-motivational statements:
  - 'What are the things you like and don't like about your ...?'
  - 'What have other people said about your ...?'
  - 'What makes you think you might need to change?'
- Help the coachee decide whether to change:
  - 'Where does this leave you now?'
  - 'What does this mean for your ...?'
- Avoid:
  - arguing
  - imposing a label on them
  - telling them what they must do

- trying to break down denial with confrontation
- It should never feel as though you are confronting the coachee. Instead, it should feel the both of you are confronting the problem(s) together.

### **1.5.4 BRIEF MOTIVATIONAL INTERVIEWING**

Brief motivational interviewing and opportunistic interventions are well researched (Rollnick et al., 1999).

Two factors are central:

- Importance — e.g. some think it is important to change, but are not clear how they can do it
- Confidence — e.g. some are confident they can change, but it is not important to them

Brief motivational interviewing consists of the following eight components:

#### 1. Scaling questions

Ask questions such as:

'On a scale of 0-5 how important is it for you to achieve this goal?'

'On a scale of 0-5 how confident are you about reaching this goal?'

You can use scaling to help quickly identify the most important areas to work on.

You can then use this information:

'Why is it so high?' (Even if a '1': 'Why isn't it a zero?')

'What will help keep you at this level?'

'What will help you move higher?'

'How high does it have to be before you make an attempt to change?'

'What can I do to help?'

## 2. Exploring importance

'What are the benefits of your present situation?'

'What are some of the less good things?'

## 3. Summarise

'Where does that leave you now?'

## 4. Building confidence

'In the past, what has been helpful when you have tried to ...?'

'Is there anything you can learn from these past attempts?'

'Is there anything you can learn from other people's attempts to change?'

## 5. Exchanging information

How you share information and your expertise is important.

'How much do you already know about ...?'

'Some people find that ...how about you?'

'How do you see the connection between .... and your problems?'

'Is there anything more you'd like to know about ...?'

## 6. Reducing resistance

Understand what causes the resistance that the coachee is feeling:

The coachee may be holding on to an existing situation, no matter how bad it is, because at least, they are familiar with it and they are afraid of how changing to a new situation will affect their lives.

Or they may have the feeling that you are pushing them and are taking over control over their life.

Whenever the coachee seems to get nowhere , hesitates to make decisions or take action:

- ✓ Slow down and express empathy, especially about the difficulty of changing.
- ✓ Emphasise personal choice and control.
- ✓ Don't try to provide solutions — invite the coachee to re-confirm his goals and to collaborate in providing a solution. The onus is then on him, not you, to make a decision to change.
- ✓ Build up confidence by encouraging him take small steps and achieve small successes.
- ✓ Challenge any irrational fears, beliefs and convictions that you discover : Use the ABCDE Coaching model (2.5.1),
- ✓ Practise the questions about confronting fear (3.2)
- ✓ Learn about dealing with obstacles and resistance (4.2)
- ✓ Redefine fear (4.34)

### **Examples of coachees expressing feelings of resistance:**

I don't know why I did it. Looks like I just keep repeating the same mistakes all over. I guess that's how I am, I just can't help it!

What exactly stopped you from using the correct approach?  
How did doing this make you feel?

I know it's wrong to ..., but I just can't decide to ...

It sounds as though something is blocking you from ...  
What is the worst thing that could happen if ....

Ahh, never mind: I guess I was born stupid, never learned a thing and probably will die stupid!

Maybe, but do you remember what exactly kept you from ...

That's a hard one.

You don't have to go into all the details, but can you give me the gist of it?

What do I care?

It sounds as though you've lost interest all of a sudden.

I really don't know what happened back then.

It must be hard, having to remember those things.

I am confused and don't know what to do anymore: one person says one thing, another something else and whatever I try, things seem to always turn out wrong for me.

It's always good to get advice from other people, but it doesn't make it any easier to choose a solution that really suits you.

Serious problem? Oh well, I don't really see this as a problem. I have learned to live with it, you know.

If that is what you want, then that is good. But I do remember there is a reason why you came to see me.

The world is such a mess, there's not much I can do.

That's true, but how about starting with your own situation?

Oh no, don't start all that again. Why can't we give it a rest?

It sounds like something is still troubling you.

I didn't do the homework, just didn't get round to it.

Looks like it is hard to do the tasks we agreed to. What is really stopping you from doing them?



## 7. Motivating

In spite of the fact that the **coachee** knows he is in trouble and has come to see you about it, he isn't always motivated to really work on his problems.

He can also get discouraged in the course of the sessions.

It is up to you then to motivate him again by encouraging him to look at it from different angles.

Here are some motivating sentences that you could use, followed by some examples:

- ✓ What would encourage you?
- ✓ What would swing you into action?
- ✓ What inner resources could possibly strengthen your will to succeed?
- ✓ How could you speed things up?
- ✓ How much time do you allocate yourself?
- ✓ The sooner you start, the quicker you can reach your goal.
- ✓ We could go over everything again, but how about 'starting' today?
- ✓ Every journey starts with the first step.
- ✓ Sometimes you need to just grin and bear it, and go on.

### Examples:

Despite all this coaching, I give up. I just can't make it through the month.

I think you've come a long way, hold on. Let's look at what we can come up with to make it through the coming week. What do you think you need for that?

Nice plans we've made, but I just don't seem to be able to carry them out.

What's holding you back?

I keep forgetting!

How can you stop yourself from forgetting?

Write things on a piece of paper and put it on the back of the door, so I see it before I leave the house.

That's a good idea. Here's a piece of paper...

I want to quit school because I don't think I will ever graduate.

Maybe, but you've studied hard for four years. You only have a few more months to go. Actually you are virtually there and now you want to throw away four years, just like that?

Bit of a waste, eh?

It's your choice to throw away four years of effort.

I'm scared to death I will flunk.

So it's very important to you that you make it.

Yes, I didn't put in four years for nothing.

What would motivate you to go for it those last few months?

## 8. Summarise and invite action

We have discussed a number of issues..." + name them!

Then ask:

"Which issue is most important to you at this moment?"

"What do you think you should do about ...?"

"What will be your First step?"

"What will you do now?"

"How could you overcome this problem?"

## **1.5.5 READS – MOTIVATIONAL INTERVIEWING**

### **Roll with resistance**

Don't confront head on. Explore reasons behind resistance. Provide information; explore alternatives; involve the other.

### **Express empathy**

Attitude of acceptance and respect; Reflective listening without judging, criticizing or blaming.

### **Avoid argumentation**

Focus instead on helping the person with self-recognition of problem-areas.

### **Dvelop discrepancy**

Motivation for change is created when we perceive a discrepancy between our behavior and important personal goals.

### **Support Self-efficacy**

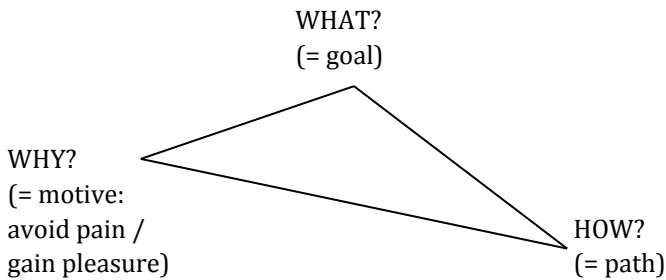
YOU CAN DO IT!

(Based on Mason, 1997).

Source: The Art of Counselling / De Kunst van het Counselen  
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## 1.5.6 RULES OF MOTIVATION

1. Set a major, fixed goal, but follow a flexible path which has mini-goals that go in many directions.
2. Finish what you start
3. Socialize with others of similar interest. If we associate with losers, we will be losers.
4. Learn how to learn. Once we learned the art of self-education, we will find – if not create – opportunities to build success.
5. Harmonize natural talent with talent that motivates. Natural talent creates motivation, motivation creates persistence, persistence gets the job done.
6. Increase knowledge of subjects that inspire. The more we know about a subject, the more we want to learn about it.
7. Take Risk: Failure and bouncing back are elements of motivation. Failure is a learning tool.



## SEVEN RULES OF MOTIVATION REVISITED

### **#1 Set a major goal, but follow a path.**

The path has mini goals that go in many directions. When you learn to succeed at mini goals, you will be motivated to challenge grand goals.



**#2 Finish what you start.** A half finished project is of no use to anyone. Quitting is a habit. Develop the habit of finishing self-motivated projects.

**#3 Socialize with others of similar interest.** Mutual support is motivating. We will develop the attitudes of our five best friends. If they are losers, we will be a loser. If they are winners, we will be a winner. To be a cowboy we must associate with cowboys.



### **#4 Learn how to learn.**

Dependency on others for knowledge supports the habit of procrastination. Man has the ability to learn without instructors. In fact, when we learn the art of self-education we will find, if not create, opportunity to find success beyond our wildest dreams.

**#5 Harmonize natural talent with interest that motivates.** Natural talent creates motivation, motivation creates persistence and persistence gets the job done.





**#6 Increase knowledge of subjects that inspires.** The more we know about a subject, the more we want to learn about it. A self-propelled upward spiral develops.

**#7 Take risk.** Failure and bouncing back are elements of motivation. Failure is a learning tool. No one has ever succeeded at anything worthwhile without a string of failures.



### **1.5.7 BASIC PRINCIPLES OF MOTIVATION**

1. Use the environment to focus attention on goals:  
Create a warm, accepting yet business-like atmosphere  
Use interesting visual aids (booklets, posters, ...) or / and practice equipment.
2. Incentives motivate:  
Privileges, receiving praise, rewards ...  
Motivation without reward rarely lasts.
3. Ganas and satisfaction are key elements  
Be careful with external rewards, since they may cause a decline in internal motivation. Internal motivation is longer lasting and more self-directive than is external motivation.
4. Seeing starts with a hunger  
We must be ready for change. The coach's role is to encourage the development of this "readiness"

5. Good organization enhances motivation  
Smart goals and Informative, respectful feedback go a long way
  
6. Check:
  - Does coachee's motivation come from the inside?
  - Is coachee fully committed?
  - Is there a big "REASON WHY" present?
  - Is the goal SMART, inspiring and attainable?
  - Is a supportive environment in place?



## **1.5.8 SELF MOTIVATION AND GOAL ACHIEVEMENT**

Without self motivation you will not achieve your goals. As the saying goes, "if it's to be it's down to me".

First, our motivation can only come from inside ourselves. Why? Because motivation is an internal force that drives individuals to act in order to achieve a specific goal. Two people might read the same book, or listen to the same inspirational speaker but respond differently. One person might feel motivated to act, the other might not.

Second, you must have a big enough 'reason why' in order to feel motivated. Your reason why must provide a 'meaningful motive'. It can be useful to look for a reason that's bigger than yourself. For example, you may want to earn enough money to take care of your family - not just yourself. So David McNally's advice is to dig deep into the truth of what you want. This is why it's so important to choose goals to which you feel 100% committed.

Third, you need to believe that your goal is attainable. Either that or your fear must be so great that you will try anyway. Without this fear or belief self motivation is difficult to maintain. Given that you probably don't want to live with feelings of dread, let's take a look at belief. You can start by looking for evidence within yourself that you can achieve your goal. You can then back this up by seeking support, mentors and role-models, either directly or indirectly through books and audios.

Fourth, your environment is an influence on motivation. That's a key reason why you need to choose your friends and colleagues carefully. This doesn't have to mean saying goodbye to the



people you know now. But consider whether it would be helpful to make new contacts. Again, books and audios can be very supportive when you are looking to new ways of thinking.

Finally, there is a difference between motivation and inspiration. Inspiration is getting in touch with our human spirit, whereas motivation is the driving force to move towards our goal. Inspiration can certainly help self motivation - and we can look outside ourselves for help with inspiration. So speakers like David McNally might help us feel inspired. It is then up to us whether to decide to be motivated to take action to achieve our goals.

### **1.5.9 GOAL MOTIVATION THEORY**

Understanding How To Increase Your Goals Motivation

Key principles of goal motivation theory include the role of pain and pleasure motives.

Goal motivation theory is based on the idea that all our actions are based on logical reasons - logical to us at any rate.

If you can understand why you act as you do then you have a better chance of taking relevant actions that help you achieve your goals. There are two basic points to understand here: first, the link between our goals and our motives, and second, the importance of pain and pleasure motives.

Let's start this review of goal motivation theory by examining the link between your goals and your motives. Gary Ryan Blair pictures the anatomy of goals as a triangle. The three points of the triangle stand for what why and how.

The what is your goal. So let's say that you have a goal to write a book and get it published by 31 December next.

The why is your motive for getting this book published. Maybe it's for the money, maybe it's more a question of personal fulfilment.

The how is the method by which you'll achieve the goal. So you'll need to have a plan for writing the book and a plan for finding a publisher.

Here's the key point: the why is the most important. Goal motivation theory says that we only achieve goals to satisfy our motives. We achieve the what as a means to an end - and that end is taking care of our why. Gary Ryan Blair suggests that for every goal we set we need at least three 'why's'. If we don't have a strong enough list of why's we simply won't have strong enough motivation to achieve the goal.

So what sort of why might we have in terms of goal motivation theory? Essentially there are two categories of why: pain and pleasure. In *Awaken The Giant Within*. Anthony Robbins says that "Everything you and I do, we do either out of our need to avoid pain or our desire to gain pleasure".

So my suggestion is that you identify the pain and pleasure associated with any goal you set. In fact, when you write your goal down, I suggest you also write down your pain and pleasure motives. Naturally the motives you identify must be important to you. You can't get motivated for someone else's reasons.

Let's continue the example of writing and publishing a book. Maybe the writer doesn't like life as an employee and thinks that getting a book published would allow them to leave their job - thus moving away from the pain. Perhaps also they would like to move towards the pleasure (as they see it) of seeing their book in the local bookshop.

Here's one final point on goal motivation theory. Some people seem to get more drive from moving towards pleasure, and others from moving away from pain. Generally speaking though, pain motives appear to be stronger motive for most people.

### **1.5.10 GENERAL PRINCIPLES OF MOTIVATION**

by Matthew Weller, Los Angeles Business Journal, March 14, 2005

Basic principles of motivation exist that are applicable to learning in any situation.

1. The environment can be used to focus the student's attention on what needs to be learned.

Teachers who create warm and accepting yet business-like atmospheres will promote persistent effort and favorable attitudes toward learning. This strategy will be successful in children and in adults. Interesting visual aids, such as booklets, posters, or practice equipment, motivate learners by capturing their attention and curiosity.

2. Incentives motivate learning. Incentives include privileges and receiving praise from the instructor. The instructor determines an incentive that is likely to motivate an individual at a particular time. In a general learning situation, self-motivation without rewards will not succeed. Students must find satisfaction in learning based on the understanding that the goals are useful to them or, less commonly, based on the pure enjoyment of exploring new things.

3. Internal motivation is longer lasting and more self-directive than is external motivation, which must be repeatedly reinforced by praise or concrete rewards.

Some individuals -- particularly children of certain ages and some adults -- have little capacity for internal motivation and must be guided and reinforced constantly. The use of incentives is based on the principle that learning occurs more effectively when the student experiences feelings of satisfaction. Caution should be exercised in using external rewards when they are not absolutely necessary. Their use may be followed by a decline in internal motivation.

4. Learning is most effective when an individual is ready to learn, that is, when one wants to know something.

Sometimes the student's readiness to learn comes with time, and the instructor's role is to encourage its development. If a desired change in behavior is urgent, the instructor may need to supervise directly to ensure that the desired behavior occurs. If a student is not ready to learn, he or she may not be reliable in following instructions and therefore must be supervised and have the instructions repeated again and again.

5. Motivation is enhanced by the way in which the instructional material is organized.

In general, the best organized material makes the information meaningful to the individual. One method of organization includes relating new tasks to those already known. Other ways to relay meaning are to determine whether the persons being taught understand the final outcome desired and instruct them to compare and contrast ideas.

None of the techniques will produce sustained motivation

unless the goals are realistic for the learner. The basic learning principle involved is that success is more predictably motivating than is failure. Ordinarily, people will choose activities of intermediate uncertainty rather than those that are difficult (little likelihood of success) or easy (high probability of success). For goals of high value there is less tendency to choose more difficult conditions. Having learners assist in defining goals increases the probability that they will understand them and want to reach them. However, students sometimes have unrealistic notions about what they can accomplish. Possibly they do not understand the precision with which a skill must be carried out or have the depth of knowledge to master some material.

To identify realistic goals, instructors must be skilled in assessing a student's readiness or a student's progress toward goals.

1. Because learning requires changed in beliefs and behavior, it normally produces a mild level of anxiety.

This is useful in motivating the individual. However, severe anxiety is incapacitating. A high degree of stress is inherent in some educational situations. If anxiety is severe, the individual's perception of what is going on around him or her is limited. Instructors must be able to identify anxiety and understand its effect on learning. They also have a responsibility to avoid causing severe anxiety in learners by setting ambiguous or unrealistically high goals for them.

2. It is important to help each student set goals and to provide informative feedback regarding progress toward the goals.

Setting a goal demonstrates an intention to achieve and activates learning from one day to the next. It also directs the student's activities toward the goal and offers an opportunity to experience success.

3. Both affiliation and approval are strong motivators. People seek others with whom to compare their abilities, opinions, and emotions. Affiliation can also result in direct anxiety reduction by the social acceptance and the mere presence of others. However, these motivators can also lead to conformity, competition, and other behaviors that may seem as negative.

4. Many behaviors result from a combination of motives.

It is recognized that no grand theory of motivation exists. However, motivation is so necessary for learning that strategies should be planned to organize a continuous and interactive motivational dynamic for maximum effectiveness. The general principles of motivation are interrelated. A single teaching action can use many of them simultaneously.

Finally, it should be said that an enormous gap exists between knowing that learning must be motivated and identifying the specific motivational components of any particular act. Instructors must focus on learning patterns of motivation for an individual or group, with the realization that errors will be common.

#### MOTIVATION FACTORS AND STRATEGIES, BY TIME PERIOD BEGINNING, DURING, AND ENDING

1. BEGINNING: When learner enters and starts learning

### MOTIVATIONAL FACTORS

ATTITUDES: Toward the environment, teacher, subject matter, and self

NEEDS: The basic need within the learner at the time of learning

### MOTIVATIONAL STRATEGIES

- Make the conditions that surround the subject positive.
- Positively confront the possibly erroneous beliefs, expectations, and assumptions that may underlie a negative learner attitude.
- Reduce or remove components of the learning environment that lead to failure or fear.
- Plan activities to allow learners to meet esteem needs.

2. DURING: When learner is involved in the body or main content of the learning process.

### MOTIVATIONAL FACTORS

STIMULATION: The stimulation processes affecting learner during the learning experience.

AFFECT: The emotional experience of the learner while learning.

### MOTIVATIONAL STRATEGIES

- Change style and content of the learning activity.
- Make learner reaction and involvement essential parts of the learning process, that is, problem solving, role playing, stimulation.
- Use learner concerns to organize content and to develop themes and teaching procedures.
- Use a group cooperation goal to maximize learner involvement and sharing.

3. ENDING: When learner is completing the learning process.

#### MOTIVATIONAL FACTORS

COMPETENCE: The competence value for the learner that is a result of the learning behaviors.

REINFORCEMENT: The reinforcement value attached to the learning experience, for the learner.

#### MOTIVATIONAL STRATEGIES

- Provide consistent feedback regarding mastery of learning.
- Acknowledge and affirm the learners' responsibility in completing the learning task.
- When learning has natural consequences, allow them to be congruently evident.
- Provide artificial reinforcement when it contributes to successful learning, and provide closure with a positive ending.





## **1.6 THE COACHING CONVERSATION**

### Points of special interest during coaching conversations

#### **1. Practise Active Listening**

Active listening is extremely important. That is why it is treated in more detail further in this book.

Active listening is necessary

- to find out what the coachee's real needs are
- to understand his reality and his emotions
- to know what is motivating him and what is holding him back

To the coachees, the coach listening actively to them proves that they are taken seriously as a person and that the coach is making efforts to understand their situation.

Contrary to what some think, active listening does not stop at listening and creating rapport by nodding and humming, but also involves

- \* repeating and summarizing the message,
- \* acknowledging the qualities shown (e.i.:Who they have to be to accomplish...)
- \* acknowledge the feelings expressed and the reasons for these feelings,
- \* probing for background information,
- \* checking the quality of the communication,

### Typical expressions related to active listening are:

- If I understand correctly, you think that ...
- So, what you are saying is ...
- If you think ..., then I can see why this situation makes you upset
- I understand why you are so ....
- Wow, I want to acknowledge the courage / maturity / persistence / ... you have shown in speaking up to ... / in taking this initiative ... / in working so long ...
  
- In reply to a statement, ask : how do you know?
- In reply to "I must": what would happen if you don't?
- In reply to "I cannot": what is stopping you?
- In reply to "nothing, all, always, never ...": ask to think of exceptions
- If you don't know what to answer, ask: "Why do you say that?"

## 2. **Be empathic and supportive**

Empathy adds extra depth to the quality of the communication. Active listening already is a way of being empathic. Other ways for showing deeper empathy are:

### Reflecting the coachee's emotions

Show that you not only understand how the other's point of view and his emotions, but reflect his emotions to prove that you are genuinely interested in the impact the situation has on the coachee:

- How does it all seem to you now?
- How does this make you feel?
- I can see this situation is making you suffer
- I understand this makes you feel desperate and betrayed

Showing your support without telling the other what to do:

- Ask: "What could be done to make things better?"
- I will help you in any way I can to overcome this setback

What the coachee needs to learn or do is:

- Set correct and smart goals
- Concentrate on one goal at the time
- Plan good action steps
- Proceed towards their goal with enhanced commitment and accountability
- Deal with setbacks and celebrate successes

3. **Be congruent (authentic)**

Congruence or congruity, also referred to as authenticity or wholeness, is the result of being unconditionally accepted. If a child is accepted only on the condition that they behave in ways that comply with their parents' standards, than the influence of the parents will deform the self-image of the child and the child will behave in a way that does not necessarily correspond with how they really are.

Lack of wholeness leads to faking: differences between the visible reactions and behaviour of a person and his inner feelings and experiences. A person may feel frustrated, but claim he is feeling perfectly happy and satisfied.

If a coachee feels the coach is not congruent, chances are that coaches may

- not feel at ease
- encounter difficulties themselves in expressing honestly what they feel
- feel more vulnerable and insecure themselves

- may fear hidden judgments
- may feel they are not truly accepted as they are

If, on the other hand, the coachee feels his coach is congruent, coaches may

- feel they enjoy an authentic contact with their coach
- feel “connected” with the coach: heard, accepted and supported
- evaluate the communication as more honest and more clear
- find it more easy to express themselves openly and honestly

A congruent person is a committed person, who is “present” in his relationships and in all he does and says. He’s lived a real life to become real. He will react honestly and openly to every new element in the communication. He will not work with hidden agendas. He will prioritize inner values to external standards and expectations

#### 4. **Be positive**

There is no such thing as failure: defeat is nothing but education. It is the first step to something better. Falling is not the end, as long as you get on your feet again and continue the journey.

The power of positivity is such that some lifestyle-gurus recommend banishing all negativity from our lives. Nothing is bad to them. At worst, it is “less good”. An approach is never wrong, but it may be “less successful” or “less promising”. An answer never wrong, but eventually only “interesting”.

It is my opinion that we must remain honest: bad things do happen to good people. Malicious people do exist. Moreover, in a total different perspective, elephants will never fly, no matter how hard they try.

It helps therefore to be as well informed as possible about our factual situation and about the road ahead, and to see things in perspective. This way, we prevent that negative events cause negative feelings, which in turn cause negative actions leading to more negative feelings etc...

People's main limits are their beliefs about what is possible for them. Watch for processes that violate semantic well-formedness. Challenge any irrational fears, beliefs and convictions that you discover. Insist on being specific when they express themselves in general terms or use universal quantifiers (all, every, never, always...). Challenge them to think deeper when they use modal operators of necessity or possibility (should, shouldn't, must, can't, won't...)

Ask:

- What, how, who, about what,... specifically?
- Surely you do not really mean "always": there might be some exceptions!
- What would happen if you did / didn't
- What exactly is stopping you from ...

In stead of allowing ourselves to go along in negative stories and risk slipping into a negative spiral, we must make the necessary time to relax; to detach and look at things from a distance; to think about, plan, do and share experiences that enhance our lives.

Small actions help to avoid entering - or to curb - a negative spiral:

- Avoid negative language, reframe sentences that sound negative

**don't say \_\_\_\_\_ say \_\_\_\_\_.**

Don't get depressed about it	I can understand why you feel depressed
It's all your fault	I think both of us may have contributed to what happened
You're not good at all at ...	How might you be able to improve ...

- Go out with friends, meet people, speak with people, call your mother or friend
- Give yourself a treat (one Belgian chocolate per day ...): Take that subscription you have been thinking of: go to the sauna, to the gym, to the swimming pool, to the theatre, to the movies, to the dance-hall, take a course in .... ,
- Celebrate your successes: reward yourself for things you bring to a good end.
- Go to bed in time
- Book a city trip, plan a vacation, drive to the beach next weekend
- Spread positivity: smile when addressing somebody, give more (sincere) compliments, thank people for little things they do for you, acknowledge positive actions by others, ...
- Finish any unsolved business that is bugging you
- Make a new commitment or keep an old one that you have been neglecting

**5. Be acceptive: be respectful, don't moralize, don't judge**

Show coachees you accept them as they are: unique human beings with their own standards, values and feelings. Give them your full and undivided attention.

Acknowledge what they say. Show you are on their side. Give

them the benefit of the doubt. Praise and celebrate progress. State the qualities they showed, that is: WHO they have to be for having accomplished the action or having achieved the awareness described.

Example: Say “I want to acknowledge the courage / the persistence / the creativity you’ve shown in completing / executing / handling ... In spite of ....”

It doesn’t help to stick labels to people’s thoughts or behavior. It doesn’t help to call coaches “lazy, uncommitted or uninterested” when no progress has been made since the last meeting, nor to tell them they are handling things wrong. Instead, discover the resistance or obstacles that caused the setback by asking questions: find out why things are the way they are, how they feel about it, what is slowing them down.

Also, remember: coaching is not about your success, but about the coachee’s! Nobody gives a damn about how good you are, until they know how much you care!

## **6. Don’t offer advice, ready made answers or easy solutions**

A lot of people are sick of being told what to do and how to do it. They do not want to hear “This is just a phase they are going through”, or that they do not have to care because “things could be a lot worse” or “everything will fall in its right place.”

If they did not care, they would not have come to you in the first place. The mere fact that they want you to coach them is a clear indication that they feel they need support to define and/or realize their dreams. They have a story to tell that they may feel is not listened to and taken serious.

So what they basically want from you is not that you tell them what to do, but that you listen to them and help them find out for themselves.

## 7. **Don't enter into discussion**

“Pushing back a wave only creates a bigger wave.” Arguments are never really won. Instead of arguing, try to find out what causes this behaviour. There may be an elephant in the room, an obstacle that has not yet been named or dealt with properly.

## 8. **Monitor the balances**

An important balance is the one between reason, emotion and behaviour.

People cannot function properly if they are out of balance. Knowledge (reason, thinking), Feelings and Actions (behaviour) concerning specific subjects or situations must be in balance; otherwise people will be unable to undertake the right actions.

Typically, what we hear then is that they know something is important, but could not force themselves to take the right action because they lacked the necessary energy, or were too angry; and then decided that the matter might not have been all that important or urgent after all.

Restoring the balance, also called “centering”, requires being aware of the dissonance. Pointing out what is happening and asking the right questions or exploring the emotions involved will lead to the required shift in balance.



Another balance is required for functional communication:

Every interaction should also involve three parts: “me”, “you” and “the context”. If one of these three is left out, the communication becomes dysfunctional. Again, asking the right questions will help to restore the balance.

The work – life balance is the third balance that requires monitoring:

What is the use of achieving your goal if somewhere along the road you lose all that you value: your health, your family, your friends, your joy of life, ...?









# **1.7 THE STRUCTURE OF COACHING SESSIONS**

## **1.7.1 ASSESSMENT / INTAKE SESSION**

The assessment conversation serves to collect important information:

- Why did coachee contact us?
- What is coachee's present situation? (life story, background, private and professional situation)
- What is coachee expecting from us? Now / medium term / long term
- Is there a concrete goal he or she has been trying to achieve? What has been tried before?
- Is there a concrete, identifiable challenge where coaching can make a difference?
- What is coachee's attitude toward coaching?
- What is coachee's motivation for change?
- Is coachee manifesting self-defeating behavior? (aggression, fear, irrational thoughts, ...)
- To what extent will it be possible to engage in a professional coaching relationship?

At the same time, it allows us to:

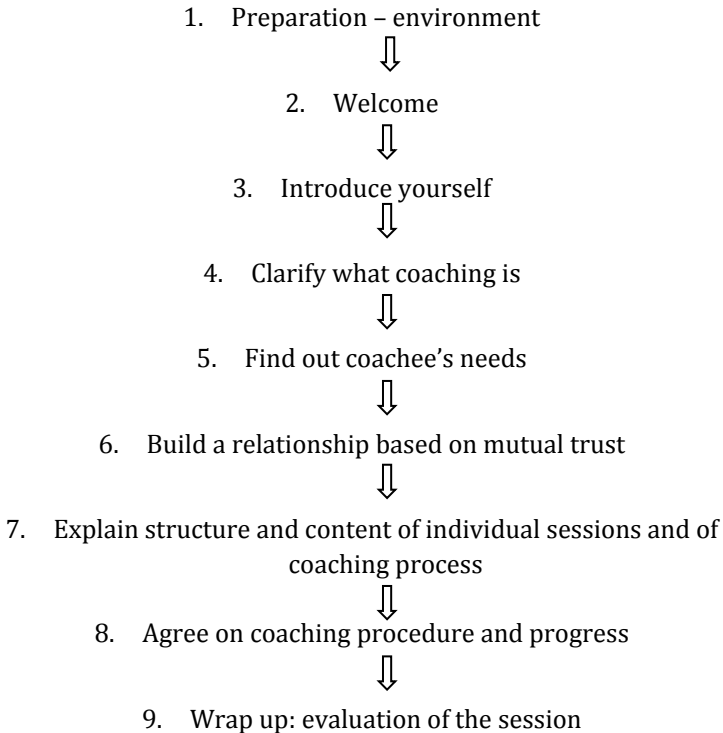
- Inform coachee about what he can expect from us
  -  Listen to him in a respectful and non judgmental manner
  -  Confidentiality; honest and open communication
  -  Support to help coachees set correct goals
  -  Help coachees to plan good action strategies
  -  Help them find their own solutions
  -  Manage progress and accountability

- Inform coachee about our method of working:
  - + Structure of sessions
  - + What is needed (pen, paper, ...)
  - + Handouts / notes
- Clarify what coaching is and what not.
- Explain administrative formalities :
  - + Coaching contract + explain what services offered include
  - + Number of sessions scheduled / rules for late and missed sessions
  - + Terms of payment



## **1.7.2 EXAMPLE OF AN ASSESSMENT-SESSION**

### Assessment Flow Chart



1. Create warm, accepting, yet business-like atmosphere.  
Use interesting visual aids (pictures, posters, booklets, ...)
2. Good morning, Mr. / Ms X, please come in and be seated.  
Remember: Incentives like privileges, receiving praise and rewards motivate. Motivation without rewards rarely lasts.
3. I am ...  
Have you found the address easily?  
May I offer you something to drink?
4. What are you hoping to achieve from coaching?  
Do you know what a coach does?  
What kind of coach do you need?  
What do you expect from a coach?

Coaches help people:

- Help people set better goals and then reach those goals.
  - Ask their coachees to do more than they would have done on their own.
  - Focus their coachees better to produce results more quickly.
  - Provide the tools, support and structure to accomplish more and overcome blocks
5. Mr. X, can you tell me what motivated you to appeal to a coach?  
Do you have prior experiences with coaching?  
What do you expect from me?  
What kind of coachee can I count on you to be?  
How do you envision a coaching session?  
What would happen during a good session?  
How much work should be done inbetween sessions?  
Who is responsible for completing homework?  
What should happen if that person does not do what he or

she committed to?

