

Beginning (Setting the foundation – check in)	Middle (Enabling Insight and learning – new thinking and learning not known)	Ending (Evaluation and check out)
<p>Check in Acknowledge and share - positive Create the relationship - coach presence and position</p> <p>Manging the contract Mini goal What is the best use of our time? What do you want to have at the end of the session? What do you want to gain?</p> <p>Contract/re-contracting How will we work together today?</p> <ul style="list-style-type: none"> • Time/note taking/silence is ok • Confidentiality within boundaries • Break clause • Permissions-reactions, observations, go slow • Anything else – 2-way 	<p>BIG GOALS – What do you want? /Why is this important?/How might you get it?/How would you know you got it?</p> <p>Verification</p> <ul style="list-style-type: none"> • Stated in a positive way?/Under their control/Inspiring/Scaling • Who else would benefit? <div data-bbox="873 746 1533 816" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Use of models and techniques</p> </div> <div data-bbox="1154 832 1225 903" style="text-align: center;">  </div> <p>Facilitating learning and results</p> <ul style="list-style-type: none"> • Input/bridging and outcome coaching models • Tasking • Processes • Experiments <p style="text-align: center;">Building the relationship Communicating effectively</p>	<p>Actions: Step by step</p> <ul style="list-style-type: none"> • What is the one thing you can do that would make a difference? • What are you committing to? <p>Evaluating our relationship</p> <ul style="list-style-type: none"> • How did we do? • What was positive? • What have you learnt? • What did you get – contract in mind? <p>Appreciation</p> <ul style="list-style-type: none"> • Share what you have appreciated your coachee has done • Acknowledge progress • Celebrate and thank

The typical integrated senior coaching process



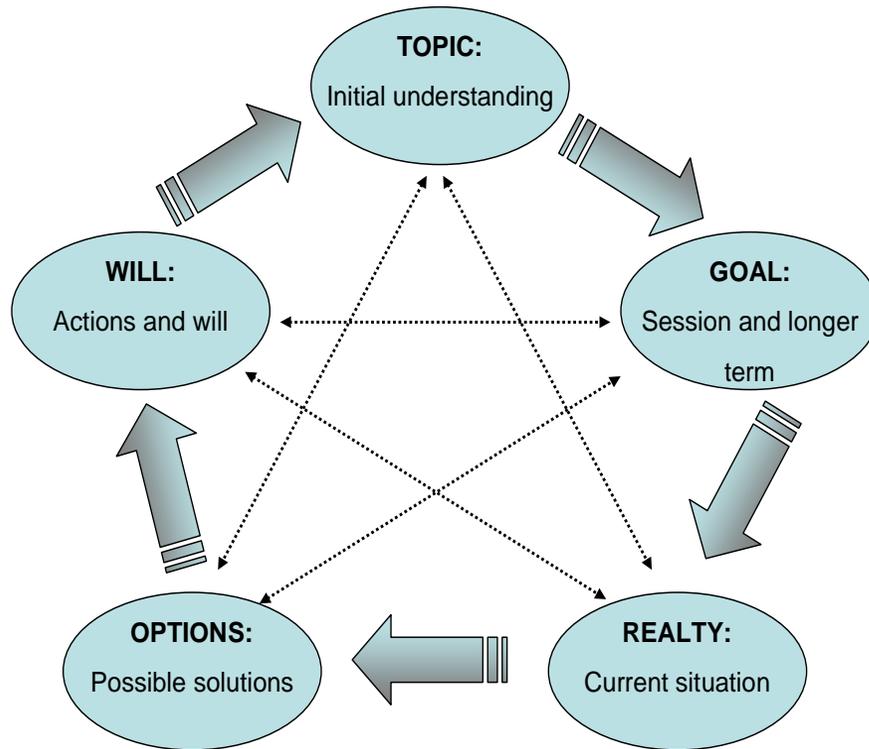
- **Chemistry or intake meeting**
 - Match/opt in choice
 - Initial enquiry and insights
- **The coaching contract**
 - Two way
 - Three way
- **Create the agreement for coaching**
 - Draft contract

