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The "Streams" and "Banks" of Coaching & Coaching Definitions

It may be helpful to use a metaphor to describe the space we call "coaching." Once we have located coaching, then we can try to define it.

Streams:

"Streams" refers to the streams of influence, or sources of thinking that have shaped what we now call coaching.

Individual Psychology

Many of the important streams leading into coaching are from the world of Individual Psychology. These include theories and models representing:

- Psychodynamics/Motivation
  - Personality
- Family Systems
- Learning and Behavior
- Adult Development
  - Stage of life theories
  - Transitions
- Positive Psychology
  - Emotional Intelligence
  - Appreciative Inquiry
- Existential Stances
- Cognitive Approaches

Social Sciences

Streams of influence also come from the Social Sciences that focus on consulting to teams, groups and systems:

- Systems Theory
- Social Psychology/Group Dynamics
- Organization Behavior
- Organization Development

Business World
Additional streams from the Business World include:

- Management and Leadership
- Decision Making
- Strategy
- Human Resource Functions
- Organization Structure

Banks:

"Banks" refers to the edges of the coaching space, the boundaries between what is and what isn't coaching.

In various combinations, these streams of influence and banks have combined over the years to provide a range of applications. Only one of these is executive coaching.

Personal Applications
There are a number of Personal Applications, usually delivered to an individual, family, or a group of individuals outside of a work organization:

- Psychotherapy
- Career Counseling
- Personal Growth programs
  - Emotional
  - Spiritual

Employee Applications
Employee Applications, which are delivered within an organization by internal or external consultants:

- Supervisory coaching
- Mentoring
- Executive Education
- Management Development
- Career Planning
- Team Building
- OD and Change Management
- Training

- Diversity
- Interpersonal Skills

Executive Coaching

Coaching is an individually delivered service but sponsored by and offered within an organization. Therefore, coaching has boundaries ["banks"] with virtually all of these other applications. It is extremely important for a coach to know where he or she is drawing those boundaries. As with real streams and banks, the water can get quite muddy if the banks begin to erode – and then problems arise that could have been prevented.

The other applications differ from coaching in such areas as:

- Transparency
- Responsibility
- Advisory or Directive style
- Air time
- Authority
- Presumption of expertise
- Confidentiality
- Privacy

Executive Coaching Definitions

During the past 10-15 years, the popularity of coaching has surged and the term itself has been widely applied to many forms of helpful or facilitative conversations. For those of us focused on organizationally-sponsored coaching, often labeled executive coaching, it has become even more important to define terms and clarify our goals and processes. This applies to both internal and external coaches. Here's how definitions help everyone involved in an executive coaching process:

1. Definitions help to establish boundaries of what is, and what is not, executive coaching. This guides stakeholders, and coaches, about setting appropriate expectations for coaching engagements.

2. Definitions clarify what executive coaches deliver to clients and organizational sponsors.

3. Definitions provide a foundation for the contracting of engagements: coaching process, roles and responsibilities, and general expectations for outcomes. Contracting also invites dialogue, and adjustments to get all stakeholders on the same page before coaching begins. This is especially important as the use of the term, *coaching*, has become very widespread and applied to interventions that are not executive coaching.

There are other uses for definitions, such as maintaining consistency when coaching is provided by multiple professionals in a consulting firm and when the wider profession sets standards for effective delivery of coaching services (competency models).

The definitions used by authors of books on executive coaching tilt towards their preferred conceptual and professional practice foundations. Each is valid as an approach but some are more descriptive than others:

O'Neill [based on OD values]:

The essence of executive coaching is helping leaders get unstuck from their dilemmas and assisting them to transfer their learning into results for the organization. [1]

Dotlich & Cairo [organization sponsorship focused on results]:

Action coaching is a process that fosters self-awareness and that results in the motivation to change, as well as the guidance needed if change is to take place in ways that meet organizational needs.[2]

Hernez-Broome & Boyce [leadership focused]:

Leadership coaching can be broadly defined in terms of a relationship in which a client engages with a coach in order to facilitate his or her becoming a more effective leader.[3]

Hargrove [Transformational]:

A masterful coach is a vision builder and value shaper … who enters into the learning system of a person, business, or social institution with the intent of improving it so as to impact people's ability to perform. [4]

Kilburg [relationship-focused]:

Executive coaching is defined as a helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioral techniques and methods to assist the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and consequently to improve the effectiveness of the client's organization within a formally defined coaching agreement. [5]

Frisch, Lee, Metzger, Robinson, Rosemarin: [engagement focused]:

Executive coaching is a one-to-one development process formally contracted between a professional coach, an organization, and a management-level client to increase the client's managerial and/or