How often and for how long will we meet?

What techniques will work when we hit a rough patch?

How will we know when it is time to end the coaching relationship?

6. In order to be able to assist you, I will need some personal information about you. I assure you that these data, just like all what will be said amongst us, will remain between the two of us and will be treated with the utmost confidentiality.
7. For personal coaching I offer a package which starts with a series of four coaching sessions. Each session will last 30 minutes to an hour. I charge 50 € per session. Sessions are payable in advance, either by cash or electronic bank transfer.

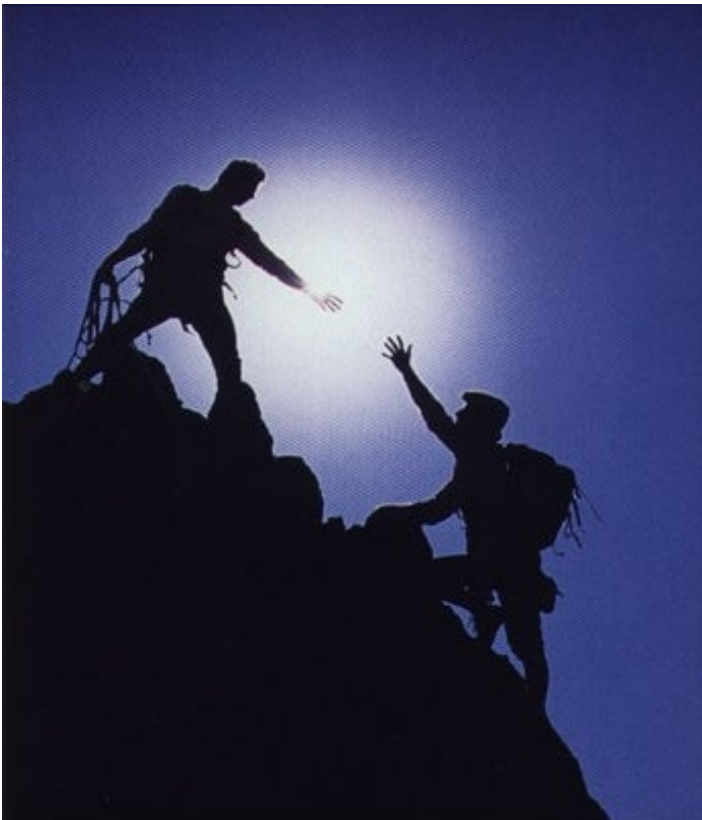
If, after these four sessions, you decide you would like to engage on a joined journey of change, we will agree a series of sessions to suit you. The first session will be face to face. Future sessions can be face to face or by telephone, depending on what works best for you.

Apart from a personalized guidance, tailored to your specific needs, I also offer a variety of coaching packages for small groups, of 2 to 5 people. This offers you the possibility of sharing the costs. The packages consist of a one hour coaching session per week, or per fortnight, at a reduced price of 30 € per session per person.

Package type A: is a series of intensive packages of 6 sessions. Subjects available are “Managing Change”, “Managing Conflict”, “Problem Solving”, “Decision Making” and “Anger Management”.

Package type B: are more in depth packages of 10 sessions.  
At present I offer an “Effectivity Training” and a “Mediation Training”

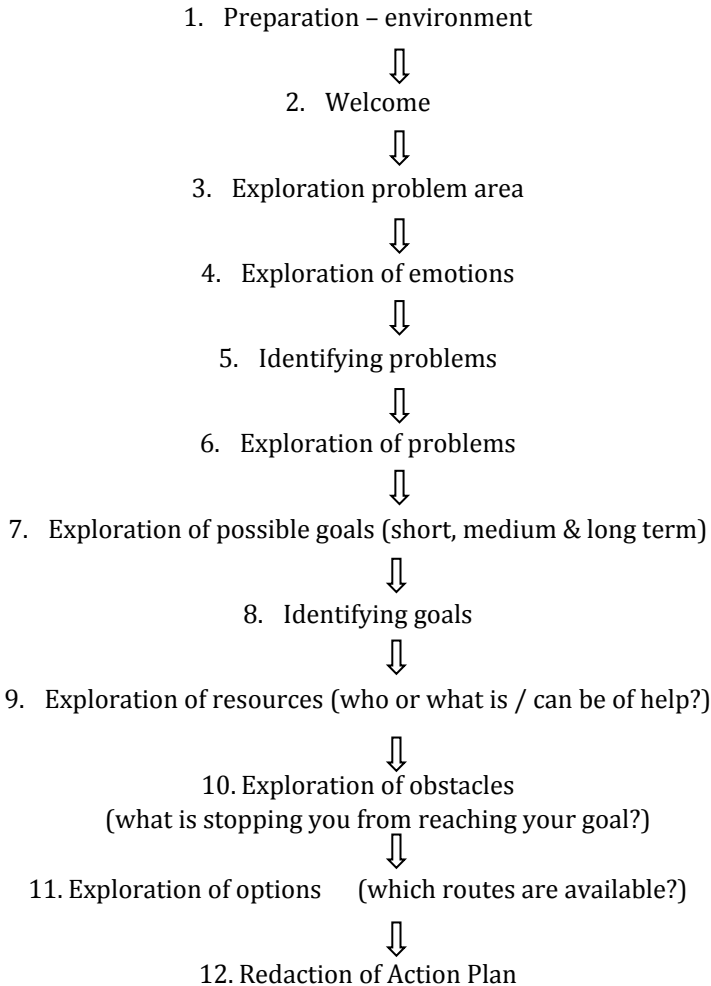
8. What did you think of our conversation?  
How do you feel about it?  
Before we go any further, do you have any concerns or questions you want to talk about right now?  
Please do not hesitate if you have any further questions



### **1.7.3 PROBLEM ANALYSIS AND STRATEGY PLANNING SESSIONS**

Example of a problem-analysis & strategy planning session

Flow chart of a current session





1. Create warm, accepting, yet business-like atmosphere.  
Use interesting visual aids (pictures, posters, booklets, ...)
  
2. Welcome back. Come on in and have a seat.  
How are you feeling today?  
Last time we talked about ...  
How did you feel after our meeting?  
Do you have questions about our last meeting?  
Did you learn anything new from it?  
Has our meeting helped you in any way?  
Remember: Incentives like privileges, receiving praise, rewards, ... motivate. Motivation without rewards rarely lasts.
  
3. Explore problem area:  
I suggest that we have a closer look at your present situation then.  
Can you explain me what made you decide to appeal to a coach?
  - a. At the start, most of the time a coachee will only reveal a part of his actual situation. Don't jump on to the first issue named, but explore his situation more profoundly.
  
  - b. If coachees provide incomplete or vague information, be careful not to complete the data with your own interpretations or guesses. Better is: paraphrase, summarize, ask for more clarification. E.g.: "If I understand you correctly ...", or: "Let's return to what you just said ...", or: "can you tell me what exactly you mean by ..."

4. Explore emotions:
  - a. "I wonder how you feel about this?"
  - b. "And how does this make you feel?"
  - c. "How is all this affecting you?"
  - d. "What does this mean for you?"
  - e. "How do you cope with this situation?"
  - f. "What will you gain by reaching / not reaching your goal?"
  - g. "How will it feel to succeed?"
  - h. "How does this fit with your way of life? - values? - plans? ..."
  - i. "Which concrete doubts / fears do you have regarding ..."
  
5. Identify problems: The aim here is to prioritize: which problems are more important and urgent to the coachee? What will we focus on first?
  - a. Summarize: "We have discussed a number of issues..." + name them!  
Then ask: "Which issue is most important to you at this moment?"
  - b. Haven you been in a situation similar to the one you are in now earlier in life?  
How did you solve the problem that time?
  - c. What other circumstances affect you with regard to this matter? Would you like to have a closer look at these circumstances?
  - d. What is the first target you would like to work toward?
  - e. What are you afraid of?
  
6. Explore the problem in more detail
  - a. "Why exactly are you seeing this as the most important issue?"
  - b. "Can you tell me more about..."
  - c. "Which obstacles keep you from solving this problem?"

7. Explore possible goals:
  - a. "I wonder if you already considered ..."
  - b. "Do you feel inspired when you think about this goal?"
  - c. "Is this what you really want – and not a dream you like to cherish?"
  - d. "Is this what you really want- or are you settling for something less?"
  - e. "How do you see this situation evolve in the future?"
  - f. "Which changes will indicate that you are on the right path toward your goal?"
  - g. "Imagine that X would happen, how would this impact the situation?"
  - h. "Imagine that the problem was solved, what exactly would be different?"
  - i. "How do you think this could help?"
  
8. Identify goals:
  - a. "What do you hope to achieve in this field?"
  - b. "Which goal will you start with?" - "What is your goal?"
  - c. "Is your goal stated in the positive?"
  - d. "Is this a smart goal? – is it clearly stated? - not too big, nor too small?"
  - e. "Is this goal largely within your competence and control?"
  - f. "What would success in this field look like to you?"
  - g. "What would be indicators that you are having problems in this area?"
  - h. "How can I help you to avoid these problems?"
  - i. "How would you like to be coached?"
  - j. "Are there clear defining moments when you will know that you are proceeding towards your goal?"
  - k. "What would you like to have achieved one year from now? Two years from now? Five years from now?"
  - l. "How will you know when you reached your goal?"

- m. "What will be the positive results of these changes?"
  - n. "What will you lose if you do / do not get this goal?"
  - o. "When do you want this to happen?"
  - p. "Is this really what you want?"
  - q. "Does your goal conflict with any other goals or aspirations you have?"
  - r. "What exactly do you want to get out of this ... (conversation)?"
9. Explore resources:
- a. "What do you need to reach this goal?"
  - b. "How would you have to change to achieve your goal? – what is preventing you to change?"
  - c. "Which things in your personal environment would you have to change to achieve your goal?"
  - d. "Are there any specific skills that you would want to develop and how can I help you with that?"
  - e. "How can ..... help you achieve your target?"
  - f. "What does the term "inner resources" mean to you?"
  - g. "Who or what can help you to get what you want?"
  - h. "What resources do you already have; what other resources do you need?"
  - i. "What prevented you from reaching this goal?"
  - j. "Are other people obstructing you? How? Why?"
  - k. "What else might get in the way?" (Obstacles can be found in yourself, others, the physical environment or a lack of resources.)
  - l. "Who might be willing – and able – to support you? – how and when are you going to get that support?"
10. Explore obstacles: take each obstacle in turn and apply the questions below:
- a. "What would be your first step to get around this obstacle?"
  - b. "What is the simplest solution?"

- c. "If you had no limitations, what would you do?"
- d. "What is the perfect solution?"
- e. "How can you lend / create / trade .... What you need?"
- f. "How can you learn the skills that you need?"
- g. "Who would you ask for information, knowledge or help that you need?"
- h. "What are you already doing now that works in terms of getting your goal?"
- i. "Have you, or others you know, dealt with something like this in the past? – What did you do then? "
- j. "How can you find a tried and tested y around the obstacle?"
- k. "What would you do if you were more / less assertive / smart / healthy / rich?"
- l. "What would be a real risk that you would be willing / unwilling to take?"
- m. "Do you need to solve this obstacle at all or can you just avoid the negative consequences – or find a partial solution that would work for the moment?"

11. Explore options:

- a. "How would you like to go about this matter?"
- b. "What could you do to prepare yourself for this challenge?"
- c. "How can ..... help you achieve your target?"
- d. "What will be the next step?"
- e. "How can you start to make things change?"
- f. "What will happen then?"
- g. "If somebody else was in your shoes – what would you tell them?"
- h. "What further options are open to you?"
- i. "If you had an unlimited amount of time and money, what would you do?"
- j. "If you knew you could not fail, what would you do?"

- k. "What would a total novice in the field do in the same situation?"
  - l. "What would George Clooney / Einstein / Someone with a strong sense of self... do?"
  - m. "What does your gut-feeling / intuition tell you?"
  - n. "What are the barriers to changing?"  
"What are some things that can help you to overcome these barriers?"
12. Redact an action plan: convert options into actions.
- a. "What is your plan?"
  - b. "What would be a good step in the right direction?"
  - c. "What works? / What has worked before? – Can you reinforce that? – do it again?"
  - d. "What more can be done?"
  - e. "Which things could be done if YOU did not have to do them?"
  - f. "What do you (first) need to do in order to move forward?"
  - g. **Boomerang Question**
    - Redirect a question back to the learner
    - Example: "That's a good question. What do you think ought to be done in that situation?"

Take each option in turn and ask the following questions:

- h. "What is the first action step you need to take?"
- i. "If you are not certain about which step to take first: Do you know other necessary steps?"
- j. "How can you work forward from my first action the next you must take?"
- k. "Do you need to
  - 1. "Make a contact?"
  - 2. "Acquire a new skill?"
  - 3. "Gain specific knowledge?"

4. "Take action to change a pattern?"
5. "Remind myself on my goal and process?"
6. "Do something physical?"
7. "Complete something?"
8. "Ask for something?"
9. "Offer something?"
- l. "Have you considered all the options that might be useful?"
- m. "Have you built in ways to stay motivated?"
- n. "What would be a creative / bold / adventurous action for you?"
- o. "How could you take action on your biggest challenge?"





## **1.7.4 A TYPICAL LIFE COACHING SESSION**

Because the life coaching relationship is unique, it helps to know the most productive things to talk about with your life coach during your call or meeting - and what not to talk about!

A typical life coaching session will cover:

- **How you are**
- **What has happened since the previous coaching session**
- **What you are working on**
- **How your life coach can help you**
- **What is next**

### **How you are:**

- How you are feeling about yourself - the good, the bad and the ugly!
- How you are looking at your life - changing perception and greater awareness
- How you are feeling about others

### **What has happened since the previous coaching session:**

- What has occurred to you since the last session
- Breakthroughs, successes, insights
- Any new choices and decisions made
- Personal news

### **What you are working on:**

- Progress report on your goals, projects and activities
- What you've done that you are proud of - achievements
- What you are coming up against - challenges and setbacks

**How your life coach can help you with:**

- Something you are having difficulty making progress with
- A challenge you are not sure/confident about
- A plan of action
- Brainstorming for a solution
- A new strategy or some guidance

**What is next:**

- The next goal or project to take on
- What you want next for yourself
- Challenges that are more stretching
- New opportunities you would like to pursue

**Source:**

<http://www.lifecoachingedinburgh.co.uk/coachingsessions.htm>



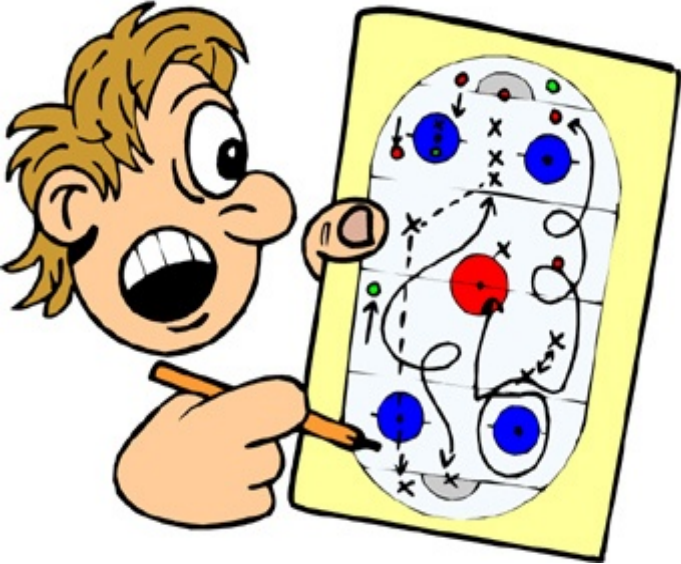
## **2 / Models for Coaching**

There are more models for coaching than just the “Grow” model. By this statement, I do not want to diminish the merits of “Grow”. “Grow” is perfect as a starting model. In fact, for many coaches it will always remain their favourite approach to coaching. You too may find yourself returning to it often because of its versatility, clear structure and thoroughness. In addition, “Grow” is a model, which allows for self-coaching as it does not necessarily require the presence of a coach.

However, with times many scores of models have been developed. Some of them certainly also have their merits. Knowing about them allows you to vary your approach and add more possibilities to your coaching style, which will better your chances of success. In fact, a many models approach is probably your best bet to lead people towards finding the best solution possible.

A warning is in place though: A model is a framework,. Just like a map is not the road, the model is not the coaching. Some people develop a model and then commercialize it, asking money from whoever works with their model. Personally I would advise against spending money just for using a model. Although, by the time you finished studying the present chapter, you will understand the importance of a good model., you will also understand that there is no such thing as a miracle-model. In the end, the best coach is not the one with most techniques in his sleeve. In fact, using too many techniques may even reflect negatively on the coaching process. Bruce Lee once said: "I would rather have ten techniques that work for me than one hundred that work against me."

I could not agree more. Therefore, my advice is to keep things as simple as possible. However, when “simple” does not work, Knowing of other models will allow you to tap into new resources of creativity.



## 2.1 THE GROW COACHING MODEL



“Grow” may well be the single most important word in this manual. The grow-model is the most widely used model for coaching. The mnemonic is easily remembered and reminds us of what coaching is all about. It helps us to remember a simple but powerful model which is easily understood, well structured, straightforward to apply and suitable for general application.

GROW = Goal, Reality, Options, Wrap up

The GROW coaching model centers around three basic questions and the logically ensuing action:

- What does the coachee want?
- What does he have now?
- What can he do / get?
- Take action

### Analysis of Elements:

#### **Goal:**

- Define long term goal (= central theme of the coaching project), sub goals, medium term goals and goals per session
- Goals must be SMART: specific, measurable, acceptable, realistic (relevant), time phased.
- State your goals in the positive: state what you want to achieve, rather than what you don't want.
- Is your goal consistent with any other goals you have?
- The best goals are the ones that inspire and pull you: you don't have to go searching for them, but feel "you just have to do them". They are objectives you WANT to achieve, rather than things you feel you "should do".
- Some people like cherishing a dream-goal, knowing that deep inside they are not willing to pay the price it takes to make that dream come true. Are you really prepared to commit yourself, go for it and pay the price?
- What is really inspiring you: the goal itself or the road leading towards it? Maybe it's not the teddy-bear you're after, but you love to shoot? That's o.k., but it is important to know it.
- "For each new world, we have to give up an old one": when change happens, something is always lost. What are the risks involved in pursuing your goal? And what is the risk of not

doing so? What will you lose if you get to your goal? And what if you don't?

### **Reality:**

- Which changes or experiences lead to the need for coaching?
- What has already been done to cope with the situation?
- To what effect? What was good? What was less good?
- What are the risks inherent in pursuing and achieving your goal: what will you lose if you don't accomplish your goal – what if you do?
- What is your current situation? What are the resources that you can use to reach your goal? Experience, skills, achievements, contacts, money, time, equipment, steps already completed
- Swot analysis: what are your personal strengths and weaknesses? Which points need working on? How and when will you do so?
- What are the obstacles that have been blocking or slowing down progress? Are other people obstructing you? Do you have to change things in your personal environment? Do you have to acquire new resources: contacts, equipment, skills, knowledge? Are there any justifications stopping you from achieving your goal: do you feel you are too old, not capable, why?

### **Options:**

- Generation and structuring of creative ideas (brainstorming)
- How can you realize your goals? Advantages and disadvantages?
- How will you deal with each of the defined obstacles?
- How can you acquire the resources that you need?

- What are you already doing now that works in terms of getting your goal?
- What would really motivate you?
- What would a change of attitude, reaction, belief... bring you?
- What is the simplest solution to any given obstacle?
- What would be the first step to get around the obstacle?
- What would be the perfect solution?
- What would you do if you had no limitations?
- How can you take action on your biggest challenge?
- What would be a bold / adventurous / creative action for you?
- What would be a risk that you would be willing / unwilling to take?
- Do you really have to solve the obstacle? Maybe there is a way around to avoid the negative consequences? Maybe there is a partial or temporary solution that would work for the moment?

## **Wrap Up**

- Reality Check: which options are valid?
- How to convert my options in real actions? What is required to implement the conclusions?
- Where do you go from here? Where do you start? Do you know other necessary steps? How do you work forward from the first stepping stone to the next?
- How and when will you get the support and resources you need?
- Create a detailed action plan with SMART stepping stones leading to your goal (specific, measurable, acceptable, relevant and realistic, time phased steps)
- Ask yourself if you considered all the necessary and useful options.



- For each stepping stone, ask some or all of the following questions:
  - Is the stepping-stone in its right place? Are there more urgent actions, which need to be attended to first?
  - Do I have the necessary resources to make the step? Maybe you have to acquire a new skill first? To gain specific knowledge? To reschedule other activities?
  - Do I need to take action to change an existing pattern?
  - How will I remind myself of my goal and process, of my present location and direction and the reasons why I am doing this?
  - Do I have to monitor something, complete something, ask for something, offer something, contact somebody...
  - Who will be most affected by my actions? Do I need to inform them? When? How? – and how will I cope with any adverse reactions from them or others?
  
- By what date do you want to have reached each planned stepping stone?
- Are you convinced that the planned action steps will enable you to achieve your overall goal? Maybe you might have to adjust some tasks or time-scales to have more certainty? What else do you need to become totally confident that you will reach your goal?
- How will you know that you have reached your goal?
- How will you celebrate your successes?

## **Visualization:**

It is important always to know why you are doing the things that you are doing.

If you shoot with a rifle without seeing your goal and aiming at it, there is little chance for the bullet to hit the bull's eye.

Yogi Berra says: If you do not know where you are going, you might end up somewhere else. I would add to that: And if you do not know why you are going there, you might lose interest along the way and, to paraphrase Cervantes, "take the street of by and by, which leads to the house of never".

Often, the goal we have in mind is not our final goal: The promotion we seek stands for recognition, economic and social progress or self-realization.

One way of visualizing our goal is to put up a picture of what achieving our goal really means to us: the possibility to acquire the house or car of our dreams, to build a happy family or to conquer a seat at the board of directors.

Another way is to see ourselves in the future situation that we are striving for and already start making this image come true by frequenting the right people, dressing accordingly and adapting our speech.

An excellent way, which also helps us to keep track of where we are at any given time, are personal vision and mission statements: compact descriptions of what we want to achieve and why and how we will do so.

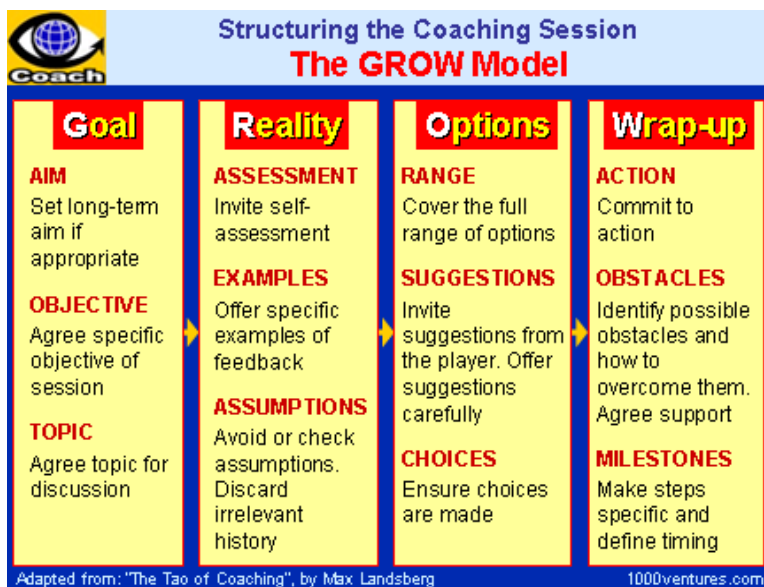


The Grow-model provides a perfect basis for creating these statements and ground them solidly on the fundamentals of the reflective process that lead to our action plan:

1. Develop a specific goal statement:  
What do you really want? Include smart medium term and long term goals.
2. Develop a specific reality statement:  
Describe your present reality, your resources and the obstacles that prevent you from advancing towards your goal.
3. Create a detailed action plan  
Describe the smart stepping-stones that lead to your final goal.

List the smart actions that will take you from one stepping-stone to the next.

Make several copies of your statements and put them where you have easy access to them. Go through them at least once a week. Make adjustments if necessary.



## **2.2 THE GO-PASS COACHING MODEL**

### **GO is for Goal**

If you don't have a goal, chances are you may never move forward from where you are now – Or you might end up anywhere, based on decisions others will take for you.

It is important to set up a goal that inspires you. If you feel there is nothing really inspiring you, make up a goal. Anything is better than drifting through life like stray wood on the ocean. Think, read, dream, communicate and create a goal. Maybe you won't come up with the ideal goal, but that is not important. Just pick something exciting and/or challenging and set up a "smart" goal.

"SMART" stands for: Specific, Measurable, Achievable, Relevant and Time phased

### **P is for Plan**

How will you realize your goal? What strategy will you use? Which stepping-stones are to be considered?

Possible required actions are:

- increasing your knowledge, information, skills,
- Changing attitudes, patterns, dressing differently,
- Extending your circle of useful contacts: switching network, department, employer, job,
- Invoking help from others
- Saving some money, buying material

Put your plan on paper. Make sure all stepping-stones and planned actions to reach it are “smart”.

### **A is for Action**

Plans require action in order to become reality. Concentrate on the first stepping-stone. When you have reached it: evaluate, celebrate and move on to the next.

If you have not reached the stepping-stone within the time set: adjust your plan, reconsider the actions planned and move further from where you are now.

### **S is for Structure**

Changes planned rarely occur without a supportive framework that carries them. Once you have your plan, therefore: share it, surround yourself with people that support you, pin visual encouraging displays on the wall, set constant diary reminders, talk a friend in to sharing your goal with you, ask someone to check in on you once a week to ask how you’re doing.

### **S is for Success**

See yourself in the future: how life will be changed once you have reached your goal. Watch the future-you, step into this future vision, see the scene around you, feel the feelings, enjoy the success, hear yourself state your goal and the reasons why you want to achieve it.

Revise the scene when necessary. Make it positive, appropriate, realistic and appealing. When and where possible: already start being the person you will become.

One of the most important things in life is: How you see yourself. Mostly, people become who they think they are!

## **2.3 RADAR-COACHING**

### **1. R is for Rapport**

Creating rapport is about establishing a tangible and harmonious link by getting on the same wavelength with the coachee.

You know there is rapport when everything clicks and feels right, when it is as if you know and understand each other and your ideas are synchronized. When there is rapport, you feel bonded, connected and enjoy time together.

Link yourself with people and things coaches know about and like. Make coaches talk about subjects that are familiar and enjoyable to them. Search for common ground. If they like gardening and you do too, then tell and show hem how much you enjoy gardening.

You can develop rapport faster by paying attention to body language, mirroring and matching and empathic listening.

#### **Body language**

- Reading body language correctly enables you to identify the coachee's emotions and discomfort.
- Using body language appropriately, including eye-contact and touch, helps you to get the attention desired and can create a positive perception in the coachee.

#### **Mirroring and matching**

- The idea is to align your movements and body image with the

coachee's demeanour. Mirroring or reflecting is not the same as imitating, but by presenting similar demeanours as coachee's, they will subconsciously feel that you have much more in common with them than may actually be the case.

- You can mirror or match language, including rate of speech and vocabulary used, breathing, voice, moods, movements, energy level, ...

### Empathic listening

Empathic listening basically is acknowledging the coachee's feelings and reflecting them. The subject is treated more in detail in an other part of this book.

### Breaking the mirror

There are two sides to every coin. If you feel the need to create distance or to break the synchronization because you want coachee to get out of their comfort zone, or in order to show disagreement: stop mirroring and behave differently from the coachee.

## **2. AD is for Ask about Difficulties**

What you want to achieve is turning perfectionists with problems and difficulties into explorers with challenges and possibilities.

It is necessary therefore to collect sufficient information. You want to know about what the coachee really wants, their needs, concerns, anxieties and difficulties, their views of the needs and concerns of other relevant people affecting the situation.



Often, people build their thinking on hidden premises (I cannot, they will not, ...) and just as often fear is at the basis of these premises.

They start out with questions like:

- Do I measure up? (Do you?)
- Is this good enough? (Usually not)
- Am I doing this right or wrong? (Failure!)
- Won't I make mistakes? (mistakes are unacceptable!)

What happens is they live a life filled with blame, guilt, judgement, see life as a fight between winners and losers and end up creating low self-esteem.

However, life is not about winning and losing, it is about learning! A failure in outcome does not mean somebody is a failure as a person, it just means they just learned something!

The leading questions should be:

- What are my possibilities here?
- How else can I look at this?
- What will make the difference so ...?
- What else can I try?
- What am I free to do now this project has been cancelled?

With acceptance and exploration of reality, room for experiment, enthusiasm and play are created and self-esteem is boosted.

### 3. **A is for Affirm Understanding**

Coachees benefit from feeling taken seriously. That is: respected and accepted for who they are. They also need to feel understood and have their problems acknowledged.

As a coach, you focus on the issues, needs and emotions of the coachee. Through active and empathic listening, including asking questions and reflecting their feelings and the content of their problem, you get a “yes, that is what I feel”, or “yes, that is what I want” from them as a necessary basis for planning action.

#### 4. **R is for Result**

Focus on setting goals: inspire coachee to work out concrete action steps and strategies for action, brainstorm and be open to all ideas.

Implement structured accountability and evaluation.



## **2.4 PETER HAWKIN'S CLEAR MODEL**

Peter Hawkins sees five phases in a coaching process:

### 1. **Contracting**

- Open the discussion
- Set the scope
- Establish desired outcomes
- Agree the ground rules

Examples of opening line:

- How would you like me to coach you today?
- What are we going to do today?

### 2. **Listening**

Use active listening and catalytic interventions to help coachee develop understanding of the situation and generate personal insight.

A catalytic intervention seeks to elicit self-discovery, self-directed learning, and problem solving

For example – “Tell me about a previous time when you had to work with a colleague who you found particularly challenging ... How did you deal with that?”

### 3. **Exploring**

Help coachee understand the personal impact the situation is having on him and challenge him to think through possibilities for future action in resolving the situation.

#### 4. **Action**

Support the coachee in choosing a way ahead and deciding the next step(s).

#### 5. **Review**

- Close the intervention: reinforce the ground covered, discussions made and value added.
- Encourage feedback from the coachee on what was helpful about the coaching process, what was difficult and what they would like to be different in future coaching sessions.

The CLEAR model has a number of differences from the other models. It starts by discussing the 'contract'. This allows the ground rules to be set, so the coachee has the opportunity to discuss how he or she would like to be coached. There is then a big emphasis on listening – a key component of coaching. When we are being listened to we feel valued, when we feel valued our self-confidence rises and we are more likely to commit to change. The review stage is also important, as it not only reviews the outcome of the coaching session but also reviews the effectiveness of the process. This is important. We should not just assume that the session has been effective, particularly if there is going to be a further session. We should discuss how useful the session was, and how we could make it even more useful next time.

## **2.5 BECK'S COGNITIVE BEHAVIORAL MODEL**

Beck (1976) developed a psychotherapy that emphasizes the role of thinking in how we feel and what we do.

The cognitive-behavioural model is based on the idea that our thoughts cause our feelings and behaviours, not external things, like people, situations, and events. The benefit of this fact is that we can change the way we think to feel / act better, even if the situation does not change.

Many cognitive distortions are also logical fallacies.

- **All-or-nothing thinking (splitting)** - Conception in absolute terms, like "always", "every", "never", and "there is no alternative". (See also "false dilemma" or "false dichotomy".)
- **Overgeneralization** - Extrapolating limited experiences and evidence to broad generalizations. (See also faulty generalization and misleading vividness.)
- **Magical thinking** - Expectation of certain outcomes based on performance of unrelated acts or utterances. (See also wishful thinking.)
- **Mental filter** - Inability to view positive or negative features of an experience, for example, noticing only tiny imperfection in a piece of otherwise useful clothing.
- **Disqualifying the positive** - Discounting positive experiences for arbitrary, ad hoc reasons.
- **Jumping to conclusions** - Reaching conclusions (usually negative) from little (if any) evidence.