1. **Personal effectiveness/wellbeing**
 - Where are they now
 - Raising awareness
2. **Performance and role requirements**
 - Forthcoming objectives
 - New requirements/capacities
 - Audit against objectives/targets
3. **Career and personal aspirations**
 1. Clarifying direction
 2. Work life integrations
 3. Transitions

- **Not just about the sessions** –it’s a process
 - *Pre work can be useful*
 - Homework- **tasking**
- Sessions use a **variety of experiences, techniques and activities**
 - *I will encourage you to experiment*
- Be prepared to review and recontract
 - Second half is important
 - Mid review feedback
 - *Seek supervision if appropriate*
- **Data** will emerge along the journey
 - *Trust the process*
 - *Even bad sessions give data*

- **Endings matter**
 - Look back
 - Refresh plans going forward
 - Celebrate/confirm complete
 - Re-contract if appropriate
- **Evaluate**
 - *Use sponsor input*
 - *Multiple level evaluation*
 1. Experience
 2. Learnings
 3. Actions/behaviours
 4. Benefits/impact

GROW Coaching model



(Topic) To establish the broad area of discussion.

(Goal) Developing a well formed outcome overall and for the conversation.

(Reality) Understanding the reality of the current situation.

(Options) Exploring options to move towards the goal.

(Will) What will be done, when, where and your will to do it.

TOPIC – Area to explore/talk about

- What would you like to talk about?
- Tell me some more about it?
- Is there anything else?
- Specifically then what is the topic for this conversation?

WHAT is to be done, when, and the will to do it.

- What will you do?
- When are you going to do it?
- To what extent does this meet your goal?
- What could arise to hinder you in taking these steps?
- Who needs to know what your plans are?
- What support do you need and from whom?
- What is your level of commitment for taking these actions – out of 10
- What could you do to raise your commitment?
- What is the learning from this conversation?

GOAL - setting for the session as well as short or long term

- What goal are you seeking by the end of this conversation?
- How far and how detailed do you expect to get in this session?
- What is your longer term goal?
- What is your time frame?
- How will you know that you have achieved it?

OPTIONS and alternative strategies or courses for action

- What are the different ways you could approach this goal?
- What else could you do?
- What could you do if you had no obstacles?
- Would you like any suggestions from me?
- What are the advantages and disadvantages of each of these?
- Which would give the best result?
- Which of these appeals to you most or feels best for you?
- Which would give you the most satisfaction?

REALITY - checking to explore current situation

- What is the present situation in more detail?
- What and how great is your concern about it?
- Who is affected by this issue other than you?
- Who knows about your desire to do something?
- How much control do you have personally over the outcome?
- What actions have you taken so far?
- What were the outcomes of these actions?
- What stopped you from doing more?
- What is the bottom line?

Outcome

- **What is the outcome you want to achieve?**
- How will you and perhaps others know you've have achieved a solution?
- **If you woke tomorrow and the issue had gone away, describe what is happening?**
 - What would be different? How would you feel? What would you notice first?

Scale

- **On a scale of 1 to 10, how well are you doing now?**
- **What's helping you get to this level?**
- *Think of a similar or recent challenge you overcame, how did you do that?*

Know-how

- **What will take you one more point up the scale?**
- What will be the first tiny signs that you are doing better?
- How will other people notice this improvement?

Affirm & Action

- **What is the smallest step you can take quickly which will be most helpful?**
- How will you overcome any obstacles?
- What other actions will help you?

Review

- **How have we done in this conversations?**
- When you look back on the actions you take which one is going to have created the biggest impact?
- *How will others notice? When will you start?*

Further solution focused questions

To Negotiate Goals

- What needs to happen here today to ensure this coaching is worthwhile?
- What specifically do you want as your end goal in this situation?
- As a measure of success what will be different when you achieve your end outcome?
- What are your best hopes for this conversation today?
- What will be the first signs for you and (others) that things are moving in the right direction?
- What are the benefits for you in achieving your goal?
- What makes you think now is a good time to make some changes?