- Two specific subtypes are also identified:
  - **Mind reading** – Sense of access to special knowledge of the intentions or thoughts of others.
  - **Fortune telling** – Inflexible expectations for how things will turn out before they happen.
- **Magnification** and **minimization** – Magnifying or minimizing a memory or situation such that they no longer correspond to objective reality. ("make a mountain out of a molehill.") In depressed people, often the positive characteristics of other people are exaggerated and negative characteristics are understated.
  - **Catastrophizing** is a subtype of magnification: it is the inability to foresee anything other than the worst possible outcome, however unlikely, or experiencing a situation as unbearable or impossible when it is just uncomfortable.
- **Emotional reasoning** – Experiencing reality as a reflection of emotions, e.g. "I feel it, therefore it must be true."
- **Should statements** – Patterns of thought which imply the way things "should" or "ought" to be rather than the actual situation the person is faced with, or having **rigid rules** which the person believes will "always apply" no matter what the circumstances are. Albert Ellis termed this "Musturbation".
- **Labelling and mislabelling** – Limited thinking about behaviours or events due to reliance on names; related to overgeneralization. Rather than describing the specific behaviour, the person assigns a label to someone or himself that implies absolute and unalterable terms. Mislabelling involves describing an event with language that is highly coloured and emotionally loaded.

- **Personalization** – Attribution of personal responsibility (or causal role or blame) for events over which a person has no control.

Some of the techniques used in the cognitive behavioural model are:

- Homework (researching sources that are helpful to solve the problems)
- Confrontation of situations in which the problem surfaces. (analysing risky situations, preparing how to cope with them and exercising strategies)

Focus points are:

- Change in thinking is a start, but it is not enough: the actual behaviour must change.
- Not the problem, but the solution should be the focus. In solution-oriented conversations, the problem and its consequences can be defined and discussed. Emphasis however must always be on the solution rather than the problem.
- The solution is obtained through change. “Change” therefore is an interesting approach in the coach / coachee communication:
  - What has changed since last session?
  - How was the change realised?
  - How did coachee cope with the new situation?
  - What are possible consequences?
  - How does coachee feel about it?
- The use of slogans and clear language often inspires coachee to sudden insight or motivates him to think independently.

Examples:

- If something isn't broke, why try to fix it?
- If something does not work, why still use it?
- Small changes eventually lead to big differences.
- (miracle or mirror question) Imagine a future in which this problem has been solved. How would you notice?





One way of dealing with cognitive thinking is

## **2.5.1 THE ABCDE COACHING MODEL**

A = Activating event

B = Beliefs or PITs

C = Consequences

D = Disputing

E = Effective new approach

### **Albert Ellis's Rational Emotive Therapy**

Albert Ellis has suggested three core beliefs or philosophies that humans tend to disturb themselves through:

1. "I absolutely **MUST**, under practically all conditions and at all times, perform well (or outstandingly well) and win the approval (or complete love) of significant others. If I fail in these important—and sacred—respects, that is awful and I am a bad, incompetent, unworthy person, who will probably always fail and deserves to suffer."

Holding this belief when faced with adversity tends to contribute to feelings of anxiety, panic, depression, despair, and worthlessness.

2. "Other people with whom I relate or associate, absolutely **MUST**, under practically all conditions and at all times, treat me nicely, considerately and fairly. Otherwise, it is terrible and they are rotten, bad, unworthy people who will always treat me badly and do not deserve a good life and should be severely punished for acting so abominably to me."

Holding this belief when faced with adversity tends to contribute to feelings of anger, rage, fury, and vindictiveness.

3. "The conditions under which I live absolutely MUST, at practically all times, be favourable, safe, hassle-free, and quickly and easily enjoyable, and if they are not that way it's awful and horrible and I can't bear it. I cannot ever enjoy myself at all. My life is impossible and hardly worth living."

Holding this belief when faced with adversity tends to contribute to frustration and discomfort, intolerance, self-pity, anger, depression, and to behaviours such as procrastination, avoidance, and inaction.

One of the fundamental premises of REBT is that humans, in most cases, do not merely get upset by unfortunate adversities, but also by how they construct their views of reality through their language, evaluative beliefs, meanings and philosophies about the world, themselves and others.

This concept has been attributed as far back as the Greek Philosopher Epictetus, who is often cited as utilizing similar ideas in antiquity.

In REBT, coachees usually learn and begin to apply this premise by learning the A-B-C-model of psychological disturbance and change.

The A-B-C model states that it normally is not merely an A, adversity (or activating event) that contributes to disturbed and dysfunctional emotional and behavioural Cs, consequences, but also what people B, believe about the A, adversity. A, adversity can be either an external situation or a thought or other kind of internal event, and it can refer to an event in the past, present, or future.

The Bs, beliefs that are most important in the A-B-C model are explicit and implicit philosophical meanings and assumptions about events, personal desires, and preferences. The Bs, beliefs that are most significant are highly evaluative and consist of interrelated and integrated cognitive, emotional and behavioural aspects and dimensions. According to REBT, if a person's evaluative B, belief about the A, activating event is rigid, absolutistic and dysfunctional, the C, the emotional and behavioural consequence, is likely to be self-defeating and destructive. Alternatively, if a person's evaluative B, belief is preferential, flexible and constructive, the C, the emotional and behavioural consequence is likely to be self-helping and constructive.

Through REBT, by understanding the role of their mediating, evaluative and philosophically based illogical, unrealistic and self-defeating meanings, interpretations and assumptions in upset, people often can learn to identify them, begin to D, dispute, refute, challenge and question them, distinguish them from healthy constructs, and subscribe to more constructive and self-helping constructs.

**REBT** is a form of cognitive behaviour therapy that is simple enough and effective enough to be used by anybody and -- it works.

**The "ABC's" help us to stop being victimized by our own thinking.**

A common example is the issue of someone else's behaviour "making us angry." Anger is a common emotion, but very damaging in how it makes you feel (and its impact on how others feel.)

This is a very common way of expressing something and we hear it often, but in fact, it distorts the situation it attempts to describe. **A more accurate description of "someone making me angry" is to say that I feel angry about his or her behaviour.** They are not making me anything- they are simply behaving in a way that I am getting angry about. I notice their behaviour and then I become angry. **The responsibility for the anger is mine,** not theirs.

This can sound strange at first, but dealing with problematic anger and frustration this way works. **RET theory says that it is generally irrational and self-defeating to become all worked up about someone else's behaviour.**

Think about anger for a moment. Someone does something you do not like. You have a "right" not to like it. You have a "right" to share your dislike with them. However, where does it follow that since you do not like it, they therefore SHOULD not do it? Do you own them, control them, are they your possession?

You have a very rational preference that they change their behaviour and then **you take this preference and escalate it to a DEMAND,** as if you were granted supreme power by someone to rule how people should and should not behave.

In addition, their behaviour is governed by how they think and feel at that time and is consistent with their thoughts. In fact, their behaviour at that moment cannot be anything different that it is (this is reality based thinking.) You do not like it, and you wish it were different, but it is consistent with their thinking. **You may still be left with a practical problem, "how do I get them to change their behaviour?" But then you become problem solving instead of problem focused.**

**The result is that you may still feel annoyed or irritated about their behaviour, but not angry or enraged.** You simply have changed your very irrational DEMAND to a very rational Preference. The less intense emotion will allow you to become much more creative in trying to convey your feelings to the other person with an attempt to get them to change. **Once you downgrade the DEMAND to a simple PREFERENCE, the heat is turned down and you can function again. After all, it is now only a preference!**

REBT has a simple exercise to help us make this adjustment, called "the ABCs". It is used to analyze the situation and change our thinking about it so that without trying to change external reality, we can feel better about it.

This doesn't mean that we should never try to change external reality- sometimes it is appropriate- it's when it isn't an appropriate or effective response that we can choose to have a different response instead in order to feel better. **While the ABCs are for use to help with any emotional upset, anger is the example we will use here.**

To use this ABC exercise for yourself, just pick any situation where you were angry about someone's behaviour and take a look and see what it is you are thinking about it that is DEMAND-ing and irrational, and change it into something more rational- a PREFERENCE.

**It is irrational to demand that people behave in the way we want them to!** Here is an example using drunk people making a lot of noise late at night as they pass by outside where I live.

- A. (Activating event) Drunk people outside, making some noise.
- B. (irrational Belief (iB) I have about A) They MUST NOT make any noise.
- C. (Consequences of having those beliefs about A) When noisy drunk people pass in the street outside late at night and wake me up. I Feel angry. It feels bad. I lay awake feeling angry and upset and do not get back to sleep for a long time.
- D. (Dispute the irrational Beliefs (iB's) in B by turning them into questions and answers) WHY shouldn't they make any noise- where is that commandment written in stone? Where is the evidence? Again, who made you Supreme Ruler of the Universe dictating how people Should or Must act?
- E. (Effective new thinking- substitute something rational instead of B) Drunk people are often noisy, but it is no BIG deal. I do not like it, but I can damn deal with what I do not like. Maybe I will get in contact with them in the morning (when they are sober).

I will CHOOSE not to upset myself about this, and I may even stop even noticing it because I am no longer demanding it be different than it obviously is (Reality Based).

When this happens I will say "Ah, the drunk people who pass in the night" and maybe go back to sleep.

You can make an ABC exercise really short;

- A. (Activating situation)** Drunks walking past outside, making some noise.
- B. (irrational Belief (or IB)I have about A)** They SHOULD NOT make any noise.
- C. (Consequences of having those beliefs about A)** I feel angry, etc.
- D. (Dispute the irrational Belief/s in B)** WHY should not they make any noise?
- E. (Effective new thinking)** Drunk people do make noise, it is what they are good at- it is like a natural talent for them. I will CHOOSE not to upset myself about this.

In addition, you can do this on many situations that bother you and reclaim your peace of mind, **just look for the DEMAND and turn it into a PREFERENCE.**

Here is another one...

- A. (Activating situation)** I tried to do something and failed
- B. (irrational Belief I have about A)** I must always be successful
- C. (Consequences of believing B)** I feel bad, depressed, etc.
- D. (Dispute the Irrational Belief in B)** Where is it written in stone that I must I always be successful?
- E. (Effective new thinking to replace B)** I would prefer always to be successful but let us be realistic- that isn't very likely, is it- I am human and humans are fallible, therefore do not succeed in everything they attempt. If success is important, then I will work harder recognizing that failure may occur again.

**That's it- that is how to do ABC's.** Try this technique with something that is bothering you. Try to keep it as simple as you can while you get used to the ideas involved.

Be aware of "should-ing" and "musturbation" (these simply mean the occurrence of problem causing "should" and "must" DEMANDS in your thinking).

Here are some things you might think or believe, in which case these could be your "iB's" (Irrational Beliefs):

- I MUST NOT feel overwhelmed with responsibilities
  - I CAN'T STAND IT when I feel (bored, sad, lonely, whatever)
  - People MUST not take me for granted
  - Other people SHOULD behave in the way I want
  - I SHOULD be able to have a drink I NEED a drink  
"NEED" is often interpreted as MUST HAVE-  
be aware of such invisible MUSTS
  - They MUST see it my way
  - I MUST NEVER display weakness
  - The sun MUST shine tomorrow
  - People who do bad things MUST ALWAYS be punished etc.

Try to find some Activating situations, iB's and Consequences of your own and do this exercise with them. Often it is easier to start with the C- the Consequences of the A and B and work back to see what they were.

**Whenever you feel upset, it can be a useful exercise to see if an ABC can be done on the situation and your thinking about it.** You never know, you might just feel better. Get into the habit of doing this regularly and you might feel better overall.

Moreover, do please note; **this is a tool not just a theory.** Success with this (and other) cognitive techniques is dependent on your writing out your own examples and making it part of the way you think.

(sources:

[http://en.wikipedia.org/wiki/Rational\\_emotive\\_behavior\\_therapy](http://en.wikipedia.org/wiki/Rational_emotive_behavior_therapy)  
<http://www.stressgroup.com/abccrashcourse.html>)



**Examples of Irrational beliefs that lead to problematic behaviour**

Irrational beliefs	Example	Examples of Disputes
I must be loved or approved by almost everyone in my life or else I am not good or I am worthless	My children don't like me. I must be a useless mother	Where is the evidence that your children don't like you?
I should be perfectly competent, adequate and achieving everything in order to be worthwhile	I am not good in Mathematics. I guess I am not a good student	What makes a good student?
Certain people I deal with are bad, wicked or villainous, therefore I should punish them	My neighbour doesn't care about cleaning his area. I guess I don't have to bother about the rubbish that's stuck in his drain	
It is terrible and upsetting when things don't go the way I want them to be	This holiday is not fun because we didn't manage to visit the playground	Is it so terrible not being able to visit the playground?
My unhappiness is caused by others or external events not under my control	I failed my test because I could not study last night. There was too much noise	

	outside.	
I should always be worried about bad things that happen to me	My friends laughed at the way I dress at the party. They must always be laughing at me. My dressing sense is no good.	Did you see your friends laughing at you every time, or is it just your imagination?
It is easier to escape from responsibilities rather than face them	My husband seems to be upset. I'll be quiet and hopefully soon he will be cheerful again.	Will your husband's problem go away by your being quiet?
I should depend on others or have some people I can rely on.	I must rely on my husband because he is the leader in this family.	
The past will always affect my present and future life	My girlfriend left me. I will never trust another girl. They are all the same.	Does the world end when your girlfriend dumps you?
There is always a solution to every problem or else it is catastrophic.	My child does not perform. The teacher does not teach well. The headmaster is not efficient. The school is not good.	Why are you accusing everything in the world for your child's weakness? Is it not your own fault?

In disputing coachee's irrational beliefs, the coach may directly attack coachees' logic, challenge their thinking, and confront them with evidence contrary to their beliefs. The disputes will lead coachees to new, effective ways of thinking, thus contributing to coachees' effective behaviour.

WHAT MATTERS MOST  
IS HOW YOU SEE YOURSELF.



## **2.6 NARRATIVE COACHING**

### **2.6.1 Bruner's and Luborsky's Narrative Coaching**

Bruner teaches that there are two ways for knowing the world:

- a/ Paradigmatic: by knowing abstract models of the world
- b/ Narrative: by giving sense to the world through stories.

Through myths, tales, novels, TV-soaps, gossip, family-stories, ... we structure the world, remind and communicate our experiences.

Luborsky found that stories are often organised around three elements:

- The desire to enter into relationship with others
- The reaction of "the others"
- The individual's reaction to the reaction of the others.

With these guidelines, we dispose of an instrument that allows us to simplify complicated stories and get to the "red wire" at their core.

By listening to the coachee's story, we will often discover a coherent theme and conflict that keeps returning, for instance connected to the relationships that he is having with other people.

One of the goals of a coach is to help coachees clarify the story of their lives, so that, instead of repeating the same story over and over again, the coachee becomes aware of the origin and decisive elements in his story and can make conscious choices about how to best go forward from where he is.

In fact, the coachee's stories reflect the underlying structures of the schemes that he uses to interpret the world. A coachee who is telling us how he solved an earlier problem, offers us useful information about how he tackles problems in general.

Sometimes, stories are conflicting with each other. Russell points out that by reflecting on the conflicting aspects, it is often possible to get to a superior level.

For instance: When a coachee is suffering from stress at work, but then tells a story about moments on which he enjoyed working.

White and Epston, founders of the social-constructive narrative therapy, emphasize the importance of the central position of the relationship between people and their culture. A person is a product of the history of his culture, his position in society and the linguistic tools of which he disposes. Therefore, stories are bridges between the individual experience and the cultural system. In fact, culture is based on stories, legends and myths, which transcend the personal life of the individuals.

Conflicts between stories may result in the coachee being dominated and limited by a story. The coach will then try to identify moments on which the coachee has freed himself from the power of the dominant story and will help him to re-write his-story.

An important technique is helping coachee to see the problem as a story outside himself and thus create room for alternative stories.

### **Three steps procedure for externalising problems:**

Identify and name the problem as specifically as possible with the use of images and of coachee's words.

1. Investigate why the problem remains present in coachee: isolate the problem from the coachee and locate histories when the problem was not dominating. (= “sparkling moments”).
1. Use these sparkling moments as the basis for the re-writing of histories.

### **The Richard Stelter & Ho Law five-step procedure:**

#### **Stage One – Description**

The coach invites the coachees to tell a story about life or work domain (depending on the topic of the coaching session, e.g. their business/work issues, relationships or work/life balance, etc). The story may consist of many themes or plots. As the coach listens to the coachee’s story, the coach tries to identify any „internalised problem” that might have affected the coachee’s sense of self and identity. The coach encourages the coachee to externalise the problem by for example, giving it a name.



## **Stage Two – Relation Mapping**

In the coachee's story, the coach attempts to identify his or her coachee's aspirations, values, hopes and dreams, which give them a sense of purposes that is more consistent with their desirable self-identity. However, the evidence that appeared in the story told might very often be in thin traces. Borrowed from the anthropological theory of Geertz (1973) Michael White (1997) spoke about „thin description“ as in contrast to the foreground dominant storyline („thick description“).

The coach needs to identify any „unique outcomes“ that might have been neglected by the coachee, and yet these neglected events and their unique outcomes may help the coach and coachee to co-construct the alternative story lines. The coachee may give many examples of failure (thick description) to support their negative story line. The coach may ask the coachee to think about any exceptions in their experience that constitute a successful outcome (counterplot).

This counterplot provides „a point of entry“ (rite de passage) to the alternative storyline that may lead the coachee to see new possibilities. The mapping between the coachee's positive self identity and the negative description of coachee's action in a sequence of events unfolding (thin and thick descriptions) would enable the coach to identify the „learning gap“ or the „zone of “proximal development“ (Vygotsky's term) that the coachee needs to bridge.

### **Stage Three - Evaluation/Re-evaluation (re-authoring)**

To bridge the learning gaps that have been identified in Stage two, the coach continues to focus on those thin story lines that could strengthen the coachee's sense of identity; gather more evidence to support the alternative storyline (thicken the plot).

This stage provides „scaffolding" to bridge the coachee's learning gap by recruiting their lived experience. The coach asks the coachee to re-evaluate the impact of their action upon their own sense of self-identity, values and belief, stretch their imagination and exercise their meaning-making resources.

The coach also encourages the coachee to map their aspirations, values and self-identity upon their action in terms of new future possibilities on their life's horizons. This stage is very often referred to as „the turning point" where the coachee begins to change from re-iterating the old story line to start discovering new possibilities and action.

### **Stage Four - Justification**

The coach further thickens the plot of the story and consolidates the coachee's commitment for change. The aim of narrative coaching is to develop a „thick description" of an alternative storyline "that is inscribed with...meanings" and finds linkages between "the stories of people's lives and their cherished values, beliefs, purposes, desires, commitments, and so on" (White, 1997, p.15-16).

At this stage, the coachees are asked to justify the above evaluation in terms of their aspiration, belief, values and self-identity and strengths.



## **Stage Five - Conclusion/Recommendation**

The coach guides the coachee to draw conclusion by making valued statements about their self-identity in terms of their beliefs, values, hopes, and dreams. The coach may ask the coachee to write these statements down in words on a piece of paper or in a form of letter, etc. Finally, the coach invites the coachee to make commitments for action by summarizing an action plan for change and how to achieve their hopes and dreams (the „bridging tasks“).



## **2.6.2 Practical Narrative Approach to Coaching**

The narrative approach to coaching investigates the stories that people construct in their lives to define who they are and what they do. It is the coach's role to help coachees identify stories that are limiting them from achieving their full potential and to assist in finding an alternative story that is more beneficial.

The coach has four main aims when implementing the narrative approach:

1. Search for alternative explanations
2. Search for unique outcomes
3. Encourage a future with the alternative story
4. Find ways to create an audience who will perceive and support the new story.

Let us look at some of the main concepts of this approach:

### **Dominant Stories**

Dominant stories are stories in a person's life which he or she strongly believe and have had things happen in life that have reinforced this story. They can have both positive and negative affects on the individual's life and affect not only the present but also the future.

Stories consist of the following elements (De Jong & Berg, 2002):

- Events
- Linked in sequence
- Across time
- According to a plot

For example:

John is a successful executive to an important financial company. However, he lacks confidence in his typing ability due to situations that have occurred in the past. For example, when he was in high school he completed a typing course in which he failed. In his first job as an administrative assistant he was always in trouble for taking too long to complete projects and he thought this was due to his typing “inability”. Now that he has his own administrative assistant he gets him to type everything for him but is finding that other tasks are not completed due to this problem.

John’s dominant story of not being able to type has been reinforced by past incidences of being told he can’t type and failing a typing course. He now reinforces this issue by getting someone else to do the typing for him. Although John’s story is quite basic, you can see how this dominant story affects his present and will also keep affecting his future.

### **Externalising Language**

Externalising language is used in coaching to separate the problem from the person. For example, a person may say “I am a sad person”. This implies that the person has a sad quality or characteristic of sadness rather than it just being something that affects the person from time to time.

Coaches working from a narrative perspective are attuned to the language they use to represent an issue or problem in their coachees’ lives. They assume that the issue or problem is “having an effect on the person” rather than the issue or problem being an intrinsic part of who the person is.

Rather than saying “you are lacking in motivation”, a coach working from a narrative perspective may ask “when did motivation leave you?” OR rather than say, “you are stressed”

the coach may enquire, “when did stress get a hold of you?”

### **Unique outcomes**

Unique outcomes are situations or events that do not fit with the problem-saturated story. When searching for unique outcomes, coaches focus their attention on finding any event or experience that stands apart from the problem story – even if the situation appears to be inconsequential to the coachee.

### **Example transcript:**

In this example, Ben is in year 12 and is aiming to achieve a scholarship for university. Ben doesn't usually have a problem with motivation, but lately he just can't seem to find the energy to study. With assistance from his counsellor, Ben has named his lack of motivation, “the energy-zapper”.

Here is part of the conversation that takes place between Ben and his coach:

Coach - When did the energy-zapper first make an appearance in your life?

--Ben - Hmm, well I think I first noticed him in grade 9. I went through this stage where he was turning up and zapping my energy all the time!

Coach - Was there ever a time when you were able to overcome the energy-zapper's powers?

--Ben - Umm... yeah, once I was so behind in Maths that I just knew I had to study otherwise I would fail the next exam.

Coach - So what did you do?

--Ben - Well, I guess, I just focused. I turned off the TV - I knew I had to turn off the TV - Then I thought, right I have to do this. I just have to.

Coach - And did you do it?

--Ben - Yeah, you know, I did...and it really wasn't that hard to stay focused once I got into it. I stayed up all night to study for that exam.

Coach - So the energy-zapper loses his power when you really focus your attention on something.

--Ben - Yeah, I guess he does (laughs).

This conversation reveals a unique outcome for Ben.

### **Techniques**

Techniques that will be examined in this article are:

1. Naming the problem
2. Asking externalising questions

Naming the problem is used as a way to establish a sense of distance from, and control over the problem. This is a main aim of the narrative approach.

Payne (2006) has identified a number of questions you may wish to use to help the coachee name the problem:

"I wonder what we will call this problem?

Do you have a particular name for what you're going through at the moment?

There are lots of things happening to you- shall we try to pin them down? What are they, what name shall we put to them? I've been calling what they did to you 'constructive dismissal'. Does that seem the right term to use?

Judging by what you say, you're been subject to emotional abuse. How would it feel if that's what we called it from now on? Or perhaps there's a better name?"

If the coachee has trouble coming up with a name, you could suggest possibilities.

For example:

Sam is a 25-year-old professional, who has recently been promoted to a business development position within her organisation. As part of this new role, Sam will be required to provide product information to a large number of potential customers in a conference style presentation. Sam considers herself to be ‘nervous by nature’ and is worried that she may find this aspect of the role intimidating.

Sam and her coach have named her nervousness, the intimidator.

Externalising the Interview

Externalising questions and statements involve referring to the problem as being external to the person. For example, “you are shy” compared to a narrative approach of “when did shyness get a hold of you?” Other examples of making externalising questions include:

- How does the (problem) interfere in your life?
- How does the (problem) manage to take control of you?
- When does the (problem) usually strike?
- Have you noticed in anything makes the (problem) stronger?
- How is the (problem) hold you back?

Here’s an example from an interview with Sam (playing the role of the intimidator):

Coach – Intimidator, when did you first start spending time with Sam?

-- Sam – (As the intimidator) Gee, I started hanging out with Sam when she was young about 4, maybe 5 years old.

Coach – Wow, you’ve been in Sam’s life for a long time. What has made you stay so long?

-- Sam - (As the intimidator) Ha, ha. Well, I get a lot of opportunities to wield my powers. Sam's easily led; I can overpower her without any difficulty.

Coach - Really? When is she at her most vulnerable?

-- Sam - (As the intimidator) She's definitely her most vulnerable when she is unprepared. It's so easy to overpower her then.

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**YOU CAN DO ALMOST ANYTHING**

But you must want it enough to make whatever effort it takes to realize  
your dream

## **2.7 THE GATHER FAME MODEL**

The GATHER FAME model is a very practical model, which consists of two parts : “GATHER” refers to the actual coaching process, which, however, is not complete without the second part : “FAME”, being the follow up.

### **In “GATHER”, G is for Greet:**

- Greet the coachee: introduce yourself, offer a seat, and create a warm but professional environment.
- Ask how you can help.
- Assure coachee of confidentiality.

### **A is for Ask:**

- Ask about their reasons for coming now.
- Help coachees tell their story, express their needs and wants, doubts, concerns, questions and problems.
- Ask about previous experiences
- Ask what they want to do
- Show interest, understanding and empathy
- Reflect, support, ask open questions to encourage communication,
- Avoid judgments and opinions

### **T is for Tell:**

- To make informed choices and good decisions, coaches need clear, accurate, specific information about the range of their choices.
- Give tailored information: tell what is relevant and important to the coachee’s decision.
- Give personalized information: always start from coachee’s specific and unique situation and take it into account in all you say.



### **H is for Help:**

- Help coachee think about positive and negative results for him personally of each selected option
- Help them think how they would feel about these results.
- Help them prioritize: which options are more important and urgent?
- Ask what other important persons in their life might want.
- Clarify, repeat and reword information when useful
- Remind coaches that the choice is theirs to take. Avoid making decisions for them.
- Check whether they have made a clear decision. Ask: "So, what have you decided to do?" and wait for them to answer.

### **E is for Explain:**

- Explain how to carry out the decision
- Help coachees think how to adopt new behaviour.
- Explain what, when, how, where ...
- Show how, hand printed material to take home
- Ask coachee to repeat instructions, to tell you how they will implement their decision
- Help them rehearse planned conversations, interviews, presentations, ....

### **R is for Return:**

- Ask coaches if they have any questions or subjects to discuss (1)
- Ask them if they are satisfied with the outcome (2)
- Help them handle any problems (3)
- Plan follow-up and evaluation

### **In “FAME”, F is for Follow-up**

- At the follow-up meeting, repeat points 1,2 and 3 from the Return-phase
- Ask if anything changed since the last meeting
- Ask them to think about their decision again and to confirm it, or to adapt it if they wish ... or to make a new choice
- Check if coachee is living up to their commitment. Can you help them in any way?

### **A is for Apply Coaching Techniques**

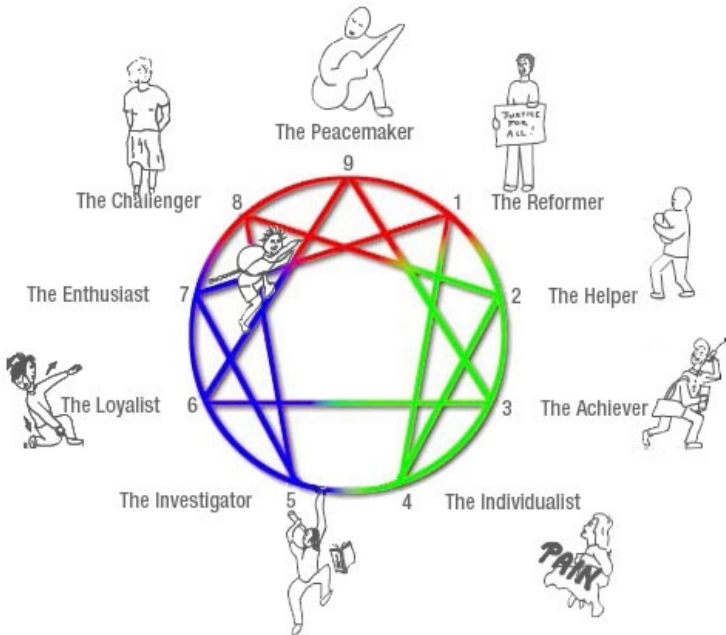
#### **M is for Monitor Progress:**

#### **E is for Evaluate / Wrap up**

- What is the concrete result?
- Any further questions?
- Assistance or additional resources required?
- End Coaching relationship, but keep door opened.



## 2.8 ENNEAGRAM BASED COACHING



### History

The Enneagram is an ancient system – at least 2000 - 4000 year's old. The word comes from two Greek words ennea (“nine”) and gram (“something written or drawn”), and refers to the nine points on the Enneagram symbol. The nine different Enneagram styles, identified as numbers One through Nine, reflect distinct habits of thinking, feeling, and behaving, with each style connected to a unique path of development.

Each person has only one core Enneagram style, and while our Enneagram style remains the same throughout our lifetime, the

characteristics of our style may either soften or become more pronounced as we grow and develop. In addition to our core Enneagram style, there are four other styles that provide additional qualities to our personalities; these are called wings and arrows.

### **Current Usage**

More than a personality typology, the Enneagram is a profound map illuminating the nine different architectures of the human character. It is also the most powerful and practical system available for increasing emotional intelligence, with insights that can be used for personal and professional development.

Because the Enneagram is cross-cultural and uncannily accurate, it's modern usage is growing dramatically across the globe.

In addition to being used by individuals who embrace it for their own insight and development, organizations are using the Enneagram to increase emotional intelligence (EQ), enhance communication, manage conflict constructively, build high-performing teams, develop leadership, and more.

### **Enneagram Coaching**

#### **1. Working on Yourself**

The Enneagram is about movement and change, letting go of fixed identity and opening up to the possibility of transformation. G.I. Gurdjieff, the teacher who first brought knowledge of the Enneagram to the West, taught that we have two natures – 'Personality' which is essentially illusory, an image of ourselves that we learn from others; and 'Essence', our true nature. The Enneagram type belongs to 'Personality' in this specialized sense – and is therefore false, something we are unnaturally attached to through conditioning. The aim of

Gurdjieff's system was to help people let go of this false self-image so that their true Essence could emerge.

So the point of identifying your Enneagram type is not to put you in a box or stick a label on you - but to show you where the type (your self-image) helps you and where it is getting in your way. By deliberately working 'against' your type, you can open up new perspectives and make changes in long-established habits.

Enneagram teachers typically recommend two ways of working on yourself with the Enneagram.

The first is simply to observe your type - read the descriptions and notice when you find yourself compelled to act according to type. For example - if you are at point Two, notice when you feel compelled to help someone; if you are at point Seven, notice when you get bored and feel the need to lighten the mood; if you are point Five, notice when you feel the need to withdraw from the group and gather your thoughts.

Getting into the habit of 'just observing' yourself is a great way to learn about yourself, even if the observations can make uncomfortable viewing at times. One Enneagram teacher, Richard Rohr, says we haven't really 'got' the Enneagram until we have been humiliated - meaning that it is a humbling experience to realise how much of our thoughts, feelings and behaviour are conditioned by our type. On the other hand, this can also help us to develop compassion for ourselves - and for others, when we notice that they are also trapped by their type.

If you're feeling really brave, you might want to show the description of your type to a trusted friend and ask them whether they think it's accurate - pick your friend wisely, and be prepared for a few home truths!

Let's have another look at the Enneagram symbol:



Notice the arrows that have been drawn on the diagram - these indicate the 'path of least resistance' in the face of the difficulties of life. So for a point One Reformer, the path of least resistance leads to point Four - whenever he is overwhelmed by the difficulties of achieving his goals, he is tempted to retreat to Four and take on the less desirable qualities of that type, by getting depressed and lamenting the state of the world.

If he moves in the other direction however, against the direction of the arrows, then he arrives at point Seven, which is when he lightens up and starts to embrace the positive side of life.

### **Challenges for each type**

Each Enneagram type faces a similar challenge in moving 'against the arrows' in order to overcome the limitations of their type:

- **Point Two** - can you move to point Four and focus on your own needs as well as others'?
- **Point Three** - can you move to point Six and spend time out of the limelight as a member of the group?
- **Point Four** - can you move to point One and adopt a more objective critical perspective on your own feelings and dreams?
- **Point Five** - can you move to point Eight and put yourself on the line by applying your knowledge in the world of action?
- **Point Six** - can you move to point Nine and set aside your suspicion by trusting others and celebrating difference?
- **Point Seven** - can you move to point Five and stop being a butterfly by focusing on one option and seeing it through to completion?
- **Point Eight** - can you move to point Two and set aside your own love of power by using your strength to serve others?
- **Point Nine** - can you move to point Three and allow the spotlight to rest on you as you perform at your best?
- **Point One** - can you move to point Seven and let go of your drive to achievement long enough to enjoy the pleasures of the moment?

### Questions

- Has there ever been a time when you've caught yourself 'responding from type' and been surprised at how easy it was to get carried away by automatic thoughts and actions?
- Has there ever been a time when you've gone 'against your type' – either deliberately or because the situation demanded it – and discovered how liberating it can be?

## **2. Working with Others**

Unlike working on yourself, in relating to other people it is important to work with, not against, their Enneagram type. The aim is to recognise and respect - even celebrate - the differences between their ways of being, thinking and feeling and your own. If you can do this, it will not only make them feel valued and understood, it will make the relationship easier, more fulfilling and (in a work context) more productive for all concerned.

## **3. At Work**

Supposing you are a Two (Helper) with responsibility for managing an Eight (Leader) and a Four (Romantic). As you yourself are typically eager to help others, it would be easy for you to fall into the trap of assuming others have the same motivation. So when allocating a task to one of your staff, it might seem natural to tell them how helpful it will be if they complete it quickly, and how much they will be appreciated by others. Unfortunately 'appreciation' is not a key motivator for either Eights or Fours, so you could well become frustrated by their apparent lack of enthusiasm for the task. Yet the real problem is that you have not spoken to each of them 'in their own language' and you have failed to appeal to their core values - power and justice (Eight) or authenticity and originality (Four).

So supposing you were to approach the Eight slightly differently - instead of talking about helpfulness and appreciation, tell her that you have selected her for the task as it is a tough assignment and will require strength of character to overcome entrenched opposition. Emphasise the essential justness of the outcome and that success will represent a victory for right over wrong; the Eight will feel valued for her strength and eager to exercise it in the service of a just cause. (If this seems slightly melodramatic and overly 'confrontational', remember that is



your perspective as a conciliatory Two, and that some tasks do require a firmer hand.)

Similarly, supposing you were to take the Four aside and let him know that you have selected him for this task because it requires someone with an original perspective, who will not be overly influenced by received ideas within the organisation, and who can be relied upon to stay true to himself even when others are challenging him. Tell him that considerable creativity will be needed to find a solution that sidesteps others' objections and results in a memorable and distinctive outcome.

(If this sounds as though you are pushing him 'out on a limb', remember that is your perspective as a Two with a strong need for connection with others, and that Fours often relish their 'outsider' status.)

#### **4. Personal Relationships**

A few years ago there were posters all over London for a play called "I Love You, You're Perfect" -

Now Change. I never saw the play, but couldn't help smiling every time I saw the posters - they summed up so much about the expectations we place on partners and others who get close to us. When we first meet someone, we are struck by how new and exciting they are - we are entranced by their personality and the aura that surrounds them, and we find ourselves idolising them, including all the ways they are different to us.

Fast forward a few years (or even months) and the aura often fades, so that differences that were once charming can become confusing or even irritating. We start to notice their 'faults' and can't help offering gentle hints and constructive criticism to help them overcome them - and get back to being the wonderful person we first met.

According to conventional wisdom, this is because we were intoxicated by love and placing them on a pedestal - the more time we spend with them, the more their true nature is revealed and we see their flaws. But the poet W.H. Auden argued that conventional wisdom has got things the wrong way round - it is when we first meet someone that *we see them as they truly are*, and later on, it is *our own faults projected onto them* that spoils the picture - and if we are not careful, the relationship.

As far as I know Auden was not familiar with the Enneagram but his attitude is very close to the way the Enneagram encourages us to relate to others - by looking for the source of conflict in our own skewed perceptions and assumptions, rather than seeing it as a fault in the other person.

So for example, a Three (Performer) and a Five (Observer) might fall in love - the Three entranced by the 'mystery' of the unfathomable Five, and the Five bowled over by the 'glamour' of the confident, successful Three. But conflict will arise whenever the Three fails to understand why the Five doesn't 'push herself forward more' and gain more rewards and recognition for her knowledge and insights. Equally, the Five needs to watch out for her tendency to judge the Three as 'shallow and materialistic' in his pursuit of worldly success.

Having spent a fair amount of time working as a couples therapist, I've noticed it represents a significant turning point when two partners learn to let go of their expectations that the other should change, and learn to respect their differences - however irritating or strange they might appear! In terms of the Enneagram, this means accepting the other's type and dropping the unspoken demand that they become more like our type. In the above example, this will happen when the Three learns to respect the Five's need for privacy and autonomy, and when the Five learns to take the Three's public success at face value and celebrate it.

## **5. Using the Enneagram to relate to others**

When dealing with others, especially in pressured situations or when conflict arises, ask yourself

the following questions:

1. What expectations am I placing on the other person as a result of my own Enneagram type?
2. Where would I place the other person on the Enneagram? What core values does this type have?
3. How can I appeal to those values and 'speak their language'?

### **Questions**

- Has there ever been a time when someone has made life easier for you by speaking the language of your type and appealing to **your** core values rather than theirs?
- Have you ever succeeded in doing this for someone else? How?

### **Source:**

Text - Mark McGuinness [www.wishfulthinking.co.uk/blog](http://www.wishfulthinking.co.uk/blog)

This Introduction was first published by Liz Strauss as a series on [www.successful-blog.com](http://www.successful-blog.com)

### **Remark:**

The Enneagram model is used by a variety of coaches as a basis for many different coaching models.

## **2.9 GERARD EGAN'S 3 STEPS MODEL**

### **1. WHAT IS THE PROBLEM?**

1. What is already functioning well,? (list)
2. What is functioning not so well? (list)
3. What issue would coachee want to work on NOW?  
Coach helps coachee to explore the defined issues and to reach a definition of the goal(s).

### **2. THE PROBLEM IS KNOWN – DEVELOPPING NEW PERSPECTIVES**

4. What are the challenges and perspectives?  
Summarize what has been discussed in step 1  
Help coachee to discover new perspectives.
5. What are the SMART goals coachee wants to achieve?

### **3. PROBLEM AND GOAL ARE KNOWN – HOW WILL COACHEE PROCEED TO ACHIEVE THE GOAL SET?**

6. What are the possible options available for reaching the goals? - Assist coachee in brainstorming
7. What is the best route toward the goal? - Assist coachee to select the most appropriate route toward the goal
8. SWOT- and Force Field – analysis:  
Analyse strengths and weaknesses and forces working in favour or impeding progress.
9. Evaluation

## **2.10 EGAN'S SKILLED HELPER SOLUTION FOCUSED APPROACH**

### **What is it?**

Gerard Egan's Skilled Helper Model of eclectically based counselling provides a structured and solution focused basis for coaches, psychotherapists and hypnotherapists. It is a three stage model in which each state consists of specific skills that the therapist uses to help the coachee move forwards. By mastering the process of using these basic skills in an appropriate manner (often in a cyclical process of stage 1 - 2- 3 evaluate 1 - 2 - 3 evaluate) the talking therapist may be able to increase their efficiency and structure their work in a more logical way, thus helping coachees in a more consistent manner and being less reliant upon their fluctuating 'therapeutic inspiration'.

### **Theoretical Origins**

Theoretically the Skilled Helper approach draws on three theories:

#### **Carkuff's theory of high-level functioning helpers**

This theory explains that helpers with the skills of empathy, respect, concreteness, congruence, self-disclosure, confrontation and immediacy are most effective;

#### **Strong's Social influence theory**

which explains that helping is a process whereby coachees are influenced by others because they perceive therapists as having particular attributes and with this influence being most powerful when the the therapist avoids both laxity and coercion and is instead collaborative, empowering and democratic.

### Albert Bandura's Learning theory

In which coachees are seen as acquiring skills through coming to understand the processes of learning and developing appropriate self-efficacy expectations - expecting to achieve their goals by learning useful behaviours).

### **Essential Therapeutic Orientations**

The Egan Skilled Helper approach encourages coachees to become active interpreters of the world, giving meanings to actions, events and situations, facing and overcoming challenges, exploring problem issues, seeking new opportunities and establishing goals. Quite simply, success usually comes when human beings become active in initiating positive behaviours and developing problem-solving strategies.

The Skilled Helper aims to help their coachees develop the skills and the knowledge necessary to solve both their current problems issues and ones that may arise in the future. To facilitate coachee development the helper builds a healthy therapeutic alliance with the coachee based on collaboration, warmth and acceptance.

The Skilled Helper facilitates the coachee by helping them to formulate a plan of action, helping them accept their responsibility for becoming a more effective person and helping them to develop their own inner resources.

The Skilled Helper also helps their coachee to transfer newly acquired skills and knowledge to fresh situations, facilitates them in establishing appropriate and realistic goals (that match their problem-solving skills), encourages them to become self-directive and develop the skills of problem-solving, helps them to build on their inner strengths and to utilize external resources and support groups, helps them realize their potential and facilitates them in developing goals which are specific, measurable, achievable, realistic, ethical and reasonable.

Furthermore the Skilled Helper remains in a state of external sensory awareness and retains an awareness of their coachee's non-verbal communications.

### **Effective Listening - SOLER**

Effective listening is key to being a Skilled Helper. It consists of various skills, which Egan covers with the acronym: *SOLER*.

- S.** If it suits them, face the coachee **Squarely**
- O.** Maintain an **Open Posture** with the coachee.
- L.** **Lean** towards the coachee (as appropriate).
- E.** Maintain appropriate **Eye Contact** with the coachee.
- R.** Be a **Relaxed** helper as by doing so you greatly improve the quality and comfort of the sessions.

### **Active Listening & Empathy**

Active Listening is a key skill for any coach. It consists in concentrating on the coachee's non-verbal and verbal communication and relating them to the coachee's story.

Non-verbal communication includes body language, expressions, reactions, etc.

Verbal communication articulates the coachee's experiences, behaviours and feelings.

The Coach encourages the coachee to stick to the point (what is relevant), they are non-judgemental and they are Empathic rather than sympathetic.

Appropriate Empathy is a state of human interaction in which the helper enters and understands the coachee's perspective, whilst getting in touch with their thoughts and feelings. However, in this the helper remains rational in their understanding of the coachee's situation and reality.

Although the coach communicates Empathy to the coachee as the basis of counselling, when appropriate they may also use challenging skills with the coachee when particular and clearly harmful irrational statements or destructive patterns etc keep resurfacing. However any challenging must be congruent with the maintenance of therapeutic Rapport and Empathy because Empathy and Rapport provide the coachee with the warmth, comfort and safety needed to facilitate effective positive change.

### **Egan's skilled helper model**

This is a 3-stage model or framework offered by Egan as useful in helping people solve problems and develop opportunities. The goals of using the model are to help people 'to manage their problems in living more effectively and develop unused opportunities more fully', and to 'help people become better at helping themselves in their everyday lives.' (Egan G., 'The Skilled Helper', 1998, p7-8).

Thus there is an emphasis on empowerment. Also the person's own agenda is central, and the model seeks to move the person towards action leading to outcomes which they choose and value.

This model is not based on a particular theory of personality development, nor on a theory of the ways difficulties develop. It is a framework for conceptualising the helping process, and is best used in working on issues in the recent past and the present. As with any model, it provides a map, which can be used in exploring, but which is not the territory itself.

The Egan model and mentoring are not synonymous; the model can be used in many kinds of helping relationships, and mentoring/co-mentoring can be done using other models, (or none!).



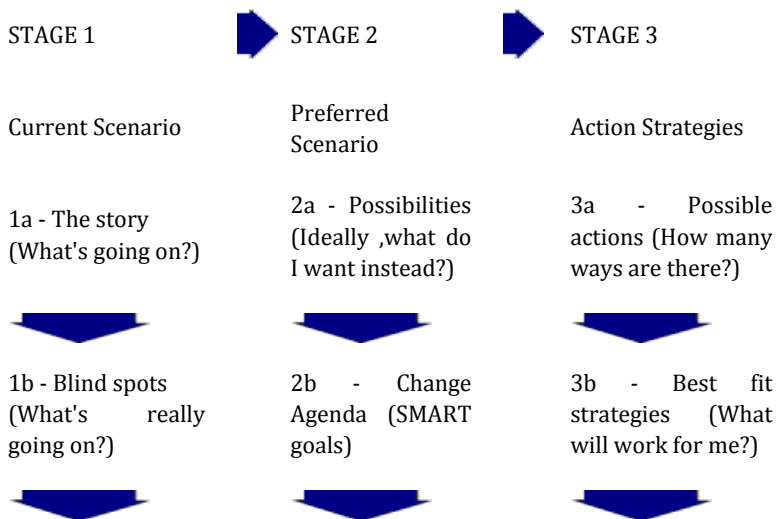
The model can and should be used flexibly. The model works best if attention is paid to Rogers' 'core conditions', the helpers approach to the speaker being based on genuineness, respect, and empathy, and if principles of good active listening are remembered throughout.

The Egan model aims to help coachee address 3 main questions:

1. 'What is going on?'
2. 'What do I want instead?'
3. 'How might I get to what I want?'

Not everyone needs to address all 3 questions, and at times people may move back into previously answered ones. For simplicity, we'll look at the model sequentially. However, the skilled helper will work with the speaker in all or any of the stages, and move back and forward, as appropriate.

Diagram of the Model



1c - Leverage  
(Focussing/prioritising)

2c - Commitment  
(Check goals are right)

3c - Plan (What next and when?)

Action Leading to Valued Outcomes

### In the diagram of the model

- Top row: 1a, 2a, 3a expansive, exploratory and creative
- Middle row: 1b, 2b, 3b.... challenging, reality testing, and selecting
- Bottom row: 1c, 2c, 3c.... focussing, committing, moving forward

Remember, it's ok to go back to previous stages when appropriate; the arrows don't have to be followed slavishly!

## **STAGE 1 - What's going on?**

Stage 1 is about providing a safe place for the speaker to tell their story in their own way, and to be fully heard and acknowledged. It is about a space where a person can hear and understand their own story. It is also about gently helping them lift their head to see the wider picture and other perspectives, and to find a point from which to go forward with hope.

### 1a - an expansive part

The helper encourages the speaker to tell their story, and by using good active listening skills and demonstrating the core conditions, helps them to explore and unfold the tale, and to reflect. For some, this is enough, for others it is just the beginning. "...as you summarised what I said, all the jumble began to make sense."

- Skills in Stage 1a:- active listening - checking understanding - open questions - summarising - silence - focusing - empathy - paraphrasing & reflecting meaning - paraphrasing & reflecting feeling - structuring - understanding skills
- Useful Questions: How do/did you feel about that? - What are/were you thinking? - What is/was that like for you? - Keep them open! - What else is there about that?

### 1b - a challenging part

Since they are in the situation, it can be difficult for the person speaking to see it clearly, or from different angles. With the help of empathic reflections and challenges, the speaker uncovers blind spots or gaps in their perceptions and assessment of the situation, of others and of themselves - their patterns, the impact of their behaviour on the situation, their strengths. "I'd never thought about how it might feel from my colleague's point of view."

- Skills: Recognising and challenging; different perspectives, patterns, themes and connections, shoulds and oughts, negative self-talk, blind spots (discrepancies, distortions, incomplete awareness, things implied, what's not said), ownership, specifics, strengths. alternate frames of reference - self-disclosure - immediacy - challenging - timing & pacing - advanced empathy - **acting Skills**
- Useful Questions: How do others see it/you? - Is there anything you've overlooked? - What does he/she think/feel? - What would s/he say about all this? - What about all of this is a problem for you? - Any other way of looking at it?

### 1c -Focussing and moving forward

People often feel stuck; that is why they want to talk. In this stage, the helper seeks to move the speaker from stuckness to hope by helping Them choose an area that they have the energy to move forward on, that would make a difference and benefit them. "I see now the key place to get started is my relationship with K"

- Skills: Facilitating focussing and prioritising an area to work on. **d**ivergent thinking, goal setting, decision making, problem solving, programme choice, evaluate knowledge of resources, using knowledge of how behaviour is changed, using knowledge of how useful behaviour is maintained, teaching skills & promoting learning skills
- Useful Questions: What in all of this is the most important?  
- What would be best to work on now? - What would make the most difference? - What is manageable?

Stage 1 can be 5 minutes or 5 years; it may be all someone needs.

### **Stage 2 - What do I want instead?**

People often move from problem to action, or problem to solution, without reflecting on what they really want, or in what way their problems might be opportunities. Stage 2 is about this, about helping the speaker to open up a picture of what they really want, and how things could be better. This stage is very important in generating energy and hope.

#### 2a - a creative part

The helper helps the speaker to brainstorm their ideal scenario; 'if you could wake up tomorrow with everything just how you want it, like your ideal world, what would it be like?' The speaker is encouraged to broaden their horizon and be imaginative, rather than reflect on practicalities. For some

people this is scary, for some liberating. "At first it was really difficult but after a while I let my imagination go and began to get really excited about what we could achieve in the department".

- Skills: Brainstorming, facilitating imaginative thinking, i.e. - Quantity vs. Quality Anything goes - have fun - Write down ideas verbatim, don't analyse or judge - Keep prompting - 'what else?' - Don't hurry, allow lots of time
- Useful Questions: What do you ideally want instead? - What would be happening? - What would you be doing / thinking / feeling? - What would you have that you don't have now? What would it be like if it were better / a bit better?

### 2b - a reality testing part

From the creative and visionary brainstorm, the speaker formulates goals which are specific, measurable, achievable/appropriate (for them, in their circumstances), realistic (with reference to the real world), and have a time frame attached, i.e. SMART goals. Goals which are demanding yet achievable are motivating.

"It feels good to be clear that I want a clear understanding with my colleagues about our respective rules and responsibilities."

- Skills: facilitating selecting and reality checking with respect to internal and external landscape.
- Useful Questions: What exactly is your goal? - How would you know when you've got there? - What could you manage/are you likely to achieve? - Which feels best for you? - Out of all that, what would be realistic? - When do you want to achieve it by?

## 2c - moving forward

This stage aims to test the realism of the goal before the person moves to action, and to help the speaker check their commitment to the goal by reviewing the costs and benefits to them of achieving it. Is it worth it? "It feels risky but I need to resolve this."

- Skills: facilitation of exploring costs and benefits, and checking commitment to goal.
- Useful Questions: What will be the benefits when you achieve this? - How will it be different for you when you've done this? - What will be the costs of doing this? Any disadvantages / downsides to doing this?

## **Stage 3 - How will I get there?**

This is the 'how' stage... how will the person move towards the goals they have identified in Stage 2? It is about possible strategies and specific actions, about doing something to get started, whilst considering what/who might help and hinder making the change.

### 3a - another creative part!

The speaker is helped to brainstorm strategies - 101 ways to achieve the goal - again with prompting and encouragement to think widely. What people, places, ideas, organisations could help?

The aim is to free up the person to generate new and different ideas for action, breaking out of old mind-sets. "There were gems of possibilities from seemingly crazy ideas".

- Skills: Facilitation of brainstorming

- Useful Questions: How many different ways are there for you to do this? - Who/what might help? - What has worked before/for others? - What about some wild ideas?

### 3b - focussing in on appropriate strategies

What from the brainstorm might be selected as a strategy that is realistic for the speaker, in their circumstances, consistent with their values? [Forcefield analysis](#) can be used here to look at what internal and external factors (individuals and organisations) are likely to help and hinder action and how these can be strengthened or weakened respectively. "I would feel comfortable trying to have a conversation with him about how he sees things".

- Skills for Stage 3b: Facilitation of selecting and reality checking.
- Useful Questions: Which of these ideas appeals most? - Which is most likely to work for you? - Which are within your resources/control?

### 3c - moving to action

The aim is to help the speaker plan the next steps. The strategy is broken into bite-size chunks of action. Here the speaker is doing almost all the work, producing their action plan. The helper works with them to turn good intention into specific plans with time scales. Whilst being encouraging, it's also important not to push the speaker into saying they'll do things to please the helper. "I will make sure we have time together before the end of the month. I will book a meeting, so that we can be sure of quiet uninterrupted time. I will organise this before Friday".

- Skills: Facilitation of action planning.
- Useful Questions: What will you do first? When? - What will you do next? When?

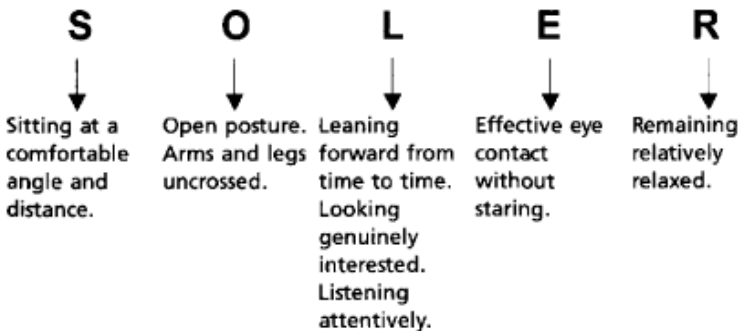
If the end point of producing an action plan has been reached, the experience of trying it out could be the starting point for a follow-up mentoring/co-mentoring session. The work would start in stage I again, telling a new story. If an action plan had not been reached, that's fine too, and the model can be used over a series of sessions.

The key in using the model, as with any theory or model, is to keep the speakers agenda central, the individual in the foreground and theory in the background, and to use the model for the person, rather than vice versa.

## **Evaluation**

In addition to Explore, Understand & Act skills evaluation of the therapy process is also important. It can take place at the end of each session as a summarization, whenever appropriate. It helps the coachee understand what ground they have gone over, helps them perceive progress they have made and inspires them with understanding on how they want to move forwards.

[http://www.gp-training.net/training/communication\\_skills/mentoring/egan.htm](http://www.gp-training.net/training/communication_skills/mentoring/egan.htm)





## **2.11 THE ROGERS BASED COACHING**

Source: <http://www.simplypsychology.org/coachee-centred-therapy.html> - Carl Rogers Therapy by Saul Mcleod.

### **Self concept**

The starting point of the Rogerian approach to coaching, counselling and psychotherapy is that individuals have within themselves vast resources for self-understanding, for altering his or her self-concept, attitudes and self-directed behaviour - and that these resources can be tapped if only a definable climate of facilitative psychological attitudes can be provided.

Rogers placed emphasis on the person's current perception and how we live in the here-and-now. He maintained that we behave as we do because of the way we perceive our situation. "As no one else can know how we perceive, we are the best experts on ourselves." (Gross, 1992)

Central to Rogers' theory is the notion of self or self-concept. He noticed that people tend to describe their current experiences by referring to themselves in some way, for example, "I don't understand what's happening" or "I feel different to how I used to feel". All the ideas and values that characterize 'I' and 'me', - including the perception and valuing of 'what I am' and 'what I can do' -, influence both our perception of the world and perception of oneself. For instance, a woman who perceives herself as strong may well behave with confidence and come to see her actions as actions performed by someone who is confident.

The self-concept does not necessarily always fit with reality, though, and the way we see ourselves may differ greatly from how others see us. For example, a person might be very interesting to others and yet consider himself to be boring. He

judges and evaluates this image he has of himself as a bore and this valuing will be reflected in his self-esteem. The confident woman may have a high self-esteem and the man who sees himself as a bore may have a low self-esteem, presuming that strength/confidence are highly valued and that being boring is not.

One reason why Rogers rejected interpretation was that he believed that, although symptoms did arise from past experience, it was more useful for the coachee to focus on the present and future than on the past. Rather than just liberating coachees from their past, as psychodynamic therapists aim to do, Rogerians hope to help their coachees to achieve personal growth and eventually to self-actualize.

### **Coaching relationship**

Carl Rogers saw therapists or coaches as equal partners with their coachees rather than as experts. Within this relationship, the coachee is responsible for improving his or her life, not the coach or therapist. This is a deliberate change from both psychoanalysis and behavioural therapies where the patient is diagnosed and treated by a doctor. Instead, the coachee consciously and rationally decides for themselves what is wrong and what should be done about it.

Rogers strongly believed that therapists and coaches should be warm, genuine and understanding and more like a friend who listens and encourages on an equal level. He suggested that coachees would be better helped if they were encouraged to focus on their current subjective understanding rather than on some unconscious motive or someone else's interpretation of the situation.

## **Techniques**

There is an almost total absence of techniques in Rogerian model due to the unique character of each counselling relationship. Of utmost importance, however, is the quality of the relationship between coachee and coach or therapist. "The therapeutic relationship...is the critical variable, not what the coach or therapist says or does."

If there are any techniques they are listening, accepting, understanding and sharing, which seem more attitude-orientated than skills-orientated. In Corey's (1991) view "a preoccupation with using techniques is seen [from the Rogerian standpoint] as depersonalising the relationship." The Rogerian coachee-centred approach puts emphasis on the person coming to form an appropriate understanding of their world and themselves.

## **Incongruity**

Rogers identified the "real self" as the aspect of one's being that is founded in the actualizing tendency, follows organismic valuing, needs and receives positive regard and self-regard. It is the "you" that, if all goes well, you will become. On the other hand, to the extent that our society is out of sync with the actualizing tendency, and we are forced to live with conditions of worth that are out of step with organismic valuing, and receive only conditional positive regard and self-regard, we develop instead an "ideal self". By ideal, Rogers is suggesting something not real, something that is always out of our reach, the standard we cannot meet. This gap between the real self and the ideal self, the "I am" and the "I should" is called incongruity.

## **Congruity**

A person enters person centred therapy in a state of incongruence. It is the role of the therapists to reverse this situation. Rogers (1959) called his therapeutic approach coachee-centred or person-centred therapy because of the focus on the person's subjective view of the world. Rogers regarded every one as a "potentially competent individual" who could benefit greatly from his form of therapy. The purpose of Roger's humanistic therapy is to increase a person's feelings of self-worth, reduce the level of incongruence between the ideal and actual self, and help a person become more of a fully functioning person.

Coachee-centred therapy operates according to three basic principles that reflect the attitude of the therapist to the coachee:

1. The therapist is congruent with the coachee.
2. The therapist provides the coachee with unconditional positive regard.
3. The therapist shows empathetic understanding to the coachee.

## **Congruity in coaching & Counselling**

Congruity, or congruence is also called genuineness. It is the most important attribute in counselling, according to Rogers. This means that, unlike the psychodynamic therapist who generally maintains a 'blank screen' and reveals little of their own personality in therapy, the Rogerian is keen to allow the coachee to experience them as they really are. The therapist does not have a façade (like psychoanalysis), that is, the therapist's internal and external experiences are one in the same. In short, the therapist is authentic.

- If the coach accepts and shares his feelings of vulnerability and insecurity, coachee will express more easily his own feelings as well.
- Congruence creates trust
- Congruence channels directness and honesty in relationships
- Congruence in spoken language and body language makes communication more clear.
- Congruence stimulates the energy flows in the relationship
- The coachee feels listened too and accepted and does not have to fear being judged
- The coach can let his inner voice inspire him
- A congruent meeting is an authentic meeting. It is in this kind of surrounding that the most significant learning takes place.

### **Phases in Congruity**

1. Being present in daily routine and relationships
2. React in a session to any opportunity offered
3. Coach and coachee allow themselves to meet the other and remain involved with each other.

For a relationship to exist, a minimum of connection is required. When the coachee is incapable of establishing and maintaining connection, the therapist or coach will name what he sees, hears, feels, ... in the external world (actions, body-language, communication, ...) with the goal to create awareness and to repair the capacity of psychological contact.

Rogers defines four phases in the level of psychological contact:

1. Being able to communicate about external subjects, without personal involvement
2. Gradually becoming more and more involved and being able to communicate
  - a. - with description of past feelings
  - b. - with description of present feelings
3. Being able to communicate from a personal referential frame and express gradually always more thoughts and feelings which were suppressed or censured at the start
4. A shift takes place from values borrowed from the external world to proper values of coachee.

### **Empiric focusing**

Empiric focusing helps the coach to understand and cope with coachee's emotions and causes moments of far reaching emotional change.

1. Name the problem and describe it in general terms.
2. Explore the connected feeling, find a word or image to describe this feeling
3. Check if the word or image really covers the feeling (use "felt sense")
4. What are the implications for the self concept?
5. Explore alternatives: ask what is required to make coachee feel better
6. Correct answers result in a feel-good sensation, (the "felt shift experience")

## **Unconditional Positive Regard**

The next Rogerian core condition is unconditional positive regard. Rogers believed that for people to grow and fulfill their potential it is important that they are valued as themselves. This refers to the therapist's deep and genuine caring for the coachee. The therapist may not approve of some of the coachee's actions but the therapist does approve of the coachee. In short, the therapist needs an attitude of "I'll accept you as you are." The person-centred coach is thus careful to always maintain a positive attitude to the coachee, even when disgusted by the coachee's actions.

## **Empathy**

Empathy is the ability to understand what the coachee is feeling. This refers to the therapist's ability to understand sensitively and accurately [but not sympathetically] the coachee's experience and feelings in the here-and-now. An important part of the task of the person-centred coach is to follow precisely what the coachee is feeling and to communicate to them that the therapist understands what they are feeling.

In the words of Rogers (1975), accurate empathic understanding is as follows: "If I am truly open to the way life is experienced by another person...if I can take his or her world into mine, then I risk seeing life in his or her way...and of being changed myself, and we all resist change. Since we all resist change, we tend to view the other person's world only in our terms, not in his or hers. Then we analyse and evaluate it. We do not understand their world. But, when the therapist does understand how it truly feels to be in another person's world, without wanting or trying to analyse or judge it, then the therapist and the coachee can truly blossom and grow in that climate."

### **Rogers Model: Conclusion**

Because the person-centred coach places so much emphasis on genuineness and on being led by the coachee, they do not place the same emphasis on boundaries of time and technique as would a psychodynamic therapist. If they judged it appropriate, a person-centred coach might diverge considerably from orthodox counselling techniques.

As Mearns and Thorne (1988) point out, we cannot understand person-centred counselling by its techniques alone. The person-centred coach has a very positive and optimistic view of human nature. The philosophy that people are essentially good, and that ultimately the individual knows what is right for them, is the essential ingredient of successful person centred therapy as “all about loving”.

In the Rogerian model, content and structure of the coaching process and the individual sessions are determined by the coachee.

The coachee’s role consists in identifying himself with coachee’s world and helping the coachee by creating a stimulating environment, listening empathically and (re)formulating the subject of the conversation.

The coach starts from the assumption that there is no problem that requires being solved and that the best way to help the coachee is by accepting him or her unconditionally and by being present in a congruent and empathic way.

Source:

Mcleod, S. A. (2008). Simply Psychology; Person Centred Therapy | Congruence.



### **2.11.1 The Six Steps Model:**

1. Ask in some way: “What do you want?” or “What would you want to be different?”
2. Listen “soulfully”
3. Clarify gaps and state observations
4. Listen some more and acknowledge
5. Co-create action steps and accountability
6. Ask for learnings and take aways



Source:

<http://elifeplans.com/The%20Power%20of%20Professional%20Life%20Coaching.pdf>

## **2.11.2 The Ten Steps Model:**

### **1. Pre-contemplation:**

Coachee considers asking for guidance or help

### **2. Contacting**

Coachee contacts coach

### **3. Imagining**

Coachee prepares himself for the conversation with the coach

### **4. Meeting**

Coachee and coach meet. A number of subjects are presented by coachee and discussed.