To Identify Resources

- Thinking of a recent difficult time, how did you manage to come through it?
- What did you find helpful?
- What was unhelpful?
- How do you talk yourself through difficult situations?
- What do you know about yourself that reassures you that you can deal with this?
- What have you done about this situation so far?
- What would a person you admire do in this situation?

To Identify Resources

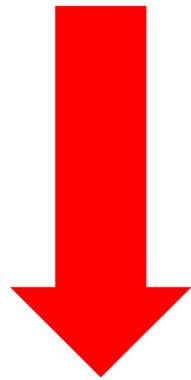
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To Develop Strategies

- What have you tried so far that you know does not work?
- Do you know anything that worked for anyone else in this situation?
- How would you advise a friend who was having this problem?
- What is the smallest step you could take in the next forty-eight hours which would be helpful?
- If you could only take one action around this situation, what would it be?
- What would you do if you could not fail?
- What could you do that would most energise you?
- What 3 options for action would be the best agenda for you?

Hérons Categories of Interaction

DIRECTIVE (PUSH)



Prescribing

Can I make a suggestion
...You should do x

I think you need
to...(instruction)

Can I **tell** you what you
need to do?



Informing

Can I share what I notice?
.....(feedback)

I sense you should
.....(offering **guidance**)

Can I share my **advice**?
..... I would



Challenging

Can I challenge you?
....you seem have lost your
focus

I am wondering what you
have missed

(Being honest and clean)

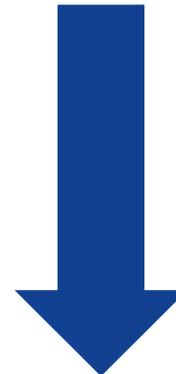


How do you see the
outcomes developing?
Say more?
What else?



Exploring

How are feeling about this?
What does it feel like saying
that?
Where is your confidence
now?



Releasing

That must have been
tough for you.
Sounds like you did a
good job here.
Well done.



Supporting

NON – DIRECTIVE (PULL)

My interventions review in practice

Directive (Push)

Prescribing

Informing

Challenging

5 minutes

10 minutes

15 minutes

20 minutes

25minutes

Time

Exploring

Releasing

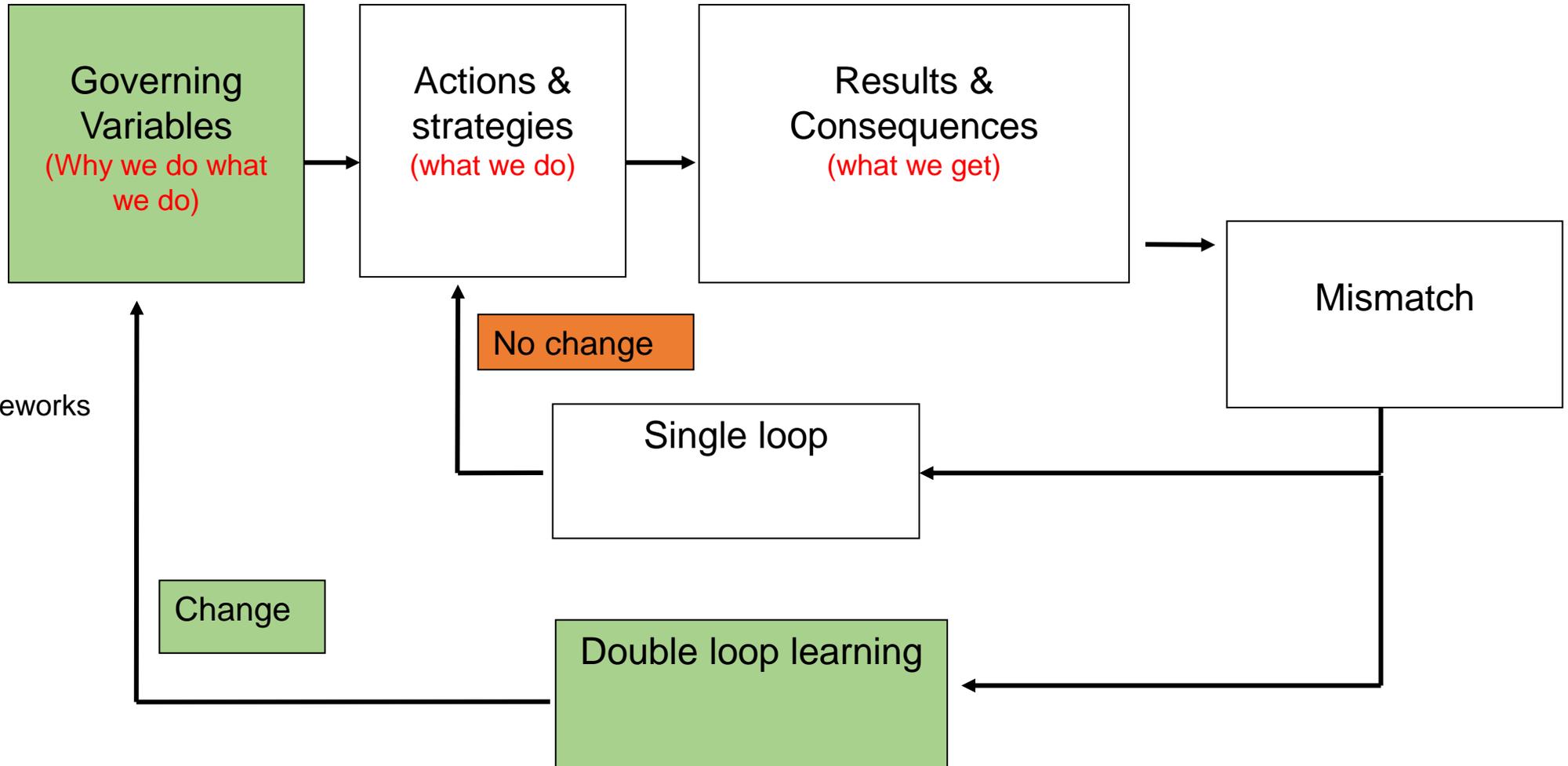
Supportive

Non –directive (Pull)

Double loop learning:

More than problem solving, this learning re-evaluates and reframes goals, values and mental frameworks

- Goals
- Values
- Assumptions
- Norms
- Beliefs
- Conceptual frameworks
- Rules



DARE – working with double loop

Difference: Raise awareness of what they say and what they do is different (Normalise the behaviour)

What is the difference between what you say you want to and what you do?

What would you like to do most differently that would have the biggest positive impact?

How would like to behave instead?

How might people relate to you differently?

What single difference would make the greatest difference to your performance?

Attachment: Explore the unconscious rules, assumptions, norms or beliefs (Let go)

What rules, beliefs and assumptions drive you here?

What is your thinking at the actual moment(s) you end up not doing what say you want to do?

What is driving your decision making?

What might you need to let go of, face into, or break free from to make the difference you want to make?

What norms do you need to let go of before you can truly step forward?

Realisation: Invention of ideas that create new habits (Brainstorm different ways)

What are all the different ways you could realise the difference you want to make?

What new behaviours, habits or skills do you need to create acquire?

How will it look and feel like?

What small actions, if repeated, would make the biggest difference?

Effort: Generalisation of results (New thinking to energise the difference)

How will you ensure you make the effort to act differently in the longer term?

What is your new thinking that will sustain your energy to change? (Mental model)

What can you say to yourself, that reminds you and energises you when the going gets tough?

A repeated identity or context - (Will power runs out faster than identity) For example.....'I learn everyday 'I am better and healthier with space in my day' 'I am a prospector'

Building confidence: Authority, presence, and impact – API Model

Confidence is central to the model and is designed to help leaders, consultants and coaches reflect on where they are strong and where they need development in a non-judgmental manner that can support difference between good and great. The model is based on the work of Hawkins and Smith (2006) and uses physical placement and somatic (removed from the mind) information to help generate increased confidence.