### **5. Catharsis**

Coachee gets a clear insight about which subject needs to be concentrated on. Coachee has the feeling he is accepted and understood by the coach.

### **6. More Subjects**

New subjects will probably surface. In the course of the coaching process. Coachee and coach decide on possible action.

### **7. Possible Paths**

How to deal better with the subject?

Possible changes are discussed.

### **8. Changes**

### **9. Reaching Goals**

### **10. Evaluation and Wrap Up**

- What is the concrete result?
- Any further questions?
- Assistance or additional resources required?

## **2.12 THE SIMPLIFIED FOUR STEPS MODEL**

The simplified model offers a tool for coaching or self-coaching, aimed at tackling minor problems.

### **1. The problem-phase**

- Define and Explore the problem
- Get to the core: what exactly will I concentrate on?

### **2. The Target-phase**

- Define possible goals
- Select one specific target

### **3. The Itinerary-phase**

- Outline route to follow
- Plan actions
- Determine how success will be measured

### **4. The Evaluation**

- What is the concrete result?
- Any further questions?
- Assistance or additional resources required?

## **2.13 SOLUTION FOCUSED COACHING**

Source: Coaching – reduced to the maximum by Peter Szabó  
Introduction to Solution-focused Brief Coaching

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### **Coaching – reduced to the maximum**

Paths to Solutions-The Power of the Solution-Focused Approach  
- Coert Visser and Gwenda Schlundt Bodien (2008)

1. Searching for causes of problems is not necessary.
2. The change begins with defining the desired situation.
3. Each case is unique.
4. Confronting is not necessary.
5. The coachee wants to cooperate.
6. The coachee already has the solutions.
7. There are always exceptions to the problem.
8. There is always already a beginning of the desired situation.
9. Small steps forward will usually be enough.

Like other service providers, especially in these times of rapid change, coaches must ensure a high level of performance and excellent results. Professionals undertaking coaching are looking for the quickest possible success. And the personal skills coachees can develop through coaching are among the most sought-after qualities in the modern business world.

More than enough reason, therefore, to examine the efficiency of the coaching process in greater detail.

- Which factors are crucial in achieving coaching success as simply as possible?
- Which assumptions will help you to reach the goal as quickly as possible?
- Which activities should you avoid to maximize your efficiency as a coach?

It is in response to these questions that solution-focused brief coaching emerges as a particularly interesting alternative to traditional problem-solving methods.

In solution-focused brief coaching, questions are asked in such a way as to move the coachee's attention to the level of solutions. Instead of discussing problems, difficulties and causes, the coach explores with the coachee desired goals, exceptions which have led to success in the past (times when the problem did not occur), and solutions (the changes that will have occurred once the goal is reached) as well as existing resources.

This procedure is especially suited to the business environment, because these coachees are already familiar with many of the questions you will ask, eg, about defining goals and visions, best practices, or knowledge management. But the mix of questions is unusual, the order in which they are asked is surprising, and, best of all, the step-by-step solution-focused procedure is truly unique.

### **Solution focused assumptions:**

#### **Becoming Solution-Focused in Brief Therapy - John Walter & Jane Peller (1992)**

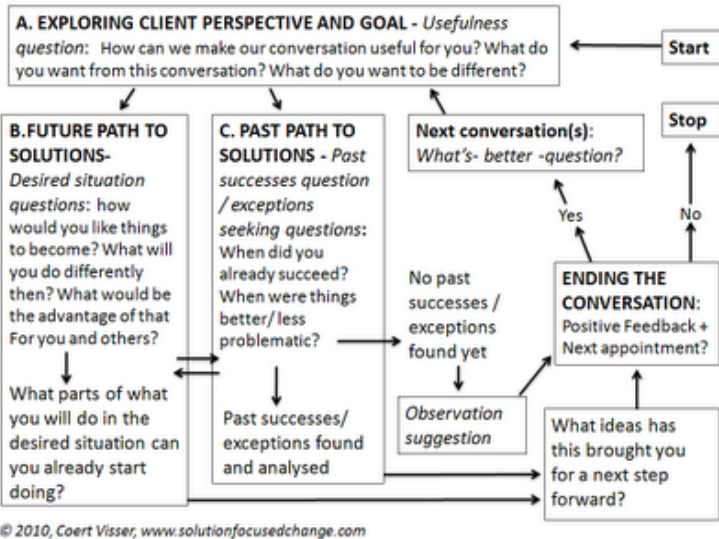
1. Focusing on the positive, on the solution, and on the future facilitates change in the desired direction. Therefore, focus on solution-oriented talk rather than on problem oriented talk.

2. Exceptions to every problem can be created by therapist and coachees, which can be used to build solutions.
3. Change is occurring all the time.
4. Small changing leads to larger changing.
5. Coachees are always cooperating. They are showing us how they think change takes place. As we understand their thinking and act accordingly, cooperation is inevitable.
6. People have all they need to solve their problems.
7. Meaning and experience are interactionally constructed.
8. Actions and descriptions are circular.
9. The meaning of the message is the response you receive.
10. Therapy is a goal or solution-focused endeavor, with the coachee as expert.
11. Any change in how coachees describe a goal (solution) and/or what they do affects future interactions with all others involved.
12. The members in a treatment group are those who share a goal and state their desire to do something about making it happen.

### **Three stages in reaching solutions**

**In the first stage**, coachees and coach discuss the desired future and the changes that would be involved in reaching them. This goal definition phase is similar to other coaching approaches.

However, particular attention is focused on the moment when the goal is reached. The coachee describes their vision of the future, in the greatest possible detail. In contrast, no information is gathered about the problem.



**In the second stage**, coachees and coach discuss the recent past, looking for early existing signs of changes in the direction of the desired state. In this phase, the coach only asks questions about what is already working well. This helps the coachee to identify possible steps forward and strengthens their existing resources.

**In the third stage**, coachees attempt to put into practice what has been discussed so far. Usually, an experimental phase is agreed upon, which involves minor changes in everyday activities. The experiments are defined so as to focus the coachee's attention on solutions that will work.

# Coaching Solution Focused

- Define the goal
- Ask, don't suggest
- Don't judge the negative
- Appreciate the positive
- Elicit new options and past resources
- Focus on **possible** solutions
- Wait as much as needed!



## Identifying solutions rather than solving problems

In our culture, it is most common to focus on problems and their causes, analyzing and diagnosing so that a solution can be found. The solution-focused process dispenses with problem analysis. Instead of focusing on understanding the problem better, the time available is spent learning as much as possible about goals, solutions and resources. As a rule, once coachees have put discussing the problem behind them, they are surprised how much they have to say about the solution. It almost feels as if they did not have this information earlier, and only discovered it during the conversation.

Albert Einstein is supposed to have said, 'No problem can be solved by the same consciousness that created it'. Solution-focused coaching thus avoids drawing attention to the problem. It prefers to draw coachees' conscious attention to solutions.



The Miracle Question is typical of this process, 'Let us assume that a miracle has happened and that your problem has been solved. What will you then...?'

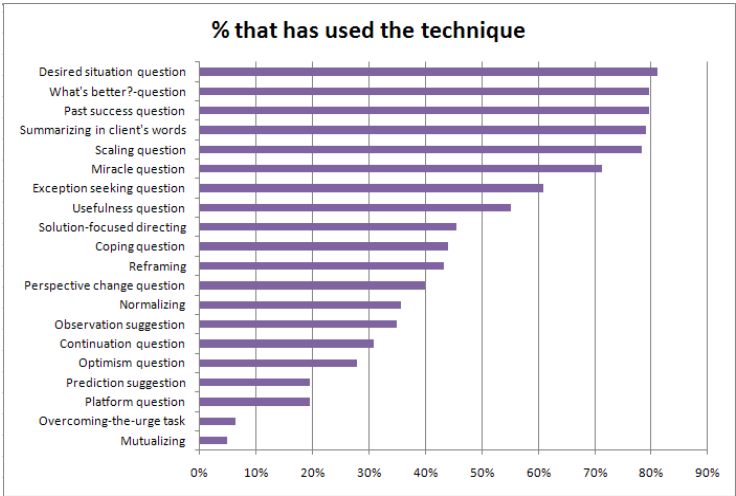
Avoiding questions about the details of the problem offers the following advantages:

- Coaching requires less time.
- Coachees find it easier to work out appropriate solutions. The greater the detail and the more precisely coachees speak of past and future solutions, the more choices they realize are available to them.

The coach can help to build the coachees solution awareness in such a way that it is solid enough for everyday use.

- Coachees' confidence in trying out solutions is increased. The more their resources and abilities are discussed, the easier the situation appears, and the more motivated coachees are to put their solutions into practice. After all, words create reality.
- Moreover , solution-oriented awareness helps coachees increasingly to see themselves – and to behave – as experts. If the person who is searching can find the solution themselves, the coach only needs to help them identify options, goals, resources, and solutions.





**An attempt at explanation**

Naturally, such a paradigm shift seems a little strange in the beginning. It may even seem to lack what, up to now, and based on our own experience, we have considered logical and effective. But the solution-focused approach is the result of empirical studies on the question, 'How does counseling work?'. Results showed that concentrating on solutions, and only on solutions, enabled participants to reach their goals in less time and just as efficiently as other methods.

New theoretical findings from other fields of science support these surprising results and make it easier to understand them.

- Chaos theory: Complex systems in an unstable balance develop most efficiently when they control themselves. The complexity of the influencing factors is so great that our linear way of looking at things from the perspective of cause and effect reaches its limits. Why not leave out the analysis and the reduction to the causes of the problem and concentrate instead

on identifying the smallest changes which have led in the desired direction, thereby becoming aware of the forces that support them.

- **Constructivism:** If there is no objective reality, and if each of us constructs our reality on the basis of our subjective awareness, why not help our coachees to construct as helpful a reality for themselves as possible? The Miracle Question, for example, often helps coachees leave old and restrictive ways of thinking behind, and develop solutions in an unencumbered and creative manner.

The more 'exceptions' that the coachee can identify as signs of the miracle having already begun to take shape, the more confidence he will have in his solution constructions.

- **Cybernetics:** The logic of the failure of the management of complex systems has been sufficiently investigated. It is easier to prevent what we don't want than to achieve precisely what we do want. Thus it is fairly simple for a coach to interrupt the problem awareness that is preventing the solution of the problem. Instead of doing more of the same thing that does not work, ('try harder' problem awareness), focusing on solutions ('try something different' solution awareness) makes room for new approaches.

Based on experience, the results are positive. Even if the solutions do not (immediately) hit the spot, they are a step in the right direction.

- **Systems theory:** Every change in any part of a system influences the future interactions of everyone involved. If coachees begin to describe their goals and solutions, as well as how other people will react, differently, their relationships with other people will also change. If coachees concentrate on

solutions within a system and become aware of them, useful changes are easier to introduce and maintain.

- Communication theory: As coaches, we realise that we can never fully and accurately understand what our coachees wish to tell us. So, since we are anyway going to interpret subjectively, why not assume that whatever our coachees say about solutions makes sense? The coach should always consider what the coachee says useful and helpful.

Investigations into very different forms of counseling have shown that appreciative and coacheecentered coaches are especially effective.

#### Practical examples – simple, but not easy

The solution-focused procedure is simple. But consistently adopting the appropriate attitude when coaching is not.

For coaches, it requires much self-discipline to remain solution-focused and client-centered. Nevertheless, it is always a worthwhile adventure, because it helps clients find their own effective solutions very quickly. Furthermore, it frees coaches from the burden of problem-solving, thereby trustfully placing responsibility in the hands of the true expert – the client!

#### **Coaching questions reflecting the typical structure of a solutionfocused discussion.**

##### First stage – Expectations of the future

C: What needs to happen here today, so that later on, you will be able to say that it was worthwhile

discussing coaching with me?

C: How would that be different for you?.

C: And how would your coachees know that you are doing things right?

C: My next question may seem a little strange. It takes some imagination to answer it. Suppose that you go home after our meeting, that you go to bed tonight, and that, while you are sleeping, a miracle happens. And the miracle is, that the reason why you came here is solved – just like that! But since you are asleep you will have no idea that the miracle is taking place. How will you begin to discover tomorrow morning that a miracle has happened and that you have reached all your goals as a coach?

C: And how will your coachee know that the miracle has happened?

C: How will you know that your coachee knows?

C: And what would you do then?

#### Second stage: Signs that the goal is being reached

C: Looking back over the last few days, when was there a coaching situation in which you already felt a little bit the way that you will feel on the morning after the miracle?

C: How did you do that?

C: How did you know which questions you should ask ?

C: What would you say you did to make things fall into place for her?

C: OK, great. Now, on a scale of 1 to 10, 1 being the moment you realized that you had certain qualities as a coach, and 10 being the morning after the miracle. Where would you place your current coaching qualities on this scale?

C: OK, so what makes it a XX already?

C: Great. Now back to the conversation that took place last Thursday. Where would you place your coaching on the scale?

C: And how will you realize that you have taken a step forward and that you have reached X on the scale?

C: On a scale of 1 to 10, how confident are you that you will be successful tomorrow?

### Third stage: Experimental stage

C: I am very impressed by how important it is to you to let go as a coach, and also by your ability to be truly coachee-centered. I would like to suggest a small experiment. It will require about a minute per day and will be fun. Would you like me to tell you about it?

C: Good. Make a list which you update every evening. Let us say for the next five days. Note down everything that happens during your coaching meetings that you want to continue happening in the future.

### Second session

The standard focus for the second and the following sessions is on solutions and resources that popped up in the meantime:

- What is better? What else? What would other people say?
- How did you manage to do that?
- How can you maintain your progress?

### Less coaching, greater success

A group of scientists, working with sociologists Steve de Shazer and Insoo Kim Berg in the USA, investigated the art of reducing counseling to the maximum very intensively and with great success. Over the course of about twenty years, the team examined and identified what is especially useful in coachee / coach conversations in order to provide coachees with a successful way of reaching their goals.

This resulted in the development of solution-focused brief counseling, a simple procedure which leads to the rapid identification of sustainable and effective solutions. In concrete terms, this means that, by systematically refraining from counseling activities that are of little use, the time investment can be reduced to an average of three meetings, each lasting 50 minutes. This form of counseling has proved to be sustainable

and effective, with a success rate of 86%, as shown by studies carried out after 6 and 18 months. This research has led to a silent revolution in the world of therapy. The team has been active at the Brief Family Therapy Center (BFTC) in Milwaukee since 1978.

### **Additional Links**

<http://www.brief-therapy.org>

is the original website of the founders at the BFTC in Milwaukee.

<http://www.thesolutionsfocus.com>

contains information on solution orientation in business environments

<http://www.reteaming.com>

applies a simple solutionfocused procedure with teams

<http://www.appreciative-inquiry.org>

presents solutionfocused work in OD

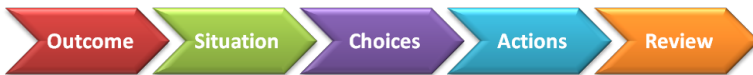
### **Doing What Works: Forward in Solution-Focused Change**

Blog by Coert Visser, psychologist, trainer of solution-focused professionals. Twitter: @DoingWhatWorks



## 2.14 OSKAR

Originating from the Solutions Focused Approach the OSKAR coaching model is a powerful framework to help your coaching sessions focus on solutions rather than problems. Here is a brief description of the different stages (adapted from 'The Solutions Focus' by Paul Z Jackson and Mark McKergow) .



OSKAR is a framework for solution focused coaching:

### 1. OUTCOME:

- What is the objective of this coaching?
- What do you want to achieve today?
- What do you want to achieve in the long term?
- How will you know this coaching has been of use to you?

At this initial stage of the OSKAR coaching model you are establishing a 'platform' from which to coach. Here you are confirming that your coachee really is a customer for change, in other words establishing that coaching them at this point in time is going to help them. At the outset you are also clarifying:

- what your coachee wants to achieve – this may be in the long, medium and short term
- what they want to achieve from the session itself and how they will know it has been useful to them
- the 'future perfect' in other words the perfect scenario desired by your coachee. At this point you might want to ask the miracle question which really helps the



coachee strongly visualise and in detail their desired outcome.

## 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?
- On a scale of 1 – 10, where 1 represents x and 10 represents y, where are you in relation to this goal.
- You are at n now; what did you do to get this far?
- How would you know you had got to n+1?

Once your coachee has a clear picture of their desired outcome you can then establish where they are already in relation to this. Using Scaling Techniques are a very good way of helping to quantifying this.

## 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?
- What skills/knowledge/attributes do you currently have that will help you?
- When have you done this/something similar before?
- What would others say is working for you?
- What did you do differently?

Linking to the Scaling stage you can now build on this foundation by establishing what positives have given the coachee that rating – what skills, knowledge and attributes do they currently possess which give them say a 4 or 5 rather than a 0. This stage is all about uncovering your coachee's strengths –

their knowledge, skills and attributes and building up their awareness of these and developing confidence.

This stage really is about 'digging for gold' and plenty of time should be taken to establish the resources your coachee has available to them.

#### 4. AFFIRM AND ACTION:

- What's already going well?
- What's particularly impressive so far - about strengths and resources employed?
- What is the next small step?
- What would you like to do personally, straight away?
- You are at n now, what would it take to get you to n+1?

Affirming - this is about providing positive reinforcement of what you have heard...reflecting back positive comments about some of the keys strengths and attributes your coachee has revealed e.g. "I am impressed with the knowledge you have in this area' or it's evident from what you have just said that this is working for you."

Action – this is about helping your coachee determine what small action or actions they will now take.

#### 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?
- What is better?

This final stage of the OSKAR coaching model is for reviewing progress against actions and is therefore most likely to take place at the beginning of the next coaching session. The emphasis is on reviewing the positives: The positive nature of

this approach, coupled to the idea of scaling, makes it an attractive model. This somehow makes the issue more tangible.

This approach is similar to the STRIDE model in that it really focuses on the strengths of the coachees, and encourages them to consider how they could use these strengths to address any issues that they may have.

OSKAR offers some useful differences with other models such as GROW.

- It specifically uses the SF approach, and offers a great way for managers and coaches to start experiencing the power and effectiveness of SF in action
- It specifically allows for know-how sharing - from other people in the organisation and even from the coach - in addition to the usual questioning methods
- It specifically focusing on affirming and SMALL actions - much more effective in tough real situations than attempts to 'bust the barriers' and do everything at once
- It specifically has the coach and coachee engaging in looking for 'what's better' - picking up on signs of useful change and amplifying them for the next steps.
- The whole OSKAR model can be taught as a set of tools rather than a process - not every element needs to be used every time, a particular benefit to busy managers looking for short yet effective conversations.

Source: The Solutions Focus: Making Coaching and Change SIMPLE , [www.thesolutionsfocus.com](http://www.thesolutionsfocus.com)

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<http://www.sfwork.com/jsp11/index.jsp?nnk=320>

## **2.15 SYSTEMIC COACHING**

### **What is Systemic Coaching?**

- ✓ Systemic Coaching is coachee-centered, solution-focused and success oriented.
- ✓ Like consulting, systemic coaching is outcome oriented, examining visions, action plans, inspiration and feedback.
- ✓ Unlike consulting, systemic coaching provides structure, support and feedback in an ongoing process of clarifying desires, removing blocks, attaining goals and realizing visions.
- ✓ Systemic coaching provides process expertise, rather than content knowledge, to create healthy individuals and organizations.
- ✓ Healthy organizations, like other living systems, can identify, locate, acquire and assimilate missing resources.

### **Systemic Coaching includes:**

- explore and change your life, your emotions and your relationships
- solve your personal, emotional and family problems
- dissolve relationship problems
- Solve individual, couple, team and family conflicts
- Accountability and leadership skills
- Discovery, acknowledgment and permission
- Changing individual and organizational beliefs
- Conflict resolution and conflict management
- Internal conflict integration and decision making
- Initiate and maintain motivation
- Deal with difficult people and difficult situations
- Avoid burnout and find inspiration
- Align values and goals
- Develop appropriate communication skills

- Develop coaching and assessment tools
- Use provocation, requests and challenges
- Use outcome frames, goal diagnosis and goal hypnosis
- Master effective questioning and interviews
- Model and replicate effective performance strategies

### **How does systemic coaching work?**

Systemic Coaching begins with diagnosis - an analysis of your goals, relationships and history.

This is followed by a discussion of your benefits, costs and resources. Then we use meetings, e-mails and telephone calls to design structures that support your chosen goals.

Subsequent steps focus on what works (not what's wrong) and on your future solutions (not past problems). This leads to positive, pragmatic change strategies with minimal undesirable side-effects.

A systemic coach need not be in the same business as you, in the same community or even in the same country. A coach outside the systems in which you live and work can better provide you with objectivity and perspective - and can help you identify practical out of the box strategies.

Your systemic coach helps you clarify your situations, your strategies and your goals. Systemic coaching evaluates resources and steps to achieve goals. You develop control and responsibility. You know your environment, the participants and the rules. Your coach helps articulate and challenge the "rules", while you gain clarity and action steps.

### **What does systemic coaching provide?**

- Systemic coaching provides you with space to explore, evaluate and take responsibility for strategies and flexibility

- Systemic coaching provides you with structure, alliances and accountability, expectations, deadlines and feedback
- Systemic coaching provides you with feedback, discoveries, challenges that help coachees evaluate current reality and future opportunities.

### **Systemic Coaching Models**

A model is only as useful as the accuracy of its predictions. Systemic coaching begins with your needs assessment and outcome specification. A well-formed goal helps you clarify evidence procedures. Specifying a goal generates ideas for its fulfillment and movement toward the goal.

A belief audit is useful for examining your blocks or challenges. Many of your limiting beliefs can change as you align with your goals and values. Systemic models that generate powerful choices for you include relationship matrices, timelines, systemic development, reframing, perceptual positions, relationship hierarchies and logical levels of abstraction.

### **Mental Health Coaching**

Good mental health is often gloomily described as an absence of pain or suffering. A coach may describe good mental health as your state of wellbeing - a sense of integrity and wholeness - a state of connectedness that transcends physical sensations or perceptions of relationships. Transcendence does not depend on the presence or absence of disease symptoms!

A coach can motivate you, support you, identify your strengths and expose what holds you back. He helps you find your way, to discover the creative solutions you need to achieve your goals.

## **A coach can provide a helping hand**

Coaching helps you focus on health, set goals and define strategies. Good coaching encourages personal development as you learn how to cope with health problems.

Therapeutic Coaching does not attempt to diagnose or treat mental illness. Instead, it explores what you want; and identifies your challenges or blocks that prevent you healing yourself. We coach you to define healthy goals and to overcome obstacles that prevent you fulfilling your goals.

Systemic Coaching can help you prevent chronic mental disease, help you deal with the challenges of chronic disease, and help you resolve the symptoms of chronic disease. Coaching also provides you with emotional support during difficult times; and helps you help your friends or family members to complete their lives peacefully.

Recognizable sets of symptoms are called diseases. A mental health disease interferes with normal day-to-day function of living. Mental diseases may be primarily existential (e.g. non-stop or all-of-life), contextual (e.g. only with certain triggers, such as toxins or allergens) or systemic (only within a certain human relationship system, such as a family or team).

Coaching is not medicine, psychotherapy nor counseling. Systemic Coaching integrates systems thinking, success coaching and health coaching with expert modeling.

## **Systemic Coaching & Psychotherapy**

You are a member of many human systems. Your family of origin, the family that you co-create, your work, your association or union, your community and your country ... these are all systems that you belong to. One way that you can solve

problems is by changing the attitudes and interactions within the relevant system.

A systemic coach or therapist considers individual problems as reflecting a system. By focusing on the patterns of relationships, a systemic coach can find solutions that are literally beyond the imagination of system members.

Disease in a family can challenge all family members. If you or a member of your family have been diagnosed with serious mental disease, it will affect your life.

### **Systemic Coaching & Relationships**

Many diseases, especially the repetitive symptoms of chronic disease, seem to have relationship as well as physiological causes. What are the relationship benefits of disease. Is the person more loved when sick? Does a child's disease hold the family together? Does a disease provide a punishment for perceived lack of justice?

A systemic psychology can identify and dissolve relationship conflicts that may prevent wellness.

The lifestyle consequences of health and healing are not always desirable. Would health require an important decision to be made? Would health require a return to a hated job? A Therapeutic Coach can identify and help dissolve lifestyle conflicts that may prevent wellness.

### **Psychological Complications**

Systemic relationship and emotional difficulties may affect your body's hormone balance - which can cause psychological problems.



Common psychological factors are:

- Are professional medical instructions followed?
- Relationships with family, friends and helping professionals
- Managing emotions, beliefs and stress
- Managing anxiety and depression

### **Relationships with families, friends and professionals**

Relationships imply differences: Expressed conflicts are usually a sign of health. Unexpressed or hidden conflicts can be more dangerous to relationship health than hiding the conflicts.

A sick person may sometimes show severe mood swings resulting from the disease or from the treatment. A person may be unaware of the effects of these swings; in each moment acting as if the current emotion or idea is a basis for long-term decisions.

Mood swings can distress the patient, family members, friends and business associates - especially if the patient cannot remember what was said or promised during emotional states. Systemic Coaching offers speedy solutions for emotional outbursts and short term or intermittent amnesia.

### **Managing Emotions, Beliefs and Stress**

Limiting Emotions

- Guilt about harmed or ignored relationships
- Anger about perceived causes; blaming and criticizing
- Fear of complications or shortened life
- Sadness about lost opportunities for happiness

### Limiting Beliefs

- Causes of disease
- Severity disease
- Treatment effectiveness
- Self-image and self-respect

### **Stress**

Stress may stimulate hormones that interact with drugs and disrupt metabolic control. Stress-induced emotions can disrupt a person's relationships and routines, and affect disease management. A patient's emotional needs and problems are important components of health management. Systemic Coaching explores and redefines the fundamental relationships between disease and life.

### Control Stress Forever

### **Depression**

In Therapeutic Coaching, depression is seen as a healthy response to an unhealthy environment. Often the underlying issue is guilt. Depressive guilt results from:

- abuse, betrayal or abandonment (violating trust, for example betraying a partner)
- relationship transferences (mistaking one person for another, e.g. perceiving a partner or ex-partner as an abandoned child).

Depression may make it harder to follow medical treatment. Treatment for depression helps people manage disease, for both survival and quality of life.

### Symptoms of Depression

If these or similar symptoms are present each day for a few weeks; and interfere with daily activities such as work, self-care, child-care or social life; seek professional help.

- Sadness, anxiety, emptiness, restless and irritable;
- Feeling hopeless, helpless or pessimistic;
- Feeling guilt, worthlessness, helplessness;
- Loss of interest or pleasure in sex;
- Loss of interest or pleasure in activities that were once enjoyed;
- Decreased energy, fatigue;
- Difficulty concentrating, remembering, making decisions;
- Insomnia and/or major sleep changes;
- Appetite and/or major weight changes;
- Preoccupation with death or suicide;
- Suicide attempts

If you think you may be depressed, or if you know someone who is, seek professional help.

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## **2.16 APPRECIATIVE INQUIRY BASED COACHING**

**Appreciative Inquiry** is a philosophical approach that is grounded in a search for the best in people, their organizations, and the world around them.

AI involves the systematic exploration of what gives “life” to an organization, individual or group when it is most alive, effective, and functional. AI involves asking questions that strengthen an organization, individual or group’s capacity to develop their positive potential. In a structured process of inquiry using the “unconditional positive question,” interventions that employ AI work at the speed of imagination and innovation. AI replaces the problem-solving paradigm for a process that entails discovery, dream, and design and assumes that every organization, group or individual has many available inspirational accounts of their past positive experience that comprise the “positive core.” When this core is associated with an agenda for change, dramatic transformations never thought possible can be achieved.

When used in coaching, this method builds on developing an individual’s strengths and helps a person envision a preferred future that is based on their past positive experience. Individuals that are coached from an appreciative perspective find that they are energized and are able to mobilize untapped creativity and inspiration towards achieving their vision.

Contact Lynn regarding coaching, consultation or training at [info@lynnkjones.com](mailto:info@lynnkjones.com).

Source: <http://www.lynnkjones.com/appreciative-inquiry/>

Appreciative Inquiry (AI) is a way of looking at organisational change which focuses on doing more of what is already working, rather than focusing on fixing problems. It mobilises strategic change by focusing on the core strengths of an organisation, then using those strengths to reshape the future.

AI is both a high-participation learning process to identify and disseminate best practices, and a way of managing and working that fosters positive communication and can result in the formation of deep and meaningful relationships

AI was developed by David Cooperrider and his associates at Case Western Reserve University in the mid-eighties. His wife Nancy, an artist, told him about the "appreciative eye" – an idea that assumes that in every piece of art there is beauty. AI applies this principle to business.

### **How It Works**

Appreciative Inquiry begins with analysing the “**positive core**” of an organisation (or a person) and then links this knowledge to the heart of the strategic change agenda.

The very act of asking a question influences the worldview of the person who is asked. Because human systems move toward what they persistently ask questions about, Appreciative Inquiry involves the deliberate discovery of everything that gives a system “life” when it is most effective in performance and human terms.

When we link the positive core directly to a strategic agenda, changes never thought possible are rapidly mobilised while simultaneously building enthusiasm, corporate confidence, and human energy.

## Comparison With Problem-Focused Approaches

### **Problem-solving**

What to fix

Thinks in terms of: problem, symptoms, causes, solutions, action plan, intervention and all too often blame

Breaks things into pieces, leading to fragmented responses

Slow pace of change - requiring a lot of positive emotion to make real change

Assumes an organisation is made up of a series of problems to be overcome, creating a deficit culture

### **Appreciative Inquiry**

What to grow

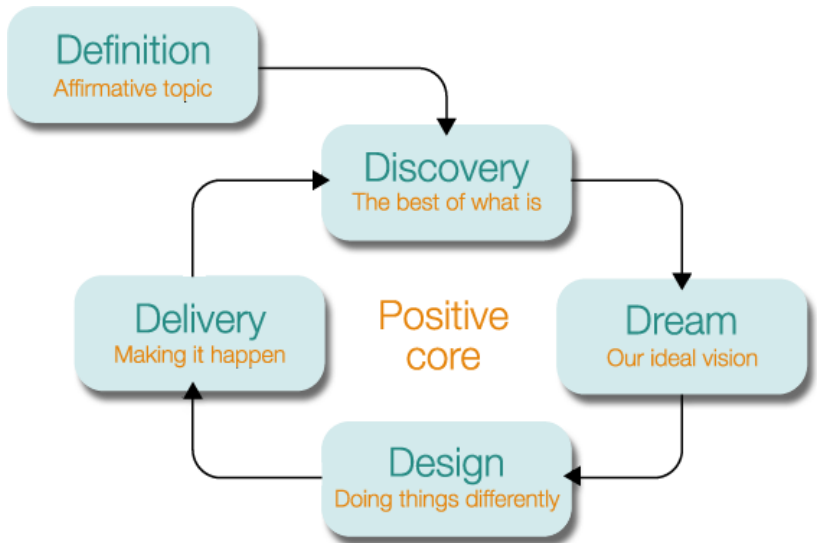
Thinks in terms of: good, better, possible

AI keeps the big picture in view, focusing on an ideal and how its roots lie in what is already working

Quickly creates a new dynamic – with people united around a shared vision of the future

Assumes an organisation is a source of limitless capacity and imagination, creating an appreciative culture

## The AI Change Process



## Typical AI Project Start-Up

- Choose the topic: combine themes from generic interviews with research questions
- Agree on desired outcomes and critical success factors
- Agree on how to get there
- Develop draft interview protocol
- Practice interviews; develop interview guidelines
- Plan for collecting & “analysing” the data
- Plan for how the process will drive change.