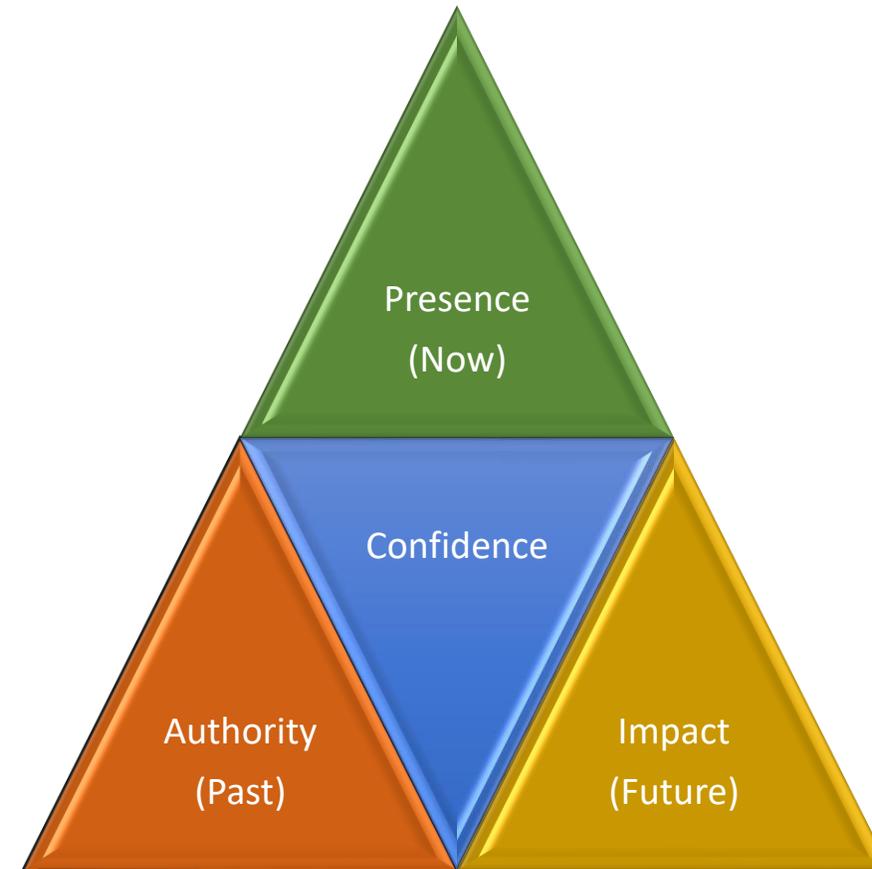


Figure: The API Model, Hawkins and Smith (2006)

Step 1:

Contract appropriately for experimenting and sharing a framework to guide the conversation

Step 2: Offer a brief description of what authority, presence and impact might mean in relation to the client's context so to craft a description that has meaning for them. **Authority** – this often comes from competence and behaviours, which are influenced by what you have achieved in the past such as experience, qualifications, knowledge, skills, accreditations, status and job title. This can also be expressed as deriving from self-acceptance of who we are at our best and worst and ability to act accordingly. **Presence** – This is the ability to build rapport with people and command attention. People with presence have an immediacy to them plus poise and grace. They are aware of many things at the same time, for example thoughts and feelings of self but also what is happening to others. **Impact** - With impact comes the ability to create shifts and change mindsets. They use interventions that shift emotional energy, influencing the climate in conversations They are able to challenge and generate more candour within the systems they operate; work, organisation, colleagues, family, friends and society.

Step 3: (In direct contact) Create a triangle on the floor using four labelled post it's. (Virtually) ask the person to make a drawing on paper using the full amount of the paper. Then have a marker such as a coin or object to represent themselves.

Step 4: (In direct contact) Invite them to step on the floor into the corner that feels like a strength for them. (Virtually) invite them to move the object that represents them into a corner that feels like a strength.

Step 5: Ask them – what is there reason for starting there? What are you doing from that position that makes it a strength compared to the other areas? What do you notice about yourself as you stand or position yourself there?

Step 6: Invite them to move or move the object to one of the other corners and ask, what is your reason for picking that corner next? What do you know as you stand or position yourself in that corner? How do you feel right now?

Step 7: Invite them to move or move the object to the final corner and ask, what do you notice about yourself here?

Step 8: Finally, ask them to step into or move their representation into the centre (confidence) and reflect what they become aware of in each corner. Some useful questions here could be what's been most important to you from all this? What have you learnt? What did you get? What is one thing you can do that will make a difference? What are you committing to now?

FEEDFORWARD

1. Support your client to pick **one behaviour** that you would like to **change**. Change in this behaviour should make a significant, positive difference in achieving their goal.
2. Ask your client to select **three stakeholders** – people whom would have and will observe them
3. Task you client to request **feedforward** from them – moving form past based feedback to future orientated suggestions
4. With each stakeholder your client will need to describe the behaviour they want to work on. It can be done quite simply, such as, "I want to be observed as more strategic."
5. The client then asked ask for asks for **feedforward**—for **two suggestions** for the future that might help you achieve a more impact on the selected behaviour.
6. Ask your client to listen attentively to the suggestions. They should do not comment on the suggestions in any way but just thank and journal the feedforward. *Literally what was said and how it was said.*
7. Ask your client to do the same for each stakeholder selected.
8. When the exercise is finished, invite your client to mindfully reflect on the suggestions
9. Bring these to the next coaching session
10. As their coach explore what they noticed, so what is their thinking about the behaviour now, what will they do.

Transition map

Choice area	From	To

Using objects as a tool in coaching conversations

Useful for:

- Mapping out a situation using objects
- When coachee is dealing with complexity
- Where a number of stakeholders are involved

The emphasis is more on awareness raising/personal insights, gathering and testing data, unblocking an issue rather than creating an action plan.



Tips:

- The coach needs to start with some coaching questions, focussing down on the issue before inviting the coachee to work with the objects. Until you become experienced in using objects I suggest you restrict the number of components/issues to between 3-5: So for example one object could represent the whole of a team, rather than having lots of additional objects which represent each member of that team.
- Contract with the coachee that is OK to use an experiment
- Only let the coachee pick up and move the objects
- Pay attention to the objects selected, the distance between them, the direction they get moved and/or taken out – these are all rich sources of insight that will raise awareness
- As in any coaching situation use your observation, intuition and sense where the energy is flowing and what is working or not working. Also give the coachee the space and time to think and feel into the issue.

Using objects - process

1. Start with some coaching questions, focussing down on the issue before inviting the coachee to work with the objects.
2. Contract with the coachee they would be prepared to try a different way of explaining the situation using objects to help raise awareness and gathering insights, say that they can end the process at any stage and that only they will touch and move the objects.
3. Clear a table and sit opposite, or alongside or at 90 degrees to the coachee, whatever is more comfortable for the coachee.
4. Ask the coachee to focus on the current situation. Let the coachee choose the first object from what's already in the room e.g. a pencil. *Ask the coachee to place the object(s) thoughtfully on the table.* Ask the coachee the following type of questions as appropriate: *'In which direction is the future, the past? In which direction do you want your object to face? Is there anything that springs to mind?'*
5. Then repeat the above process with the other components/objects. With each object the coach should check what the object represents e.g. my boss, low self esteem and ask: *'Where do you want to place xxxxx? How far apart? Which way is it facing? What's happening in that space? What, if anything, is missing in regard to your issue/question?'*
6. Once the current reality is in place check that the coachee is happy with how the issue is represented.
7. Now ask the coachee 'Let each of the objects have a voice and an emotion and let each piece talk to you and to each other'. Ask *'What is the overall system telling you? What are you experiencing? What do you notice that you were unaware of before?'*
8. The coach may comment on anything that may be significant to the coachee e.g. *'I notice that your deputy is standing in front of you and is facing you.'* *'What are the messages regarding this?'*
9. The next stage is to ask the coachee one or both of the following types of questions: (a) *'What piece(s) would you like to move to help shift your perception/feelings about the current situation? or (b) How would the objects need to be arranged for the situation to be more satisfactory for you?'*
10. The coach could then deepen what this might mean in terms of the steps s/he could take. Then the coach could end by asking for example *'How do you now see/feel/think about the issue? What has changed for you? What insights have you had? To what extent has this process been helpful?'*