### Six Generic Questions To Start

- What have been your best experiences at work? A time when...
- What do you value about... yourself, work, organisation.
- What do you think is the core life-giving factor or value of your organisation –which it wouldn't be the same without?
- If you had three wishes for your organisation, what would they be?
- What achievements are you (and/or your team) proud of?
- Apart from the money, what makes it worth coming into work?

### Why It Works

- It doesn't focus on changing people, which leads to relief that the message isn't about what they've done wrong or have to stop doing.
- Instead, people get into a positive, energised state because you're focusing on what's good about their work.
- It invites people to engage in building the kinds of organisations and communities that they want to live in.
- It helps everyone see the need for change, explore new possibilities, and contribute to solutions.
- It's easier to see your vision of the future vividly when it has roots in your past experiences, rather than trying to start with a blank canvas
- It means you won't be throwing out the good stuff that's already there when you start to build your new organisation.
- Through alignment of formal and informal structures with purpose and principles, it translates shared vision into reality and belief into practice.



### Underlying Principles

- In every human system, something works.
- What we focus on, and the language we use, becomes our reality.
- Reality is created in the moment and there are multiple realities. It is important to value differences.
- The act of asking questions influences the group in some way.
- People have more confidence & comfort to move to an unknown future when they carry forward parts of the past.
- What we carry forward should be what is best about the past.

### "Provocative Propositions"

As part of the "Dream" stage, we take the best of what currently happens and determine the circumstances that made that possible. We then write one or more "provocative propositions" which describe the idealised future in which the best happens all the time, and serve as a reminder to focus on it. Examples:

***We anticipate the customer's needs and we are continually learning about what they want.***

***My coaching practice is full and growing through word-of-mouth recommendation.***

#### **Checklist for determining a provocative proposition:**

- Is it provocative? Does it stretch, challenge or innovate?
- Is it developed from real-life examples?
- Do people feel passionate enough about it to defend it?
- Is it stated in bold, positive terms and in the present tense?

Provocative propositions resemble answers to the 'miracle question' in Solution-Focused Therapy – except that they are

explicitly grounded in past successes, rather than being dreamed up from scratch.

### Some NLP and Emotional Intelligence Perspectives

Because memory is state-dependent, people may need some time to get into a positive frame of mind to recall their best experiences.

Bear in mind "ecology" (knock-on effects and unintended consequences on the wider system) when choosing the topic – go for optimising the system rather than maximising a single variable.

When people focus on what's working, they feel more positive. Positive emotions increase energy, creativity and resilience.

This paper borrows heavily from:

[The Thin Book of Appreciative Inquiry](#) by Sue Annis Hammond

Buy it from [Amazon UK](#) | [Amazon US](#) | [Amazon Canada](#)

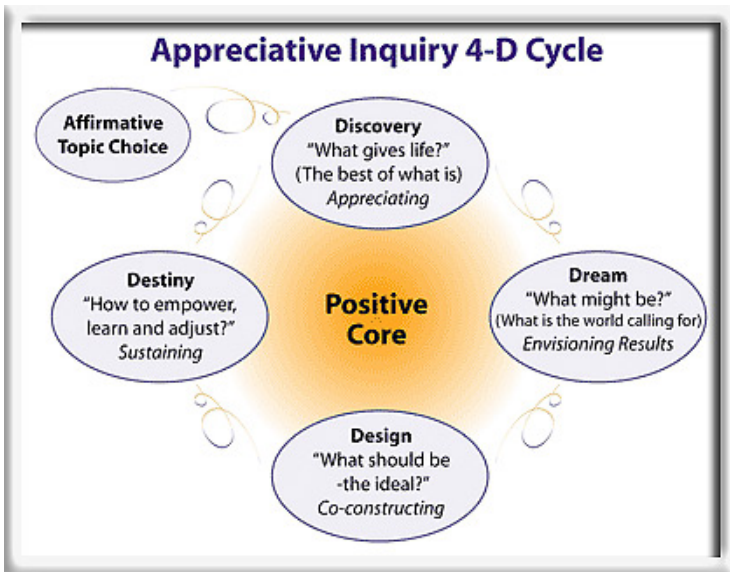
[Appreciative Inquiry: A Revolution In Change](#) – PowerPoint presentation by Debbie Morris

The central resource for AI is the [Appreciative Inquiry Commons](#).

[A Positive Revolution In Change: Appreciative Inquiry](#) is a great introduction.

Source: Andy Smith tel +1 07967 591 313.

<http://www.coachingleaders.co.uk/what-is-appreciative-inquiry/>



### How Coaching Works: Practical use of Appreciative Inquiry

Tell me about your day yesterday. Really - take a moment and write down what happened yesterday. I'll be here when you are finished...

Keep writing....

Now, tell me about the best part of your day yesterday. Write about your best memory of yesterday.

Keep writing...

Next, take a look at both of your responses. What do you notice? What are the differences between the two?

If you are like most of us, your first answer was a list focused on the craziness of the day - a hurried, breathtakingly-busy list which included highlights of the annoying or frustrating elements. The first answer usually includes information, but not details, about the day.

Did the best part of your day even make it onto that list? It's not likely.

The second question was called an "appreciative inquiry"; a question that may have inspired you to think differently about your experience with the world. Rather than following our natural tendency to focus on all that is wrong with our day, a simple shift in words can change our focus.

You may have even noticed a difference in how you felt when you considered the best part of your day. Many experience a greater sense of calm or joy, for example, that isn't felt when only recalling what happened during the day.

Because what we focus on grows, coaches encourage coachees to look first to the things that are right with their world. The second question may have supported you in savoring that "best experience." Savoring experiences, positive psychologist have learned, is one key to happiness.

This reminds me of the quote a colleague has on her wall, "We do not remember days, we remember moments." Our days get lost and forgotten in the blur of activities, unless we pause to savor the moments.

When we look at our lives appreciatively, we are better able to find the beauty in them, even amidst the inevitable chaos; we leverage our strengths to face our challenges; and, we focus on what we want wish for, rather than what we don't want.

You can use appreciative inquires in your interactions with others, and as reflection tools for yourself. A few of the key elements of appreciative inquiries are that they:

- Evoke values and ultimate concerns by asking about high point stories or most valued qualities.
- Use positive questions that build on positive assumptions.
- Enhance the possibility of storytelling by using open-ended questions that focus on personal experiences.

Here are a few appreciative inquires for you to consider as you move through your day:

- Recall a time in your life when you felt great joy, a great delight inspired by something exceptionally good or satisfying. What was happening during that time? What led to the emotion? What were you able to do as a result?
- What was the best choice you made about your health today? What strengths supported you in making that choice? What values did you honor?
- If you could have any three wishes granted that would support you in being your best self, what would they be?

Source: Margaret Moore in “Life Changes”

<http://www.psychologytoday.com/blog/life-changes/201001/how-coaching-works-appreciative-inquiry>



## **2.17 SUCCESS COACHING MODEL**

Like many other models, this is more a tactic than a strategy. In other words, you may use it as a valuable tool within a larger strategic approach of helping coachees achieve goals.

### **The Meaning**

**S:** Session Planning

**U:** Uplifting Experiences

**C:** Charting Your Course

**C:** Creating Opportunities

**E:** Expectations and Commitments

**S:** Synergy

**S:** Summary

### **Session Planning**

In coaching, coachees frequently don't know what to work on. In fact, many times coaches don't know either. This step, completed prior to sessions, will give structure to an otherwise disorganized process.

Here are some ideas for things you can ask coachees to consider in their “planner”:

- What actions will they commit to?
- What challenges did they face since the previous session?
- What will be the focus for the next session?

These clarifying questions allow you to keep the momentum going and also help your coachees to focus on what's important.

### **Uplifting Experiences**

If you pay attention, most successful people have a habit of building on their success, in the sense that they seek out and

focus on the positive of any situation. They get their “high” from doing this.

This is a behavior that anyone can emulate; it's vital to your coachee's success to think and recall positive moments their life so they can continually build on them.

### **Chart Your Course**

Here's where a lot of the coaching takes place, you'll be working with your coachees on the topic that they've chosen.

Obviously, you'll be asking a lot of questions trying to help them move forward towards his goals.

### **Creating Opportunities**

What does your coachee need to move forward?

You're helping them figure out what specific opportunities exist or they can create to accomplish their goals.

### **Expectations and Commitments**

What does your coachee expect to achieve?

Personal change requires action and a commitment to action. You cannot expect someone to change, unless they're committed to change, which means taking action.

### **Synergy**

How is the energy between what your coachees have chosen to do and how they feel about doing them?

If it's not congruent, they're going to have a hard time changing. A big reason why people end up not doing what they've committed to do, is because they don't really feel all that good about doing something else...perhaps they feel a lot better doing what they've always done.

This creates blocked energy...and energy influences many levels.  
...more than we can consciously perceive.

## **Summary**

What did they get out of it?

This step is a recap of what's been worked on during the session.

This could be the most important step of all. If coachees don't anchor their thoughts and ideas, they'll likely forget them as soon as they step out the door.

So make sure you're asking your coachee what they learned. Ask them to write it down, not just to say it; they'll get a lot more out of the session.

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Article written by Jean Paul Cortes.)





## **2.18 STEPPA COACHING MODEL**

From Angus McLeod, author of Performance Coaching: The Handbook for Managers, HR Professionals and Coaches, ISBN 978-1904424055

**STEPPA** actually stands for:

- Subject
- Target Identification
- Emotion
- Perception and Choice
- Plan
- Pace
- Adapt or Act

We'll go over the individual steps in a minute, but first so you can better understand what this model is all about we need to go over something.

The underlying principle behind this model is working with your emotions. You see, according to this model behaviors are driven by emotion, which means that action is motivated by the emotional commitment that people have to achieve a given goal. Keeping this in mind, we can go over each of the building blocks of this model:

### **Subject**

The coach needs to check that the subject is one that is permitted within the terms of any contract.

What do you want to talk about? That's the subject of a coaching process; as you can probably realize, this is tied with having a clear understanding of your goals. Remember that you're the best person to know what it is that you want to achieve, a coach

is there to help you gain clarity around that, so that you can increase the effectiveness of getting to your goal.

## **Target Identification**

Very often, the coachee also brings a target (goal) with them to the session

It's pretty hard to hit a target that you can't see isn't it? What tends to happen very often is that we don't know exactly what we want and not knowing, we don't know where to start. Not only must you select a target, you also have to keep it in sight in order to hit it; if I asked you to stand in the middle of a room and select a target and then close your eyes, spin a few times and then try to hit your selected target, how many times do you think you'd be successful at it? Go ahead try this exercise, then let me know what you found...

## **Emotion**

The coachee will have a range of emotions associated to the subject which must be considered

As mentioned above, emotions actually drive our behaviors that's why it's important for you to have a deep knowledge of how your emotions could be affecting your motivation towards achieving a goal. Is the goal worth it? If you can't answer that question, then spend some time searching for those that do or in learning ways to overcome your aversions (if it's really worth it).

## **Perception and Choice**

Coaches aim to widen the coachee's conscious perception of their issues and targets.

We still haven't found out a way of getting into people's minds and fully understand what their perception of reality is, this is unique to every single one of us. What we can do, is try to understand what our particular perception is to try and broaden our horizon. By consciously engaging in asking ourselves what something “means” to us, we can choose the route we want to take towards achieving a goal. Insight comes from this process of developing more and more ways of understanding ourselves.

## **Plan**

The plan (P2) leads to the Target. It will be a process, not a series of choices.

Every plan is actually a process, life is full of twist and turns so having something etched in stone is probably not in your best interest. You constantly have to revise, look at and course correct. While the shortest way to two points is a straight line, we all know that life is complicated and we should remain flexible enough to change course if needed.

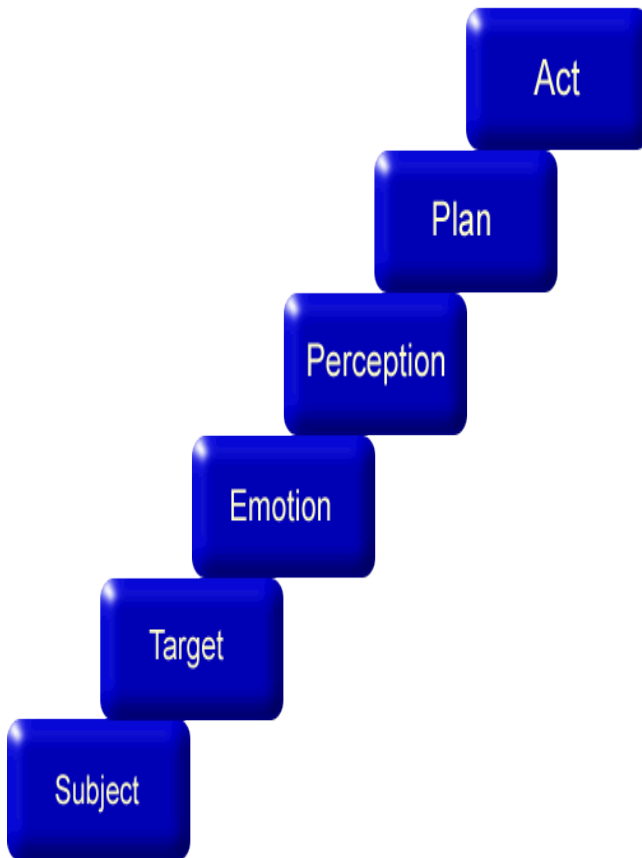
## **Pace**

Pay attention next time you're driving on the highway, if you notice you'll see distance markers every so often, these are meant to give an idea of how far you've gone. When you establish goals, you need to know and have a system to measure your progress. By when will you achieve this goal?

## **Adapt or Act**

It is important to adequately review the Plan before seeking commitment.

Every coaching model is intended to move you into action, that is your commitment to yourself. It takes time, nobody is saying that you're going to change today or tomorrow but sooner or later you'll realize that by taking that first step and then another, and another, and another (you get the picture), you'll eventually reach your destination.



## **2.19 WHAT COACHING MODEL**

Effectively discover what is behind your behaviors. How? By finding out what may be driving HOW you do things.

Perhaps you've heard that one of the surest ways of gaining insight into one's personality, behaviors or limiting beliefs is by asking questions of oneself. I'm sure you've been asked the who, why, when, where and how?

I'm also sure that if you're like most people, you're likely to draw blanks more times than not. These days it's hard to keep track of even the simplest things, let alone trying to come up with answers to sometimes complex situations.

It makes much more sense to focus on a specific question, I'll tell you why in a second.

Let me ask you a question first, when you're asked to answer why, how does it make you feel?

If I'm right, do you want to know why you feel that way? Hang on for a second...

When someone asks us why we did something it normally brings up a funny reaction in us humans. You see, we want to be consistent with what we say or think and why tends to make us feel like we should justify ourselves, like we're being judged, and nobody likes that.

What ends up happening is that we tend to cling to our views, blocking our ability to see other perspectives and perhaps limiting our growth.

Something similar happens when we're asked how? On simple problems this question may be easily answered, but rarely is a

problem simple and answering this question will likely involve having to come up with different processes, time lines, resources all of which is time consuming and requires a lot of effort.

## **What Is The Better Question?**

- What is your life vision?
- If you can get this, just the way you want it, what is the best thing about it?
- Okay, so what is the first step to take to have that?
- What will you do by next week?
- What is the main obstacle that's preventing you from getting this?
- What would it take to get past this block?
- If you could freely overcome these obstacles, what would that mean for you?
- What is your dream-line?
- What is the number one thing you got out of this session?

Do you catch my drift? When you ask what, you're focusing your mind on a single item, one that's not looking for a reason or that's too difficult to answer. It very often provides us with a simple way to find a solution regardless of what you're answering.

Even if you don't want to entirely base your coaching strategy solely on this question, you certainly want to use it as a valid approach to finding and coaching many issues. The next time you're looking for a solution, make sure to ask what?

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Article written by Jean Paul Cortes.)

## **2.20 ACHIEVE COACHING**

A = Access current situation

C = Creative brainstorming of alternative to current situation

H = Hone goals

I = Initiate options

E = Evaluate options

V = Valid action programme design

E = Encourage momentum

### The Achieve Coaching Model® - banishing the black box

Our thinking for the Achieve Coaching Model® has been developed through reviewing the literature and best practice in Germany, the UK and the US. It aims to make the coaching process completely transparent and credible for the coachee – rather than a magical process in a black box.

The model reflects our findings that experienced coaches who achieve tangible and sustainable results use seven elements in their coaching, whether consciously or unconsciously. These are described below.

Assessment of current situation – to get where you where you want to go, it helps to know what’s not working where you are. This time and space is the starting point of any coaching assignment and highlights for the coachee potential areas for the coaching, examining the factors that have led to the current situation, including their own behaviour.

A smaller, but still vital benefit is that this session also helps the coach understand the context in which the coachee works.

Creative brainstorming of alternatives – this phase of the coaching is about the exploration of possibilities – what might change the current situation. Many coachees we see are “stuck” in a particular situation, with seemingly few alternative ways of

doing things. Here, we work with the coachee to clarify what they want to achieve, and increase the options that they have to tackle their goal.

Hone goals – generating alternatives to the situation gives coachees a sense of what they want to achieve. The next step is to get SMART – or define exactly what it is they want, so that it's measurable and they know when they've achieved it.

Initiation and evaluation of options – When the coachee has a clear goal and a range of options to get there – that's when we evaluate what's the best option to take. This isn't a case of sticking with the familiar, this element of the process is to carefully sift ALL the options to choose, and then take, a first step.

This incorporates thinking from business planning processes, but we've kept it simple – a straightforward evaluation matrix with the criteria defined by the coachee.

Valid action plan – with the deliberation over the 'what' nearly completed, we now move onto the 'how'. A concrete and practical action plan breaks down what are often big changes into smaller, doable steps.

Encourage momentum – all the way through the process, the coach is there to keep the coachee on track, enthused and positive. This takes place between each session as well as at the end of the sessions.

This last part illustrates an important characteristic of our model – although it's displayed in a linear diagram, the process is not linear – it is iterative and completely dependent on the coachee, and so parts of it are used at different times, and may be repeated. For example, setting goals is done at the end of every session not just the end of the process.



Coaches may generally all start in the same place and finish in the same place, but they'll use parts of the process depending on issues brought up and discussed in the coaching.

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The Achieve Coaching Model® - A Systematic Approach to Greater Effectiveness in Executive Coaching  
An article by Dr. Sabine Dembkowski and Fiona Eldridge

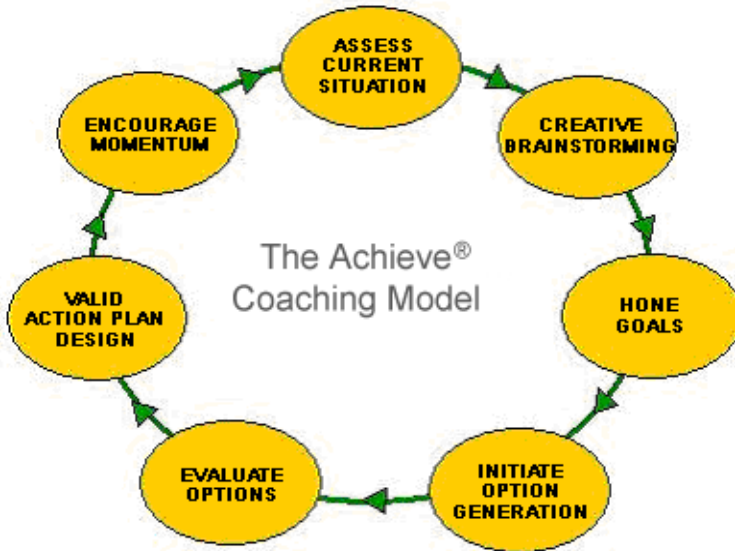
### **Introduction**

Everyone in the business coaching profession agrees that executive coaching works. However, according to Coaching and Buying Coaching Services (London: Chartered Institute of Personnel and Development, 2004), an even greater impact, more sustainable results and increased effectiveness can be achieved when a systematic approach to executive coaching is applied.

Novice coaches wonder if effective, experienced coaches possess mysterious methods for producing magical results. In fact, the genuine trust that renders coaching effective is created when both coach and coachee have a clear understanding of the coaching process and methodology. We have always believed in the value of such transparency, and have made it a cornerstone of our practice. To validate our belief, we conducted research and monitored our own coaching results.

In order to determine and define what actually happens in sessions facilitated by an effective coach, we observed and analyzed transcripts and video tapes from executive coaching colleagues in the US, England and Germany. We investigated how the coach achieved results, what specific actions the coach took to improve executive performance, and what distinguished an effective, experienced coach from a novice. Our observations, analysis and study of various coaching models led to our

development of the seven-step Achieve Coaching Model®, which has been applied successfully in some of the finest organizations in the world.



### **Application of the Achieve Coaching Model®**

A brief description of each of the seven steps follows, along with insights into the skills and techniques employed by an effective coach at each stage.

#### **Step 1: Assess the current situation**

In this step, the executive is encouraged to reflect deeply about his or her current situation. The enhanced self-awareness obtained by describing that situation helps in identifying areas to address, and provides a useful context for the sessions ahead. However, the most important benefit of this step is the coachee's opportunity to reflect on past events, enhance

understanding of what specific actions contributed to the current situation, and how those actions may have stimulated specific responses in others.

### Key coaching behaviors

- Makes informed use of assessment instruments (without relying solely on those instruments) to gain an understanding of the coachee's situation
- Expresses sincere interest in the coachee's life stories
- Takes time to understand the situation from the coachee's perspective
- Listens deeply so that the coachee is fully engaged and feels genuinely understood and valued
- Creates a sense of connection and comfort, fostering a climate of openness and trust
- Observes and registers all verbal and non-verbal communication

### **Step 2: Brainstorm creative alternatives to the coachee's current situation**

This phase broadens the executive's perspective and creates a sound foundation for the development of creative solutions and behavioral change. The objective is to increase the choices available to a coachee who is facing a challenging situation.

One of the most pressing issues for coachees is the feeling of being "stuck" in a particular situation with no visible alternate course of action available. In some circumstances, particularly in times of heightened stress, perspective can narrow, resulting in mental and emotional "tunnel vision." The effect resembles a confrontation with a massive wall--nothing is visible but that wall.

An effective coach draws the coachee back and restores a broader perspective, which is a prerequisite for the next stages

in the coaching partnership. Absent creative brainstorming, the coachee continues to circle and repeat the same patterns of behavior. Essentially, the first natural reaction in this "stuck state" is to do "more of the same."

#### Key coaching behaviors

- Utilizes a variety of tools and techniques to interrupt the coachee's habitual patterns, thus breaking the "stuck state"
- Surprises coachees with creative, unexpected questions
- Brainstorms a variety of alternatives to the current situation, probing beyond initial responses to unearth a broad spectrum of options

#### **Step 3: Hone goals**

In Step 3, the coachee forges alternatives and possibilities into specific goals. This is the stage at which SMART goals are created and/or refined, and it is essential that the principles of effective goals formulation be taken into account. This is more difficult than it may first appear. Most executives are very aware of what they do not want. However, they frequently find it highly challenging to specify exactly what they do want. In this step, the coach helps the executive to clearly articulate specific, desired results.

#### Key coaching behaviors

- Encourages precise definition of goals (in positive terms)
- Takes time to develop SMART goals
- Works with the coachee to develop goal(s) with high personal meaning and relevance
- Ensures that the goals are, in fact, the coachee's
- Develops a specific set of measurements with the coachee to provide clear evidence of goal achievement

#### **Step 4: Generate options for goal achievement**

Having decided upon a specific goal, the aim at Step 4 is to develop a wide range of methods of achieving it. At this point, the purpose is not to find the "right" option, but rather to stimulate the coachee to develop an abundant array of alternatives. No option, however seemingly appealing, should form the sole focus of attention. At this stage, the quantity, novelty and variety of the options are more important than their quality or feasibility.

##### **Key coaching behaviors**

- Exhibits confidence in the process and works with the coachee to develop alternative pathways to the desired goal
- Uses a broad spectrum of techniques and questioning styles to stimulate the coachee to generate options
- Provides space and time for the coachee to think creatively
- Ensures that the coachee "owns" the options generated

#### **Step 5: Evaluate options**

Having generated a comprehensive list of options, the next step is for the coachee to evaluate and prioritize them. As is the case in Step 3, "Hone Goals," this is the stage at which an experienced coach can guide the executive towards developing focus. Without a well-defined focus for action, the executive is unlikely to move forward effectively.

We have found that executives who are skilled at evaluating options for their business objectives often find it difficult to apply the same techniques to their private lives. In such situations, the coach can serve to remind the coachee of the value of these techniques, and encourage their application on a personal level.

### Key coaching behaviors

- Encourages the coachee to develop personally meaningful criteria for the evaluation of options, since these criteria form the basis for option selection
- Probes the coachee to develop a comprehensive evaluation of each option
- Ensures that the key options and their evaluation are fixed in writing for future reference

### **Step 6: Design a valid action plan**

As one coach described it, "This is where the rubber meets the road!" At this stage, a concrete and pragmatic action plan is designed. One of the main advantages of executive coaching in industry and commerce is that it provides "just in time" learning and development when and where an executive needs it. This stage of committing to a plan means that the executive is ready to take action.

With many executive development programs, the challenge is translating "classroom learning" into everyday practice. Coaching helps bridge this gap, and the executive commits to taking action using newly acquired skills.

### Key coaching behaviors

- Creates a detailed action plan with the coachee
- Works with the coachee to check the feasibility and achievability of the plan
- Fixes the action plan in writing
- Ensures the coachee's commitment to the action plan

## **Step 7: Encourage momentum**

This is represented as the final stage in the Achieve Coaching Model®. While the final step in a coaching partnership may be to facilitate the coachee's execution of the defined action plan, the role of the coach in encouraging momentum between coaching sessions is equally important.

As a US coach explained, encouraging momentum is a "crucial part of the process. Until the new behavior becomes the new reality, it remains difficult...executives who are in the transformation process need encouragement and reinforcement." We have found that it is important to reinforce even the smallest steps, since this helps to build and maintain momentum and increase the executive's level of confidence. Cumulative small action steps create the critical mass necessary to accomplish the desired goal. Sustainable change is easier to achieve with continuous reinforcement and encouragement.

### **Key coaching behaviors**

- Demonstrates continuing interest in the development of the coachee
- Organizes regular "check-in/keep-on-track/follow-up" coaching sessions
- Takes measures throughout the coaching program to avoid dependency, and knows when to end the partnership

### **Conclusion**

The aim of this article has been to describe and provide insights into the practical application of the Achieve Coaching Model®. Coaches can use the model to structure their coaching sessions and coaching programs without confining the coach to a "straightjacket" which inhibits flexibility and individuality. For those considering hiring a coach, the model provides a

transparent, forthright description of coaching methodology. It can also help potential coachees to evaluate coaches when choosing those with whom they wish to work.

**Source:**

"Coaching and Buying Coaching Services." 2004. Chartered Institute of Personnel and Development. London. Available at <http://www.cipd.co.uk/subjects/lrnanddev/coachmntor/coachbuyservs.htm?IsSrchRes=1>





## **2.21 LASER COACHING**

L = Learning

A = Assessing

S = Story-making

E = Enabling

R = Reframing

### **Eleven Points of Laser Coaching**

1. People aren't broken; don't try to fix them.
2. The coachee cannot change another person; they can only change him/herself.
3. Subtract the coachee's self doubt.
4. Coachees want our partnership vs. our advice.
5. The coachee is responsible for the choices they have made in life.
6. If the coachee thinks they are in trouble, they are. About anything. If you have any doubt, ask yourself (and ask the coachee, "Is this really a problem?")
7. It's probably not personal (the coachee's "unique" situation.)
8. Maslow's Hierarchy of Needs must be satisfied in correct order.

#### Maslow:

1. Physiological: food, drink, shelter, relief from pain
2. Safety and security: freedom from threatening events or surroundings.
3. Belongingness, social, and love: friendship, affiliation, interaction, and love
4. Esteem: self-esteem and esteem of others
5. Self actualization: fulfill self by maximizing use of your abilities, skills, and potential

### Coach U's Path of Development

- ✓ Restoration: heal trauma, free of addictions/ compulsions, incompletions ok
- ✓ Personal Foundation: Standards, needs, boundaries etc.
- ✓ Adult: internally motivated, money and reserve, responsible for self and life
- ✓ Attraction: community, network, friends and family
- ✓ True Values: career/work integrated into life, expresses values, values known and honored
- ✓ Fulfillment: peaceful, happy, effortless
- ✓ Legacy: created and lived, contribution, vision and purpose clear

9. Converse with the wise part of the coachee.

10. Recognize b.s. immediately.

11. Speak the truth as it occurs; trust your Self.

### **CONTEXT FOR LASER COACHING**

- 4 L's - Listen, Love, EnLighten, Lead
- New 123 Coach - Listen, Evoke, Clarify, Discuss, Support
- NEW MODEL FOR LASER COACHING TODAY:

### **T I D A L - Touch, Intrude, Design, Align, Lead**

Laser Coaching is about the first two steps: Touching and Intruding

Traditional Coaching can mistakenly be like classic "Scientific Problem Solving":

Situation, Brainstorm, Alternatives, Choose One, Implementation, Follow Up

Laser Coaching can mistakenly be thought of as doing all that, but faster or cleaner.

## **NO NO, NO, NO - This is Laser Coaching:**

Coachee: I have this pain in my eye, and it is a problem for me.

Laser Coach: When did this start?

Coachee: When I started sticking myself in the eye with a sharp stick.

Laser Coach: Stop sticking yourself in the eye with a sharp stick.

### This is the Express version to set up Laser Coaching.

- ✓ Touch the coachee emotionally, intellectually, physically.
- ✓ Establish trust.
- ✓ Be in their shoes
- ✓ Acknowledge them
- ✓ Know them
- ✓ See their vision
- ✓ Get Permission (10 x more than you think you need)
- ✓ Intrude.
- ✓ Interact with what they say and what's behind what they say.
- ✓ Listen to and look for their intelligence, values, purpose, strengths, greatness
- ✓ Be respectful; use a light touch.
- ✓ Stand for them; advocate them.

### Some laser techniques:

- ✓ Take a position opposite of what the coachee says.
- ✓ Exaggerate what they are saying to the maximum.
- ✓ Point out the inconsistencies.
- ✓ Step over nothing.
- ✓ Give them something to disagree with.
- ✓ Ask them, "What's the best way to work with you here?"

- ✓ Ask them, “What else is true about this situation?”

SOURCE: Shirley Anderson, MS, CMC, MCC  
Master Certified Coach , Certified Mentor Coach  
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Laser coaching involves one or a few coaching sessions to address an urgent and/or very specific issue. It also can be used to demonstrate the coaching process to a potential coachee. It's also useful for very busy people who are reluctant to commit to a long-term program.

### Laser Coaching For Optimum Success

By Faith Monson

Many busy professionals put off success coaching because they're afraid of the time commitment. They fear weekly one-hour appointments stretching on indefinitely. Because of that fear, they miss out on the benefits of feedback from a professional coach on life, work and success issues.

Laser coaching removes the fear of long-term commitment. With laser coaching, coachees hone down their concerns to one bite-sized piece that can be addressed in a single hour. Coachee and coach work intensively for one hour on that specific issue, and emerge with an action plan. No further sessions are necessary. Additional laser coaching on different topics can always be added without ongoing commitment.

## **Laser coaching works best in the following situations:**

### **Situation #1:**

The coachee can narrowly define the behavior or obstacle and is clear about its impact. Because laser coaching has only one hour, there's no time to dig into the past or uncover cause and effect. The coachee should come prepared with a clearly defined problem and objective. For example, a coachee who is fearful about pulling together a major presentation could meet with a coach to devise strategies for organizing and presenting the material, along with positive reinforcement techniques.

### **Situation #2:**

The problem involves interpersonal relationships such as a problem boss or a difficult colleague. Laser coaching can help develop skills for dealing with difficult people that manage conflict successfully. It deals with the here-and-now, not untangling long-standing patterns.

### **Situation #3:**

The problem is part of a larger issue that can be broken into smaller related pieces. For example, a coachee who fears public speaking may choose to deal with that fear over a series of laser coaching sessions spread out at her convenience as budget permits. One session might deal with techniques for speaking to a small group, while another session might cover body language and gestures. By breaking a big topic into smaller pieces, it's possible to make progress without a long-term coaching commitment.

#### Situation #4:

The coachee has one or two concerns but is otherwise confident about his/her life and career. If a coachee only needs help with one or two defined concerns, laser coaching makes sense as a time-efficient and cost-effective way to get results.

#### Situation #5:

A coachee wants to check out a coach before making a long-term commitment. Starting with one or two laser coaching sessions is a great way to make sure you and the coach are a good fit.

By making coaching a defined project with a beginning, objective and clear end, laser coaching as a technique appeals to many busy professionals. Most importantly, laser coaching makes success coaching accessible to more people than ever before, helping professionals become more confident, productive and fulfilled.

Faith Monson is a Success Consultant who works with entrepreneurs, designers, retailers and sales-driven organizations. She makes people and businesses better by daring them to be great and helping them to reach their full potential. Visit <http://www.FaithMonson.com> or contact her directly at [Faith@FaithMonson.com](mailto:Faith@FaithMonson.com) or 703-237-2077.

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## **2.22 POSITIVE COACHING**

P = Purpose

O = Observations

S = Strategy

I = Insight

T = Team

I = Initiate

V = Value

E = Encourage

- Developed from GROW and ACHIEVE
- Based on critical questions
- Developed by Vincenzo Libri in 2004

This model addresses the more psychological aspect of the coaching relationship. It incorporates some psychological perspectives, such as the inclusion of social support and positive reinforcement.

### **Purpose:**

The coach encourages the coachee to gain some clarity as to what they want to achieve from the coaching relationship. The coach must build good rapport through techniques such as active listening, open questions, observation, encouragement, etc.

### **Observations:**

The coach encourages coachees to think about what is happening around them. The coach's role in this phase is to help coachees see their position with greater clarity and from a holistic viewpoint.

Strategy: Once it has been agreed that coaching is a viable option and the coachee has developed a sound understanding of their present conditions and environment, an end-state or goal can be considered. In helping to formulate a goal plan for the coachee to follow.

'SMART' goal-setting is a recommended technique to ensure the goals are clear, concrete, specific and realistic: (SMART is an acronym for Specific, Measurable, Attractive, Realistic and Time-bound.)

**Insight:**

Here the coach encourages coachees to consider their goal and what emotions the goal brings. This phase is to determine if the goal is indeed what the coachee wants, and if it is an accurate picture of the coachee's present and future aims.

**Team:**

If coachees can be made to feel they have a support network that they can turn to when experiencing difficulty, they are more likely to continue on their goal path. The coach is one member of the support team – but coachees should be encouraged to recognise their network of friends, colleagues, family, etc.

**Initiate:**

Here the coach encourages coachees to initiate their goal by taking positive steps towards it, by executing the agreed goal plan.

**Value:**

The coach should set weekly or short-term tasks that will lead coachees eventually to their long-term goal. In this way, coachees will receive regular feedback on their progress and can value and celebrate their advancement.



**Encourage:**

The coach must help the coachee remain motivated, positive and ontrack, not only during coaching sessions but between them.

**2.22.1 THE POSITIVE COACHING MENTAL MODEL**

Positive Coaching Alliance developed "The Positive Coaching Mental Model," a research summary based upon several psychological studies, in order to guide youth sports coaches in creating positive and effective team cultures.

The model comprises three principles:

- **Redefining "Winner"**  
Focusing on mastery of skill, rather than on scoreboard results, decreases anxiety and gives youth athletes a sense of control over the outcome. Positive Coaches recognize that mistakes are an inevitable part of sports and cultivate effort rather than concern about outcome, fostering an environment in which players don't fear making mistakes.
- **Filling "Emotional Tanks"**  
Positive Coaches frequently give truthful, specific praise, laying the groundwork for "teachable moments," when players will be receptive to specific, constructive criticism.
- **Honoring the Game**  
Positive Coaches train their athletes to respect Rules, Opponents, Officials, Teammates, and Self.

## **2.23 THE POWER COACHING MODEL**

<http://www.jcrisconsultinggroup.com/coaching.html>

The Power Coaching model is a blended style of coaching. It combines the principles of coaching and consulting in order to facilitate positive action and peak performance. A unique distinguishing factor of Power Coaches is that they must have an expertise in the area in which they are coaching. This allows each coach to take a more assertive and proactive approach in the coaching relationship. A Power Coach always stays true to the fundamental principle of not giving answers, but because of their expertise, has the freedom to offer alternative ways of thinking in order to help guide the employee to reach their goal in the shortest amount of time.

Based on the cognitive foundation of motives drive thoughts, thoughts drive behavior and behavior drives results, Power Coaching helps coachees develop new ways of thinking by exploring their motives and values and aligning them with their job requirements and their organizations' vision. Using optimistic questioning, effective stretch S.M.A.R.T. Goal Setting and proper feedback (After Performance Reviews), Power Coaching brings employees out of their comfort zone and helps them reach their peak performance and realized potential.

Power Coaching takes a systematic approach. Dedicated to always moving an employee forward toward achieving results, it is always done in alignment and within the framework of the organization. The process starts with a full set of assessments to establish current reality. Then the desired reality is identified. The Power Coach then helps the employee create S.M.A.R.T. stretch goals that become the bridge from vision to action. Power Coaching believes in stating the end result, but

committing to the process. Once you lose focus on the process and concentrate on the end result, you are doomed to fail.

### Life Business P.O.W.E.R Coaching Model

Each Module incorporates the Life Business P.O.W.E.R Coaching Model that enhance motivation and performance. These steps are based on proven performance enhancing strategies drawn from Coaching and Positive Psychology to assist young people connect to who they are to design a meaningful pathway plan that motivates them to move ahead in their own life.

- ✓ Strengths based & Solutions Focussed Behaviour Change
- ✓ Emotional Intelligence (EQ) Skills
- ✓ In summary its..
- ✓ Youth Driven
- ✓ Goal oriented



<http://www.coachingyoungpeopleforsuccess.com/page.cfm?pag>

## **Power solutions exist on three levels**

- At one level, the outcome is the resolution of a troublesome problem (to the organisation, if not necessarily to the employee).
- At another level, the outcome re-affirms the ability of people to cope.
- And, at another level, it is a reminder that, no matter what life throws at us, we are always able to accept it, integrate it, and move on.

Moving on means embracing solutions to people problems that meet the criteria in the mnemonic POWER. These are:

### **1. P for Practical**

Practical solutions are workable solutions. At their best, they are what the employee can do with relative ease, and they also meet the organisation's aims and ways of working. They don't set precedents or make special cases. They don't treat people with favouritism. The solutions are ones that others in the team can live with.

### **2. O for Owned**

One simple test to see if the solution to a problem is going to work or not is to ask how much work you have to do and how much work the employee has to do. If it is all down to you, there may be more work ahead. If it is all down to the employee, then you are on the right track. When employees own their solutions, they have invested in them and want to make them work. The

starting point is always that the employee must want it to happen.

### **3. W for Win-Win**

A win-win solution is one that meets everyone's needs. It doesn't matter if it is a solution that you propose or the employee proposes, as long as it is acceptable all round. When you find a solution that appears to be a win-win one, always test it to see if it genuinely does bring benefits to all parties.

### **4. E for Executable Now**

If you find suitable solutions at a counselling session, aim to include in the plan something that can be implemented straightaway. This sets the change in motion and increases the likelihood of success.

### **5. R for Realistic**

Make sure that the solutions you agree with your employees are realistic. Don't make the plans too detailed or imprecise. Don't set targets that are impossibly high or unexcitedly low. Don't set time frames too far ahead. And don't set outcomes that are way beyond a person's hope of achieving.

A change should always be the outcome of a counselling process. But it should be a change that can be managed. That means checking that it is a POWER-based solution.

## **2.24 THE SPACE COACHING MODEL**

### **2.24.1 The SPACE Coaching Model**

S = Social context

P = Physiology

A = Action

C = Cognition

E = Emotion

\* Helps analysis of problem or mood (ACE/PACE)

\* Can be used alongside GROW or POSITIVE

### **2.24.2 The SPACE Coaching Model**

The SPACE coaching model involves offering coachees 'creative space' to reflect on their lives in the following terms:

**S** = Shifting Perspective

**P** = Planning with Purpose

**A** = Acting in alignment with values

**C** = Committing to choices (attitudes/actions)

**E** = Engaging enthusiastically with one's plan

(Copyright Chris Porter June 09)

### **2.24.3 The SPACE Coaching Model**

Some other coaching models using the name "Space Coaching" include: "Sacred Space Coaching", "Safe Space Coaching", "Clear Space Coaching", "Confined Space Coaching", "Business Space Coaching", "Memory Space Coaching", "Centred Space Coaching", "Thinking Space Coaching" ...

## **2.25 THE CRAIC COACHING MODEL**

Craic (pronounced “crack”) is an Irish word associated with having a good time.

C = Control

R = Responsibility

A = Awareness

I = Impetus

C = Confidence

\* Flexibility

\* Suits use of psychometric tools

\* Mindfulness and focused attention can be brought in

CRAIC provides a broad theoretical and unitary psychological framework for developing a practice based understanding, of how coachees uniquely explain and deal with their world.

Along with providing the necessary context to build the rapport required to develop a mindful and productive coaching conversation and relationship.

It also potentially serves, to scaffold whatever change is considered necessary and appropriate for the coachee.

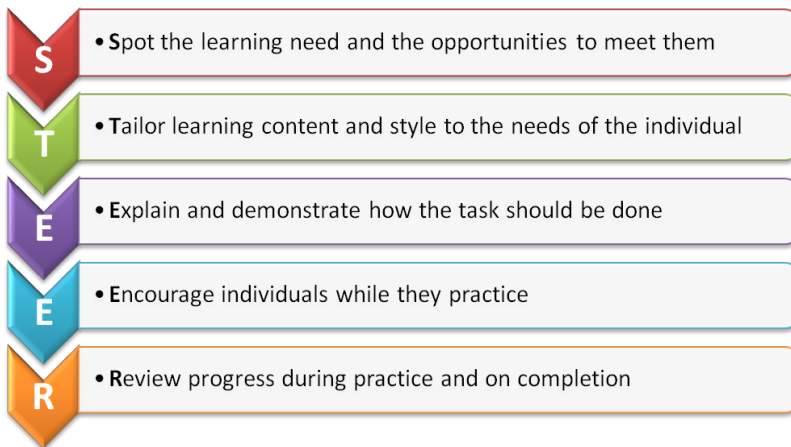
It is generally used within a Cognitive Behavioural Coaching approach, across a range of contexts from Business to Life Coaching.

CRAIC provides the basis for generating the insight necessary, to facilitate self-directed learning, personal growth, and improved performance and well-being in the coachee. Additionally, it provides an interesting framework for selfreflection on the part of the Coach in developing his or her own practice.

## **2.26 THE STEER COACHING MODEL**

The STEER Model ensures that on-the-job coaching is formally structured:

- Spot the learning need and the opportunities to meet them
- Tailor learning content and style to the needs of the individual
- Explain and demonstrate how the task should be done
- Encourage individuals while they practice
- Review progress during practice and on completion



Steer coaching originated as a coaching model for on-the-job training of business-staff.



The starting point here was the need for an effective coaching structure that ensures that:

- All important points are covered
- A logical flow is followed
- The learning cycle is completed.

Hence, the STEER model is at its best when there is a need for effective structured, formal coaching :

- Spot learning need and opportunities to meet them
- Tailor learning content and style to meet the needs of the individual
- Explain and demonstrate how the task should be done
- Encourage individuals while they are practising
- Review progress during and on completion of the learning

It is important for any training or coaching to be put into context for the individual so they can relate to it. Asking questions is a good way to find out what the individual already knows and what they need to know, so you can tailor things accordingly. Also having a handle on their learning style will help you to tailor the coaching appropriately. It is important that you plan learning so it progresses from straightforward to more complex tasks.

The following points should be included in your preparation.

- List points to be learned and activities to practice
- Divide the work into manageable chunks of learning
- Collect all the documents and equipment together that you will need for the session – this saves time and distraction
- Prepare job aids or examples as appropriate
- Make sure you will be free from interruptions
- Make sure other colleagues will be available to cover work

It is important to tell the individual what the coaching session will be about, what you hope to achieve, how the session will run, and approximately how long it will take.

Explain each part of the procedure in terms of what should be done, how and why. Discuss it with the individual, asking them questions to make them think and check their understanding.

It is often important to demonstrate a procedure as you explain each part. We remember more if we see something as well as hear about it. A clear demonstration will also help people to spot gaps in their own understanding and ask appropriate questions.

Once you have explained and demonstrated the task, it is time for the learner to have a go themselves, i.e. PRACTISE. If you allow someone to carry out an unfamiliar task, without monitoring progress or giving support, you are throwing them in at the deep-end. That is not effective coaching. You must help people and raise their confidence by giving them encouragement. Always be available to give help when it is needed and give feedback so the individual can measure their progress.

It is important to review progress so the learner knows how well they have done and how close they are to achieving their objectives. This will help to keep them motivated.

Reviewing is important for you as the coach too. You need to know how well you are doing in getting the message across.

Source: [www.keystonedevelopment.co.uk](http://www.keystonedevelopment.co.uk)

## 2.27 THE CIGAR COACHING MODEL

The “CIGAR” approach was evolved by several consultants using the GROW model.

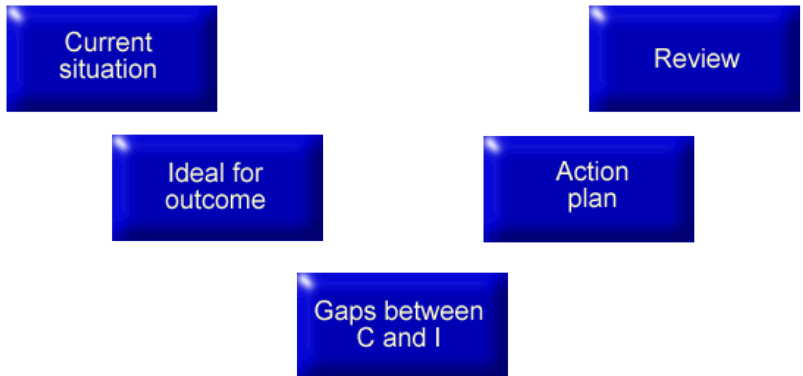
C- Current situation

I – Ideal for outcome

G – Gaps for the gap between C and I

A – Action plan

R – Review



Or:



## **2.28 THE STAR COACHING MODEL**

This model was developed by David Bonham-Carter.

<http://www.davidbonham-carter.com/stressmanagement.html>

### **Situation.**

What is the specific situation which may create a difficulty for you?

### **Thoughts and Feelings.**

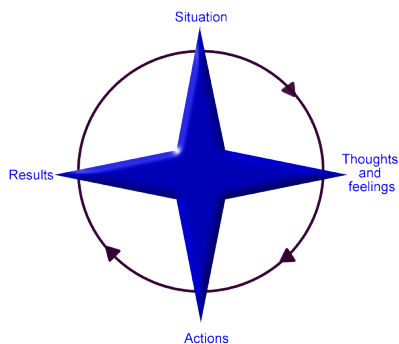
What thoughts go through your mind and what do you say to yourself in the situation?

### **Actions.**

How do you typically act in the situation in response to it and in response to your thoughts and feelings?

### **Results.**

What are usually the results for you of your actions in practical terms and in terms of how you feel afterwards?



## **2.29 THE OUTCOMES™ MODEL**

The “OUTCOMES™” model, developed by management consultant and executive coach Allan Mackintosh.



O - Objectives. What is the employee attempting to achieve?

U - Understand the Reasons. This is an important step as it is vital that the reasons behind wanting to achieve the objective are understood

T - Take Stock of the Present Situation. It is important to spend time analysing the reality of the present situation

C - Clarify the Gap between where they are now and where they need to get to, in order to achieve their objective

O - Options Generation. The pros and cons of each option need to be discussed

M - Motivate to Action. Once the options have been discussed and the best way forward agreed

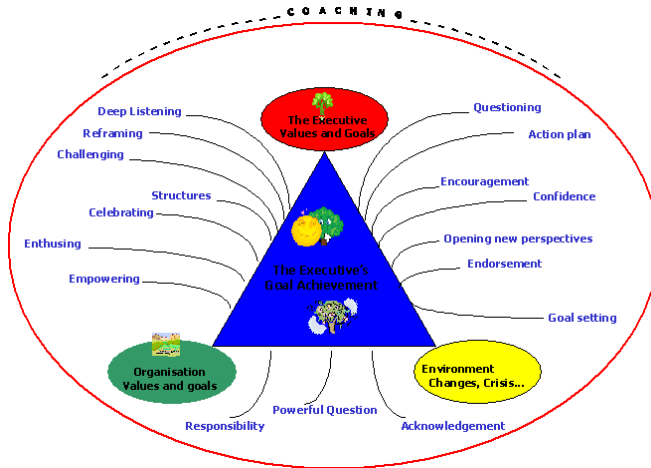
E - Enthusiasm & Encouragement – The manager must at all times show enthusiasm for the objectives ahead and encourage the employee to do as best they can

S - Support. The manager must always show support for the employee in the tasks agreed and must also ask if there is any support that they have to put in

The OUTCOMES coaching model was designed for managers and sales managers to use, but it is clear to see how it could be adapted for teachers.

It is suggested that this in-depth approach to coaching will enable an increase in the coachee's understanding of the issue, which will result in motivation to change and then commitment to action. Although this model needs a disciplined approach to coaching, it is a model that, when used effectively, has been shown to motivate and produce results for both coach and coachee.

## 2.30 TREE COACHING



### The Tree

Executives are like trees, they have a great natural potential. However, they need to know all their characteristics (values, personal and life goals) if they want to grow and blossom.

### The Soil

Knowing the composition of the soil (values and goals of the organisation) is a major component of success. The tree needs that it provides all the required basic nutritive elements.

### The Environment

The environment (changes, crisis, development, stability, takeover...) also matters. The tree is part of it and one must be sure, it has the capacity to adapt.

### The Path toward the goal

To ensure the harmony, which allows the tree to blossom, all these interactive elements will have to be deeply scrutinized.

Otherwise, one may have spent a tremendous amount of money to buy a tree and see it stunted and shrivelled.

On the contrary, with mastery, you will see the tree growing, blossoming, producing fruits and even offering its shade and seeds to the others.

The tree will accomplish its goals and may even surpass them.

### Tree Coaching Model Step by Step

#### Objectives:

The tree coaching model aims to support the coachees in reaching their goals and leveraging all their potential, thanks to mastery and harmony between the coachees, their organizations and their environments.

#### Our Belief:

A good Bridge player is someone who masters her or his cards and can figure out the cards of her or his partner and opponents. With all these data, she or he can anticipate the strategy of the others and establish her or his own one accordingly.

“The real secret of the expert is to make logic seems like flair”.  
Hugh Kelsey – Bridge Quotes

The coaching process is not a sticker you put on a person, hoping it will solve a problem without addressing its roots.



Executives have strong challenges to meet. To develop themselves, they have to get a clear awareness of their values, strengths and weaknesses, as well as life goals. Without this vision, the efficiency of the coaching process is compromised. It will act like a placebo and will not last long.

This, however, is not sufficient. Executives also need to understand the values and aims of the organisation. They must be sure they suit them. This will allow them to be in a position to understand the requirements, and even to challenge them to excel.

Appropriating the reality of the organisation will empower executives. Then, they will be able to move forward in the coaching process and reach a “shared” goal. The definition of the steps to reach the goal will be facilitated and even more efficient.

Thanks to a better awareness of their strengths, executives will have the opportunity to explore other additional personal developments which may lead them to surpass their goals.

## **THE COACHING PHASES**

### Phase I:

Supporting the coachees to clarify who they are, in order to set their development process on a strong and solid basis

### Two periods:

#### First period

- Clarification of personal values
- Clarification of personal life goals

## Second period

Awareness of “ who I am” - my strengths and weaknesses

How people perceive me

My behaviour,

My way of communicating ...

...

Clarifying how I perceive the others and why.

This first phase is critical. The coachees need to be completely and deeply aware of their own realities. The deeper the mastery of their internal and outside realities is, bigger will be their capability of personal development. Enhancing their strengths, will be most powerful during this step.

It will also be an opportunity for them to understand how the coaching process can support them, and to build up a secure environment with the coach.

This phase is very powerful and it requires a strong commitment from the coachees. It must be clearly explained at the early stage of the coaching process.

### Phase II:

Understanding the organisation, the achievement of the goals sets by the organisation or the person and defining the path to reach the goal.

This second phase will emphasis on:

#### First Period

Working on the values of the organisation, its goals and vision

Understanding the goal sets by the organisation, the coachees

Working on how this development will sustain the organisation objectives and the coachees' objectives.

Empowering to reach the goal

## Second Period

Defining the path and the steps to reach the goal

Discovering and analysing why the coachees could surpass those objectives and how

### Phase III: Toward the goal.

This phase will be focusing on supporting the coachees in moving forward to reach their goals. It will be done using the coachees' daily life so they can practice themselves, gain awareness of their behaviour, and feel the reward and efficiency of their development and progress.

The coaching will focus on establishing long term goals meanwhile ensuring quick wins so the coachees feel supported and empowered. It will help them to demonstrate how they have changed to the people and get positive feedbacks.

The coachees will be supported in discovering what additional competencies or knowledge they could reinforce to feel more comfortable when reaching their goals and even surpassing them.

The coaching process during this phase will work on anchoring the new habits and enjoying the comfort and the empowerment they provide.

Lasting improvement comes from obtaining—and acting on—honest feedback about performance. By assessing their progress, the coachees will be able to build on it and improve even more!

Development is a self-reinforcing, self-perpetuating habit that continues to serve you long after the formal coaching engagement is over.

Source:

**<http://www.fpcoachingtolead.com/how%20is%20it%20working%202.html>**

## 2.31 aMAP2™ COACHING MODEL

Developed by Devers and Kulesa.

Action by:

Motivating Awareness and Possibilities using Powerful questions

The “aMAP2™” approach is implementation focused in asking both the coach and the person being coached to consider change issues.



## **Some Powerful Questions**

1. Is that true?
2. How do you know that?
3. What data is that claim based on?
4. What do others say that support your/my argument?
5. What evidence would you give to someone who doubted your interpretation?
6. Can you put that another way?
7. What's a good example of what you are talking about?
8. What do you mean by that?
9. Can you explain the term you just used?
10. How do you think the other person views the situation?
11. You have only two years to live and will do so with your usual energy and vitality. What will you do with your last two years?
12. What are you not telling me that I need to know?
13. You just won a \$100 million lottery jackpot. What will you do with the rest of your life?
14. What is your life like 1 year from now?
15. Describe the context of your situation.
16. What is keeping you busy these days?
17. What is keeping you up at night?
18. When was the last time you lost track of time? what were you doing at that time?
19. What are you doing now to shape your life of tomorrow?
20. What can you stop doing to make room for change?
21. What are you holding on to that no longer serves you?
22. What assumptions are you making in this situation?
23. What do you want? what do you need?
24. Is there an easier way?
25. What is within your power to change?
26. What do you want the outcome to be in this situation?
27. What needs to change?

28. Am I judging based on my own values or theirs?
29. What is the point of view of the person sitting across the table?
30. Is what I'm about to say helping to achieve our/me goal?  
Does it add value?

Source:

**List by Linda De luca**

**<http://azione-scopo.com/2010/11/11/30-powerful-questions/>**



## 2.32 RESULTS™ COACHING

The Results Coaching model is a cutting edge approach to coaching developed by David Rock in 1996 (Source: [http://www.resultslifecoaching.com.au/find/david\\_rock.html](http://www.resultslifecoaching.com.au/find/david_rock.html))

- R Reflect -Take time to think, ask questions and re-frame
- E Evaluate -Carefully assess all the forward options
- S Strategise -Select the plan(s) with the best chance of succeeding
- U Understand -Appreciate what resources will be needed to succeed,
- L Listen -Pay attention to the input of employees and colleagues
- T Take Action -Implement plans and follow-through persistently
- S Systematise -Ensure that processes are permanently changed



## **2.33 STRIDE COACHING**

This model has been developed by Will Thomas, author of two very useful books: *Coaching Solutions: Practical Ways to Improve Performance in Education* and *Coaching Solutions: Resource Book*.

- **Strengths:** Affirm the positive throughout and draw attention to their strengths.
- **Target:** What do you want to achieve as a result of this process?
- **Reality:** What is the current situation like now and what obstacles are there to achieving your goals?
- **Ideas:** What could you do to address the situation?
- **Decision:** What are you going to do? What are the next steps?
- **Evaluation:** Check the decision: How committed are you to doing this? - Over time: What progress have you made towards meeting these targets?

The essential aspect of the STRIDE model is that it really celebrates the strengths of the coachee so the whole process becomes a very positive experience.

However, it does encourage the coachee to consider what obstacles there may be, which could prevent them from reaching their target, but they also have to consider how they could overcome these obstacles. The job of the coach is to keep asking open-ended questions to help the coachee to move towards a solution.



## **2.34 FLOW-COACHING**

The FLOW model is explained in Powell et al. (2001).

- Find the challenge: What is the issue that you need to address?
- Look at reality: What are things like now?
- Open possibilities: What could you do about it?
- Win commitment: What are you going to do and when?

There are clear similarities between the STRIDE and FLOW models. One of the key differences is that the STRIDE model starts by looking at the coachee's preferred future, whereas the FLOW model starts by talking about the challenge, that is, What is it that you want to address? From this starting point will then come the discussion about what the targets are.

Both models emphasise the need to look at what the reality is now. This is important, as it will open up a dialogue about what the obstacles or blocks are which are stopping the coachee from making progress. Only once these are brought to the fore can the issue really start to be addressed. It is surprising how often this is the key part of a coaching session and that by just seeing the situation clearly (rather than what was thought or imagined to be the situation), the resolution often becomes obvious and straightforward.

Lastly, the STRIDE model encourages the coachee to evaluate both the appropriateness of the target and the progress towards it over time.

## **2.35 THE HILDA-COACHING MODEL**

One of the best bits of advice regarding coaching was also one of the simplest. It followed a discussion with a colleague about the importance of not getting too hung up on following a script when it comes to coaching. We felt that it should be a natural and flowing dialogue between two professionals and the coach should not have to constantly refer to a bank of questions, whilst engaged in coaching. This is most off-putting for the coachee and does not help to create the informal and relaxed atmosphere required for coaching. With this in mind, it was suggested that the best type of person to become a coach is a nosey person! Someone who will quite naturally ask question after question in order to find out what they want – and in doing so, will also help the coachee to find out. This simplicity seemed most appealing.

Some readers might remember a character called Hilda Ogden – the archetypal nosey neighbour – in Coronation Street (a long-running television soap, based in the north of England). What a fantastic coach she could have made, with her continuous probing and incisive questioning. This led us to consider an alternative, simple model for coaching – the HILDA model.

**• Highlight the issue:**

What do the coachees want to address?

What do they want to be different and how?

**• Identify the strengths:**

What do they already do well?

How can these skills and attributes be used to address the particular issues?

**• Look at the possibilities:**

In an ideal world, with no obstacles, what could they do to address the issues?

What is getting in the way of doing this?

How could these obstacles be overcome?

What have they already tried? - What worked and what didn't?

**• Decide and commit to action:**

What are they going to do to address the issues?

When are they going to do it? How are they going to do it?

**• Analyse and evaluate the impact:**

How will they know if they have been successful?

What will it look like?

Although in its early days, we have used this model in schools with an encouraging degree of success. Its simplicity makes the key stages easy to remember, within the framework of a constant reminder to ask open questions throughout each of the stages.

**Source:** The Coaching Toolkit: A Practical Guide for Your School  
By Shaun Allison, Michael Harbour

## **2.36 THE FORREST COACHING PATH**

The Forrest Coaching Path™ is a series of signposts to guide the coaching engagement. The Path is the culmination of extensive research and over 20 years of **effectiveness coaching**.

### Visualize the End Goal

The End Goal is the future, enhanced state of effectiveness to which the organization and the coachee aspire as a function of both organizational strategy and personal development. End Goals are as diverse as organizations and coachees, but can include increased effectiveness in specific or general work capacity, future status or position, or communication and interpersonal abilities.

After the End Goal has been identified, attention turns to the Current State. It is important that the End Goal be identified prior to the Current State; otherwise, the coachee's aspirations may be artificially constrained.

### Identify the Current State

The Current State reflects the self-awareness of the coachee. It is directly linked to the End Goal because if there is too large a gap between the two, the resulting tension can either compromise the reach of the goal or make it unattainable. The Current State examination will require honesty and forthrightness on the part of the coach and the coachee.

No coaching session can keep the two elements of End Goal and Current State separate – it is a continuously iterative process. However, the coach needs to always bear in mind the natural tendency for a coachee to overly dwell on and react to the Current State. This can distort the coachee's natural energy – it may seem overwhelmingly difficult to escape their current

reality or, from the opposite side, the coachee may be overly eager to escape the world in which they live.

### Develop an Action Plan

The most important part of the coach's role is to help the coachee develop a plan to achieve their goals from their current position. The coaching relationship thus far is focused on questioning but, by the third signpost, the coachee will likely be looking for advice. Developing and following a detailed plan will help the coachee handle the tensions on the way to achieving the goal. However, the coach needs to beware of putting too much emphasis on a plan and, in some cases, it may be necessary to allow the coachee to let matters unfold rather than follow a script.

### Manage Goal Tension and Minimize Conflict

As the coachee works toward the goal, the role of the coach is to anticipate where the coachee may have difficulties and where the tensions of reaching goals may be too difficult to overcome. Here is where the coach really demonstrates their value. The coach needs to be able to anticipate tensions, be available to assist the coachee as these tensions grow, and aid the coachee in minimizing these tensions in order to allow the coachee's creative abilities to work unencumbered. In many cases, the coachee will have to adjust his or her plans and the coach will need to be able to provide suggestions. Forrest coaches anticipate these issues and, by being proactive, can profoundly help their coachees.

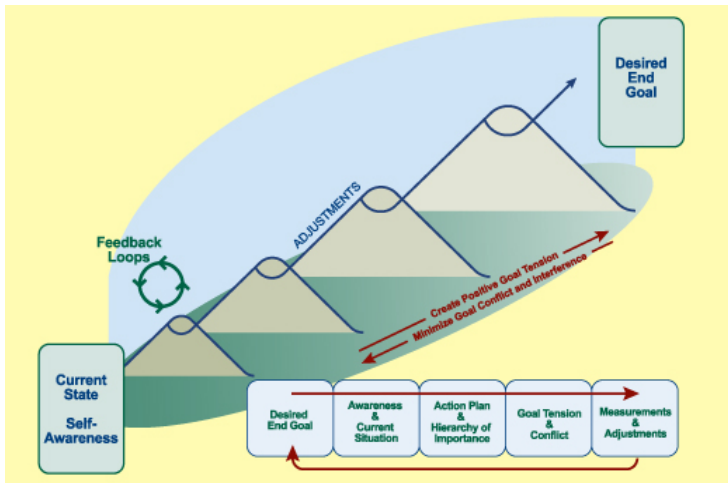
### Measurements and Adjustments

Ongoing through the engagement is the necessity to set measurements and make adjustments. Measurements will be as complex or specific as the engagement requires, and may be as simple as checking-in after every session to see how, and how much, they valued the session. The more mature coaching

relationships will likely be able to set measures upfront. Coaches must avoid the implicit tension of these benchmarks, either avoiding them or racing toward them. Measurements enliven the coachee and allow them to see true progress being made. The other half of setting measures is to allow for adjustment to plans. When the circumstances surrounding a goal fundamentally change, the measures attached to that goal must also change. These changes are realistic and will naturally fall from discussions with the coachee.