ABCDE Coaching Model

Activating
event:

- **What upcoming event are you least confident about?**
- What is it about this activity that makes you feel less confident?

Beliefs:

- **What are your beliefs around this?**
- What is your 'self talk' when you think about this activity or event?

Consequences
(emotional):

- **What are the emotional consequences of these beliefs for you?**
- How are these beliefs affecting your thinking about this activity or event?

Disputing
beliefs:

- **Where is the proof or basis for your beliefs or feelings?**
- To what extent is your thinking supporting some other goal?
- Does your belief system make logical sense?

Energising
updated beliefs:

- **What could you do to change your thinking here?**
- When you look back after the event, what new beliefs would most increase your confidence?
- *How will others notice? What could you do next? When will you start?*

Logical levels

Structure based on LOGICAL LEVELS
Robert Dilts – Created model of human behaviour,
learning and communication

VISION:

- What do you want? Who else would benefit...?

IDENTITY:

- Who do you need to be to get it? Who do you want to be? Who are you when....?

VALUES:

- Why is that important to you? Which value are you honouring?
- What value would that have to you?

CAPACITIES:

- How can you get it? What skills do you need?
- What competencies will you develop?

ACTIONS/BEHAVIORS:

- How will you get there?
- What are the most important actions?
- What kind actions you can start with?

ENVIRONNEMENT:

- When are you going to do it?
- Where will that happen?

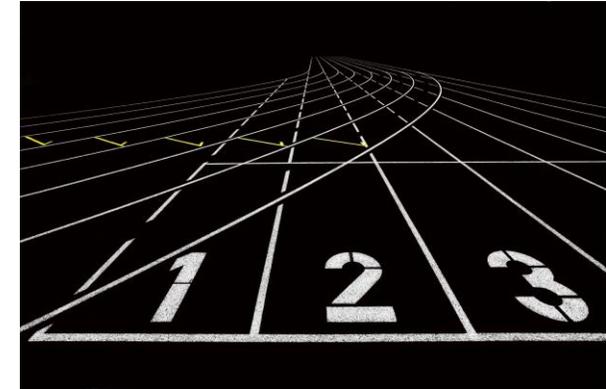
Creative strategy Process or Disney Strategy - 3 perspectives

1. **The Dreamer** (Vision maker- See possibilities)- Envision, describe all details, see all unfolding possibilities.

- Why it is important?
- Who will you be?
- Who else benefits?
- Step into the dream and experience it.
- As you experience that dream, how do you feel?

2. **The Realist** (The Do-er - The execution-Organise).

- How can this be implemented?
- What are the steps?
- What resources do you need?
- How can you get what you want?
- What are the next steps?



Allow your client to go BACK AND FORTH BETWEEN THE DREAMER AND THE REALIST

3 perspectives, continued

3. The Wise Critic (Evaluate-Dissociated inner discussion- Negative or Neutral)

- What can stop you with this project?
- What additional things needs to be considered?
- What else can possibly stop you?
- Explore questions and answers moving from one to the other.

Allow your client **BACK AND FORTH BETWEEN THE CRITIC AND THE REALIST TO FIND SOLUTIONS**

NB: Don't allow the critic to talk to the dreamer

END THE CLIENT ON DREAMER, seeing the dream as fixed and committing to it.

4. INTEGRATION:

- What's now possible?
- Where do you start?

Then the client step back to COACH POSITION and discusses the experience:

- What did you learn?
- What's possible?
- How can you commit yourself?
- What's your next steps?