**Source:** The Forrest Coaching Path™

Michael Clark - Director, Sales & Marketing - 416.925.2967 x262  
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## **2.37 FIVE-STEP-COACHING MODEL**

### **2.37.1 The Five-Step Coaching Model**

The Five-Step Coaching is a scientifically-based yet simple approach, that can serve as the backbone of any coaching engagement:

1. **Define.**  
Identify coaching goals.
2. **Assess.**  
Obtain relevant data and baseline performance data.
3. **Plan.**  
Develop an action plan to achieve the stated goals. Include quantifiable success metrics.
4. **Act.**  
Execute the plan.
5. **Review.**  
Evaluate the results. Did the program achieve its goals?

### **2.37.2 The Five-Step Coaching Model For Responding to Bullying at School**

Once bullying has been reported, both the student who was bullied and the student who bullied must receive coaching. It is essential that there be no exceptions to this rule. We recommend that specific staff members be prepared to coach students. Often, these are administrators or coaches. The following sections give details about the models staff should use when coaching students.

Always coach the student who was bullied and the student(s) who bullied separately. The power differential inherent in bullying makes it difficult for targeted students to ask adults for

help in the first place. A forced meeting with the student who bullied can be an overwhelming experience for a targeted student. Also, a targeted student may deny that there is a problem if questioned in the presence of a bullying student.

### **Coaching the student who was bullied**

For many reasons, students rarely report the bullying they experience to adults. They may be afraid of retaliation, they may think the bullying is their fault, they may feel ashamed, or they may believe that adults are unable or unlikely to stop the harassment. Combat students' feelings of helplessness and reluctance to report by following a five-step process.

#### **Step 1:**

##### **Affirm the student's feelings.**

Say: "You were right to report/get help from an adult."

#### **Step 2:**

##### **Ask questions.**

Get information about the current situation and the history of the situation.

#### **Step 3:**

##### **Identify what has and has not worked in the past.**

#### **Step 4:**

##### **Generate solutions for the future.**

- Discuss how the student can avoid the person who has bullied him or her. (Examples: The student could take a new route to classes, sit closer to the bus driver, or stay close to a friend or group of friends.)
- Create a plan with the student.
- Coach the student in using assertiveness skills. (If relevant to the situation, remind the student that aggression is never an appropriate solution.)



- Identify others (parents, teachers, friends) who can support the student.

**Step 5:**

**Follow up.**

- See how the plan is working.
- Contact parents as appropriate.
- Inform the student's teachers.

**Coaching the student who bullied**

Students commonly experiment with bullying and domineering behaviors in middle school. Teach them positive behaviors by coaching them through alternative actions. Particularly with initial bullying, withhold judgments of blame and focus instead on helping students adopt positive behaviors that avoid “even the appearance of bullying.” Your school’s bullying policy should provide the necessary framework for a multilevel approach that clearly outlines appropriate consequences for initial and repeated bullying.

In addition to consequences, students who continue to bully may need more targeted help addressing their problem behavior. Students are more likely to change problem behavior if adults help them select positive alternative behaviors and provide consistent feedback about their progress.

Source:

*Second Step: Student Success Through Prevention* © 2008  
Committee for Children

This coaching model (for use with students who bully) has five steps:

**Step 1:**

**Identify the problem and diffuse reporting responsibility.**

- “I have been hearing that...”
- “Many students have reported that...”

**Step 2:**

**Ask questions and gather information.**

- “I’d like to hear from you about what happened.”
- “How would you feel if this happened to you?”

**Step 3:**

**Apply consequences.**

- Discuss the school bullying policy.
- Enforce the agreed-on discipline.

**Step 4:**

**Generate solutions for the future.**

- Create a plan with the student.
- “What are some ways to prevent this from happening again?”

**Step 5:**

**Follow up.**

- See how the plan is working.
- Contact family members or the student’s teachers
- Refer the student for further discipline as appropriate.

### **2.37.3 The Five-Step Coaching Model**

**This model has been refined after years of research and modeling of what makes successful people tick, and what makes teams work together productively. As well as being derived from experience, it also draws on the best ideas that leading experts recommend.**

**The 5 steps are Outcome, Flexibility, Feedback, Support and Challenge.**

#### **Outcome**

Ideas don't just happen. It may feel like they do, but in reality they are created; and so the fundamental thing for any team to get right is the correct definition of precisely what it is that they want to achieve. Stating the intention positively, in such a way that it can almost be felt, stimulates everyone to explore every avenue that is available in order to turn things into reality. Also identifying potential obstacles, both physical and emotional, will greatly increase the chances of success. You'll learn how state your intentions in a precise, motivating way, so that the whole team can sense the success. Getting this right is the foundation of successful teamworking.

#### **Flexibility**

If you always do what you've always done, then you'll always get what you've always got. Creative teams need to work together to identify a greatly expanded set of possibilities to experiment with, and the flexibility element introduces tools, techniques and attitudes that create more choice. Having more options means more chance of success.

#### **Feedback**

Every action generates a result. It might not be exactly what the team intended, and all too often we slip into immediate judgement mode when faced with a 'wrong' result, which can

prevent further action. However, it is still a result, and with the right attitude the team can use it to form the basis of learning and change. The way that we interpret our results and hence learn from feedback is crucial in determining whether the team is paralysed by failure or they learn and move on.

### **Support**

In order to get the most out of yourself and your team, you need to establish a positive, supportive atmosphere in which people (including you) have the confidence to take bold actions. Success lies beyond the boundaries of current experience and only people who have the courage to step beyond their current limits and thinking will achieve something new. In order to do that, you need to create a supportive team atmosphere in which people are free to experiment, and in this module you'll understand the principles that great motivators use to get the best out of people.

### **Challenge**

Creative teamworkers can increase their effectiveness by paying careful attention to their interactions with others. This helps them to explore the thinking of others and hence get the best out of any situation. Words, language, actions, intentions and behaviours are all crucial in maximising team effectiveness and creativity. In the Challenge element you will learn the linguistic skills that you will need to get the best out of your interactions with others.

### **Source:**

COPYRIGHT © COACHING IDEAS - ALL RIGHTS RESERVED - Coaching Ideas is led by Ian Walton, a PhD scientist and Master Practitioner of NLP.

## **2.38 THE FOUR PHASE MODEL**

### **Stage 1: Discovery Phase**

The first step of working with your Life Coach is to share your personal goals with your Life Coach. It may take a few Life Coaching sessions to determine what your personal goals and objectives are. Your Life Coach may use a range of personality and behavioural models to gain a better understanding of the coachee. As a starting point, your Life Coach will determine information relating to the coachee's past achievements to provide a starting basis for setting up new goals for the future. The information collected in this phase will be used to provide a Life Coaching program design.

### **Stage 2: Design Phase**

The second step of Life Coaching is to design a step by step system of support, education and accountability for the coachee. This may include the creation of the step by step system of actions that you need to follow. The Life Coach will work with your end goal and work backwards setting up a series of steps and milestones to help you achieve your goals. Your Life Coach will design activities that are specific, measurable, achievable, realistic and time based. The activities and action steps should be documented and communicated to you in a clear manner. The Life Coach will draw up a map with detailed directions on how you can reach your destination.

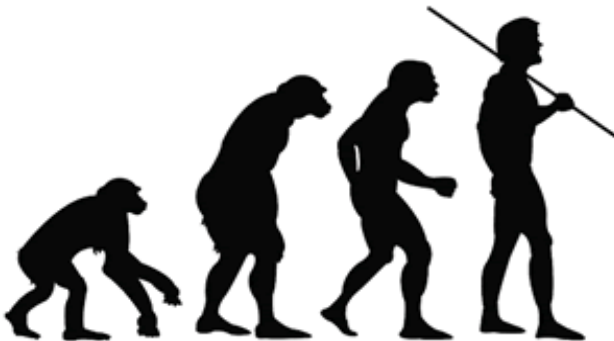
### **Stage 3: Accountability Phase**

This stage is a critical part of ensuring the success of your Life Coaching program. The Life Coach will track your progress and actions against your plan. During this phase, the coachee may encounter fears, blocks and limiting beliefs around achieving the results and progress that they deserve. A good Life Coach will intervene and make sure that there coachee remains on track.

### **Stage 4: Redesign Phase**

It is important for a Life Coach to be open and honest with the Life Coaching coachee. On some occasions, it will be determined that the program is just not working as for the Life Coaching coachee. In these situations, the Life Coach needs to re evaluate the Life Coaching program so that the coachee can get on track. At these times, the Life Coach needs to be able to meet with the coachee to guide and motivate them more effectively. By evaluating and redesigning the Life Coaching program the Life Coach is able to ensure that the coachee will achieve their goals and objectives.

**SOURCE:** Australian Institute of Life Coaches



## **2.39 THE CIRCLE OF LIFE COACHING**

Good life coaching creates personal and professional meaningful breakthroughs in your life in a very short period of time. It engages you on all levels — physical, emotional, energetic, and spiritual and helps you to become a more positive, more Self-reliant and more self-directed individual.

Consciously designing every area of your life can contribute significantly to your lifelong happiness by mobilizing the incredible wisdom, strength, and knowledge that reside naturally within each individual.

The Circle of Life will help to shine light on your path as you intentionally direct your energy in your personal journey. Harmonious relationships, meaningful work, emotional and physical healing, the fulfillment of your life purpose, expressive creativity and deep personal peace are like seeds within you. They are awaiting your acknowledgment, attention and your cultivation.

How does Life Coaching work? It allows you to identify where you currently are and creates a path to get to where you want to be. There are 6 phases to this process that can be implemented individually or as a group coaching process.

- Phase 1: Assess the important areas of your life, identifying strengths and areas needing improvement.
- Phase 2: Determine your readiness for change.
- Phase 3: Design a blueprint of change, acknowledging strengths, recognizing challenges, and setting realistic goals.

- Phase 4: Create a step by step action plan that really can work for YOU.
- Phase 5: Receive support from your coach, tap into your inner guidance, take action.
- Phase 6: Accountability, celebrate victories, learn and revise what is not working for you.

This potent coaching system utilizes these various phases until participants arrive at their destination. In this sense, it is fail-safe. Most coaching contracts run for 6-8 weeks. Once learned, the process can be used repeatedly with or without a coach (though without a coach you want to find yourself an accountability partner!)

Source: [michelle@nourishandbloom.com](mailto:michelle@nourishandbloom.com)

## **Areas of Life - Homework Assignment**

### **What are important areas in our lives?**

On the basis of a meta-study of the literature Cummins (1996) argues for a seven-domain partition: material well-being, health, productivity, intimacy, safety, community, and emotional well-being.

Argyle (2001) mentions domains such as money, health, work and employment, social relationships, leisure, housing, and education.

Day (1987) considers thirteen areas, among them: family life, working activity, social activity, recreation, personal health, consumption, ownership of durable commodities and properties, self, spiritual life, and country's situation.

Flanagan (1978) mentions 15 components, among them: economic, physical, and health well-being, having and raising



children, relations with spouse, with relatives and with friends, community and social activities, political activities, passive and active recreational activities, personal development activities, and work.

Headey and Wearing (1992) use leisure, marriage, work, standard of living, friendships, sex life, and health.

Most studies have assumed that the relationship between life satisfaction and domains-of-life satisfaction is additive. For example, when Møller and Saris (2001, p. 106) explain their methodology to study the relationship between domains of life and subjective well-being they state that “The analyses have been done with Lisrel 8 assuming the above-specified relationships were linear and additive as is normally assumed.” In their book, van Praag and Ferrer-i-Carbonell (2004) also work with an additive specification to study the relationship between life satisfaction and satisfaction in domains of life.

Rojas, Mariano. – Universidad de las Américas, Puebla, Mexico. (2007) “Life Satisfaction and Satisfaction in Domains of Life: Is it a Simple or a Simplified Relationship?” in *Journal of Happiness Studies*.



For each of the following 27 areas of life, use the scale below to describe: a) what a perfect 10 would be for each area; b) what your life is actually like in each area (choose a number and describe in-depth); and c) what the barriers are to making it a perfect 10.

1. Body (physical)
2. Health
3. Home
4. Money (economic, income, expenses, savings)
5. Relationships
6. Romance, spouse
7. Sex
8. Family & Relatives
9. Children
10. Friends
  
11. Neighborhood
12. Community, social -, & political activities
13. Relationship to Self
14. Spirituality
15. Bad Habits
16. Character traits
17. Personal Space
18. Personal Development
19. Fun & Adventure
20. Leisure time, recreational activities & Plays
  
21. Values
22. Self Esteem
23. Career/Business/School
24. Learning
25. Creativity
26. Well-being
27. Ownership durable commodities & properties

### **Evaluation Scale:**

10 - Perfect. Unsustainable state of affairs. Reserved for individual episodes and fleeting moments.

9 - Highest sustainable rating for a category.

8 - Highly satisfactory state of affairs. Significant additional focused effort will be needed to elevate rating to a 9. A source of pride.

7 - Solid, can't complain, coasting because it's good enough but not a source of pride.

6 - Weak, but not painful. Frayed around the edges. Can talk oneself into it being a 7 but it's not easy. Needs work but doesn't have to be today.

5 - A 6 that's been around a while. Still not intolerable but likely the issue or the necessary remedial steps are being actively avoided.

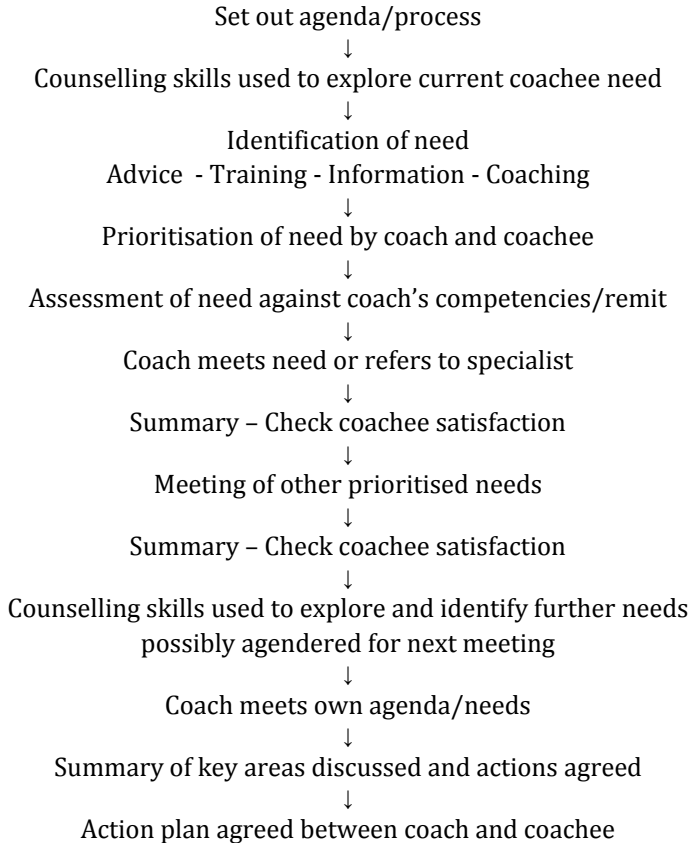
4 - Getting to be intolerable...but not yet. Requires a great deal of justification and/or denial to continue this number at a sustained rate.

3 - Things are bad. Very bad. It is not yet life threatening or a point of no return, but close.

2 - Things are hopeless. You wonder why you exist. There is much pain. Virtually unbearable.

1 - Fleeting moments of hell. Unsustainable level of displeasure.

## **2.40 YOUNG BUSINESSNET PRACTISE MODEL**



Youngbusiness.net is an Enterprise Development Worldwide (EDW) initiative. Visit [edworldwide.org](http://edworldwide.org) for more information.

EDW is a Community Interest Company. All profits and assets are used solely for the benefit of the community.

## **2.41 ACHIEVE SUCCESS COACHING**

**The concept** “to achieve success” cannot be specifically defined for the masses because success can be defined quite differently by each individual. Therefore, in order to achieve success, it is first necessary to come to terms with your own personal definition of success. Each individual’s own definition of success will be influenced by several key factors:

Success is subject to individual interpretation based on upbringing, past experiences, role models, personal motivations and goals. For some it might be to own a home in an upscale neighbourhood, while for others it might be a career in the army. Carefully contemplate your definition of success based on your values.

Your view of success will change at various times throughout your life. For example, what might be deemed successful in college or on your first job is very different from successfully raising a family or comfortably retiring in the Caribbean. Your definition of success will continue to change, so don’t make the error of pursuing an outdated version of it.

When you achieve success, it is sometimes measurable and sometimes not. Accumulating a certain amount of wealth is one measure, but a successful marriage may be far more meaningful to many people and can only be measured by how the two partners feel about each other as the years go by.

Very few people achieve success accidentally. Most people who achieve success first defined it then planned for it; they set a goal to achieve it.

Once you have defined what it means to achieve success for yourself, your next step is to set goals that will lead you to your definition of success. You must create realistic, viable plans to

achieve those goals. Follow your plans, be flexible, and enjoy the process. It's not about keeping up with the Joneses.

**Here are five simple steps to help you define and achieve success:**

**Achieve Success Step 1:**

**Identify Your Goal**

Clearly determine what the goal is. Be specific.

·Bad: "To lose weight"

·Good: "To lose 10 pounds in a healthy way"

**Achieve Success Step 2: Identify Your Obstacles**

List all the obstacles standing between you (or your team) and the goal. Identify resources, assistance, information or anything else that might be needed to reach the goal. As your writing, don't get discouraged by the obstacles- they're absolutely necessary to help you with the next step in completing your plan.

**Achieve Success Step 3: List Tasks to Overcome Each Obstacle**

Taking each obstacle one at a time, write one or more ways the obstacle could be overcome. These are tasks (or action items) that will comprise your to-do list. Expect to have several tasks per obstacle.

**Achieve Success Step 4: Assign Task Deadlines and Set up Task Reminders or Other Alerts**

Assign a start and completion date to each task in the plan. It's ok to be working on several different tasks at the same time, but don't overdo it. Be realistic. Assign a reminder or alert to each task in the plan to keep you on track.

**Achieve Success Step 5: Follow Your Success Plan**

Complete each task in succession. Make sure that you use a reminder system to keep you on track.

### **Additional Suggestions to Achieve Success:**

If your success plan is too long or complicated, try breaking it into several smaller, more manageable plans

Don't rely on luck or things outside your control as part of your success plan.

Be flexible—expect your success plan to change before you complete it. Circumstances change, unexpected events occur, and your plan should be updated to adapt to changes. Use planning software to help construct your plan and modify it regularly.

Seek the input of others who have expertise in the area or who have completed a similar goal.

Reward yourself for partial success as significant milestones are accomplished.

Source:

<http://www.listeningtree.co.uk>

## **2. 42 BLENDED COACHING**

Blended Coaching is a coaching model designed to support school leaders, and has application in other roles and contexts. Successful leaders must possess technical knowledge and skills, but they must also master emotional intelligence and interpersonal communication. Effective coaches support professional development in both the technical and affective dimensions.

Source:

<http://media.kucrl.org/archives/668>

University of Kansas – KU Center for Research on Learning

<http://media.kucrl.org/>

In this difficult economy, organizations of all sizes are turning to Blended Learning as a way to execute a high-quality training program at a lower cost.

A Blended Learning training program is an affordable way to improve the effectiveness, flexibility, and success rate of your internal training program.

### Blended Learning Defined

MoreSteam defines Blended Learning as: a Lean Six Sigma training model that integrates multiple delivery modes and learning activities - generally a mix of e-Learning, classroom exercises, coaching and job-like applications - to reach a globally and educationally diverse employee audience.

The Blended Learning model is now an accepted method of training in private and public institutions. Because it involves online technologies, you may be uncertain as to whether it's the right training model for your deployment.



## **Here's a side-by-side comparison that might help.**

### **Blended Learning IS**

- Less expensive, more flexible, and more effective
- A thoughtfully designed integration of live and online materials and methods
- Designed to have periodic scheduled meetings with coaches and mentors
- Rooted in best practices as identified in adult-learning theory
- Designed to be delivered just in time (JIT) and in harmony with the work schedule
- Much more scalable, allowing redirection of MBB resources
- For students of all ages and levels of technical savvy
- Highly interactive practice exercises and activities
- Rich with opportunities for team members and leadership to manage project work flow and receive information on-demand

### **Blended Learning IS NOT**

- A second-best approach to training
- Designed specifically for adult professionals
- e-Learning + Classroom activities combined without a plan
- e-Learning without any interaction with an instructor/mentor/coach
- Posting static PowerPoint slides online and calling it "online training"
- Something that can be accomplished without a time commitment
- A panacea. Robust project selection and senior management are still imperative
- Only for those born after 1990
- Limited to classroom learning only
- Passive

## Blended Learning is *LEAN* Learning

**Why do organizations benefit from a Blended Learning model?** Because *that model is essentially a Lean Six Sigma approach to Lean Six Sigma*. Blended Learning removes much of the waste found in the traditional instructor-led classroom training model, yielding higher effectiveness at lower risk, and a dramatically lower cost structure.

By using the best of online technologies (e-Learning, simulations) and the best of live interactions (coaching, study halls), you can cut away the inefficiencies of the old lecture-based training model and emphasize winning strategies: Just-in-Time training, self-paced learning, an emphasis on practice, and an alignment with projects.

Only with those types of experiences can your freshly graduated Belts truly achieve the level of competence and confidence required to quickly complete critical projects. Deployments gain a more efficient, resilient and standardized method for educating their global professional work force over the long term.

### **When planning for a Blended Learning training model, you must answer three critical questions:**

1. What skills and tools do our employees need to learn to solve problems and generate improvement?
2. What instructional tools are available to me?
3. How can I combine learning activities to best appeal to the learning style and culture of my organization?

Every organization approaches the design of a Blended Learning program with a unique perspective and set of circumstances. Some companies are looking to bolster their mature deployments, which have relied purely on time-intensive live training classes.

Others are weaning themselves from expensive consulting firms and looking for ways to deliver standardized, cost-effective

training. Still others are small firms that need just-in-time training for a geographically dispersed staff.

### **What online and offline learning components are available to you?**

Can your IT department support a dedicated Intranet or file server? Do your employees use social tools (e.g., online chat, Web research) to learn and share advice and best practices?

Take the time to see how your culture is learning - and learning best - as you consider the training design that is best for your organization.

### **The Most Common Components**

Below you will find a list of the most common components used in successful Lean Six Sigma Blended Learning deployments.

### **Interactive e-Learning**



**Purpose:** Effective online courses with easy navigation, interactive exercises and quizzes. Students learn the basics online, on their own time.

### **Details: High-quality e-Learning includes:**

- Clear explanations of ALL concepts and tools,
- Sufficient real-world examples of concepts and tools,

- Ample opportunity for student practice and individual problem solving,
- Easy access, loading and features to support multiple learning modalities (i.e., audio options, interactive gadgets, legible font, and intuitive navigation), and
- The ability to customize the look, feel and content of the course.

Do not settle for an e-Learning program that does not include all of these features.

**References:**

[http://en.wikipedia.org/wiki/Blended\\_learning](http://en.wikipedia.org/wiki/Blended_learning)

<http://www.book-wiki.net/details/Blended-Coaching-Skills-and-Strategies-to-Support-Principal-Development-2363>

Source:

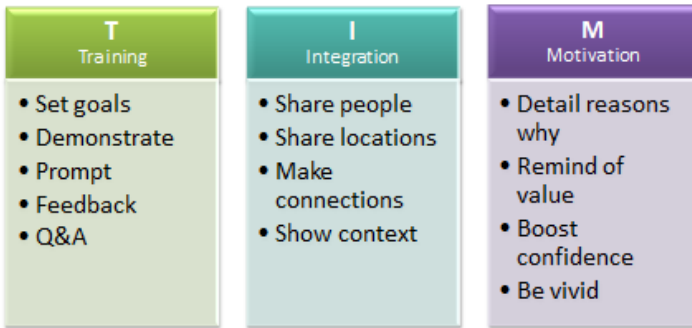
<http://www.moresteam.com/blended-learning/basics.cfm>



## **2.43 THE TIM COACHING MODEL**

In an increasingly online world, we still need coaches, a humanizing force, to remind us of the big picture and to help us be successful.

In 1994, Strayer and Rossett articulated the TIM model, a three-pronged approach to coaching, illustrated in the figure below.



### **Training = creating a learning experience**

In 1994, training was not quite the dirty word it is today so keep an open-mind. You can substitute the words “teaching” or “mentoring” if it makes you more comfortable. What Strayer and Rossett were advocating for was not a rigid, formalized approach, but one in which the coach is responsible for creating a learning experience for the person being coached in which that person was not left with vacuous statements but actually shown a way of doing something, invited to do it under a watchful eye, and then provided with feedback and an opportunity for further exploration.

### **Integration=connecting the learner to the real-world experience**

The integration prong of the model is one that’s often ignored. Providing a learning experience and telling the learner to “have

at it” is an approach that sets a learner up for failure. Yes, many learners will survive the “have at it” phase because of their own prior learning, resilience, and adaptability, but it wastes the previous coaching efforts. Helping learners to create needed relationships and providing an introduction to this real-world they’re supposed to be proficient in, is the true value-add that coaching should provide.

### **Motivation = share stories and put power in the hands of learners**

Many coaches who advertise their services are not short of charisma, but that’s not what the motivation prong of TIM is about. It’s about making the value of the coaching challenge transparent, sharing authentic stories, and providing learners with opportunities for success. Motivation is part and parcel of the training and the integration prongs of TIM; all three prongs work in concert.

### **E-coaching**

E-coaching uses technology to deliver coaching services. While e-coaching might be mediated by a system, don’t get ready to call your LMS an “e-coach”—in my opinion, that’s antithetical to the TIM model. E-coaching might be better positioned as “blended coaching” with some coaching functions distributed to peers, so long as these peers can provide the needed expertise and connecting opportunities.

Systems do provide an opportunity to automate “push” (Goldsmith, n.d.). Another word that’s gone out of favor this year, “push” in this case doesn’t mean an information dump; it means providing reminders and cues to help learners access and implement the coaching they’ve been provided. Goldsmith notes that today’s learners are drowning in information and one of the roles of the e-coach is to help learners identify valuable tools and opportunities.

Is this a missed opportunity? I think it's in part a reflection of the fundamental challenge presented by the need to make a human touch a visible part of an e-coaching "system." We have no shortage of collaboration tools. We have no shortage of experts (though some are self-proclaimed). What we do have is a shortage of people who can connect the two and who can make individuals feel as if they matter and that their development is unique and important. We talk a lot about the power of technology to create individualized learning experiences, but often we put all of the onus of creating this learning experience on the learner. We say (and are told) that learners should pull the information they need when and where they need it and that's true. But isn't this also a bit of a cop-out? Are we, in effect, telling our learners to "have at it"? Does this give us an out to provide canned content to learners in the expectation that it's their responsibility to find and use what they need? This is the age of Web 2.0, after all.

Perhaps our role as learning and development specialists is neither to push content at learners nor to create systems that provide every conceivable resource to every conceivable learner. Instead, maybe our role is to be the human voice that guides problem-solving. In an online course, we have a responsibility to make our voice part of the multitude of voices that learners have access to. We're *neither* the "sage on the stage" nor "the guide on the side," we're part of the fray. For me, this is the essence of the TIM model.

## References

Goldsmith, M. (n.d.) E-coaching roles. retrieved November 9, 2011 from [www.marshallgoldsmithlibrary.com/docs/EEP/E-Coaching Roles.doc](http://www.marshallgoldsmithlibrary.com/docs/EEP/E-Coaching Roles.doc)

Strayer, J., & Rossett, A. (1994). Coaching sales performance: A case study. *Performance Improvement Quarterly*, Vol 7(4), 1994, 39-53.

### **Source:**

<http://instructionaldesignfusions.wordpress.com/tag/blended-coaching/>





## **2.44 THE SPIN COACHING MODEL**

Dr. Neil Rackham created Xerox's sales, sales coaching, and interpersonal skills programs. A social psychologist with a practical bent, he created a *very* effective way to approach a sale by attending carefully to the client's needs while keeping your own objectives in focus.

These consist of a variety of *probing* skills. You could consider a version of "schmoozing" to take place during the early stages, while *at the same time* you're shaping the conversation toward your desired outcomes.

Drawing upon the psychological principle that people attend to what you *do* more than what you *say*, it's vital that a mentor coach use the *same* behaviors when teaching the method to someone else:

### **Situation Questions**

These questions collect facts, information, and background data about the client's situation.

### **Problem Questions**

These questions probe for problems, difficulties, or dissatisfactions.

### **Implication Questions**

These questions *strengthen* clients' perception of their own needs; *Implication* questions raise *implied* needs to the level of *expressed* needs – clients feel their needs more strongly and thus have greater readiness to have those needs satisfied.

### **Need-Payoff Questions**

Once *Implication* questions have raised a client's perception of needs, a second kind of question can increase the value of your solution. These are "positive solution-centered questions" (e.g., "How important is it to you to solve this problem?" "In what ways would this solution be useful?" "Is there any other way this could help you?").

*Need-Payoff* questions focus the client's attention on the *solution* rather than the problem. They also get the client to tell *you* the benefits.

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Neil Rackham first gained international recognition in the 1970's when he led the largest ever research study of successful selling. This massive project, supported by major multinationals including Xerox and IBM, involved a team of 30 researchers who studied 35,000 sales calls in more than 20 countries over a period of 12 years. From the results of these studies he published *SPIN® Selling* and *Major Account Sales Strategy*.

#### **Source:**

[www.breakoutofthebox.com/SPINCoaching.pdf](http://www.breakoutofthebox.com/SPINCoaching.pdf)

## **2.45 HOLLISTIC COACHING**

Holistic personal coaches occupy a growing niche in the coaching industry. As people become more health conscious, a holistic approach to life becomes more appealing. For many people, the services of a holistic personal coach can help them find a balance in life.

Holistic personal coaches work with clients on a variety of different levels and seek to find the balance between these levels. They analyze, assess, and ameliorate a client's personal life, career, physical health, and mental health on three principal levels.

### **The 3 Levels of Holistic Health**

- Mind
- Body
- Spirit

People who lead busy lives, attempting to balance work, family, community, finances, and leisure activities, often find that their lives become unbalanced. Too often one aspect becomes far more predominant and other segments are left wanting. Holistic personal coaches can help bring balance back into your life and teach you ways to maintain that balance.

Imbalances can lead to problem in one's career, relationships, and mental health. We have all felt stress at one time or another, but when stress becomes a daily issue, it may be time to get your life back in balance. Pursuing a healthy, holistic life is one of the best ways to achieve balance and health. A coach help you guide to a holistic way of life.

### **What Can Holistic Coaches Do For Their Clients?**

- Work on building a healthy BODY by teaching the value of proper nutrition and exercise. Teach ways to understand

BODY acceptance that is balanced with healthy living and self-esteem.

- Help teach ways to reduce stress and clear the MIND of daily clutter. Create goals that stimulate the MIND and design a roadmap to reach those goals. Design strategies that help with personal issues, traumas, and emergencies.
- Help clients understand the SPIRIT of life. Whether it is a belief in god, nature, or the community of man, balance is often achieved through the recognition of some higher power.

Holistic basically means to emphasize and recognize the functional and organic relationship between the parts and the whole. It helps to create a balanced and functional “whole.”

### **How Holistic Coaches Can Help Clients**

- Help find and embrace a life purpose
- Teach ways to attract and nurture positive relationships
- Design strategies to help create more time and help life stay in balance.
- Work with clients to help build their self-confidence and their self-esteem.
- Help clients find their inner child by discovering passion and joy that may have been lost over the years.
- Help identify obstacles and roadblocks to success.
- Create a roadmap from which clients can become “whole.”

As a coach, it, it can be more profitable to find a specific niche in the coaching field. Holistic personal coaches occupy one of those niches. Being the proverbial big fish in a little pond can help boost your professional recognition and your profits. If you are passionate about achieving health, harmony, and balance in life, this might be the perfect niche for you.

Source:

<http://coachestrainingblog.com/becomeacoach/what-are-holistic-personal-coaches/10356/>