1 Mary Beth O'Neill, (2007), Executive Coaching With Backbone and Heart, Jossey-Bass, p. 5

leadership (i.e., non-technical) skills and performance, often using feedback and action learning. [6]

[2] David L. Dotlich & Peter C. Cairo, (1999), Action Coaching, Jossey-Bass, p 18

[3] Gina Hernez-Broom & Lisa Boyce, (2011), Advancing Executive Coaching, Jossey-Bass SIOP Series, p.xlix

[4] Robert Hargrove, (2008), Masterful Coaching, 3rd Ed., Jossey-Bass, p. 17

[5] Richard Kilburg (2000), Executive Coaching: Developing Managerial Wisdom, APA, p. 65

[6] Michael Frisch, Lee, Metzger, Robinson, Rosemarin (2012), Becoming an Exceptional Coach, AMACOM, p. 28

Staying Within Boundaries Defined by Executive Coaching:

Definitions of coaching can be extrapolated to specific processes and roles. For us at iCoachNewYork, we view the person in the coaching relationship with the coach as the Client. The organization is the Sponsor, usually embodied by the client's manager and an HR professional. We use these terms to aid in consistency and also to emphasize that the coach's strongest bond is with the client. In this way, the terms we choose help to reinforce the differing roles the coach has with clients and sponsors, informing decisions about feedback, goal setting, confidentiality and development planning. Such attention to the clarity of roles and definitions aligns professional practice with an ethical approach. Below are additional guideposts aligned with these points:

- Be able to describe in detail both essential assumptions and typical events in a coaching engagement. Find out what the client and the coaching sponsors expect; explore, discuss and resolve any potential differences; be transparent about process.

- Establish credibility as an expert on the coaching process within the client's organization or industry. Accept, and potentially leverage, the fact that coaches, whether internal or external, work outside the chain of command and have no formal authority.

- Manage the evolving relationships as coaching progresses between coach, the client and the sponsors.

- Maintain the coaching process as an official, visible, accountable engagement with (at some point) clear developmental goals – neither secret nor totally public- while content discussed between coach and client is confidential and the client is in charge of what is shared with sponsors.

- Facilitate the client's shaping and articulating appropriate developmental goals as the early part of coaching unfolds. Be open to what emerges, while maintaining an orientation toward tangible, behavioral outcomes.

- Encourage the shift in risk and responsibility toward the client, and away from the coach, during the course of the coaching; work toward the coach's own obsolescence as the path moves toward closure in each case.

- Acknowledge and seek to understand the culture, system and team context in the client's world, while at the same time focusing on helping the individual coaching client navigate and grow in that context.

- Acknowledge the client's individual history, current personal life and possible future career, while focusing on current realities.

- Acknowledge that the sponsor and other stakeholders have legitimate interests in coaching process and outcomes, while keeping faith with the client; at all costs, avoid becoming an agent of the organization.

- Trust that the coaching process will encourage the alignment of what can appear to be initially disparate feedback and goals; avoid forcing consistency too early in the process and support the unfolding nature of insight

- Use solutions to current challenges and opportunities to increase the client's long-term learning appetite (i.e., encourage learning to learn).

- Find ways to identify and use an authentic voice in the role as coach – neither impersonal nor clinical; be the guide to the process and journey partner, rather than expert on any topic in particular. Make sure to listen deeply but do not allow coaching to become a monologue in which only the client's perspective matters.

- Be an active conversation partner, facilitating thinking, reframing difficult situations, and making observations about the client and context, but avoiding becoming an advice giver; the coach's point of view is key to the client's insight but what the client should do is for the client to decide.

Performance Coaching or Development Coaching?

Questions and Areas to Explore Early in the Coaching

Performance Coaching
(Pressure to change in terms of current job)

- What's causing the fuss? What are the perceptions of you?
- What is the impact of your behavior on others? On results?
- What data would be useful for us to look at in gaining a better understanding of what is happening?
- What does your boss and the organization want you to get from coaching?
- What do you want to gain from coaching?
- What are the obstacles to change? What has gotten in your way of making these changes already?

Development Coaching
(Pressure to change for future opportunities)

- In what ways would you like to develop? Where are you headed?
- What information do we have that indicates these changes would be valuable to you and the organization?
- What supports these types of changes now? What obstacles are there?
- What efforts have you already made to grow in those ways?
- How would such changes help you now? In the future?
- What opportunities do you have to try out or experiment with some new behaviors?

Coaching Do's

- Make your coaching official, visible, contracted
- Orchestrate the coaching process: organized, structured, and targeted at important issues
- Define coaching goals to engage the client in effective actions
- Acknowledge the client as a whole person
- Involve sponsor(s) as stakeholder(s) to support coaching goals
- Celebrate the client's unique learning process (learning to learn) as a legitimate benefit of coaching
- Recognize that all change is difficult, even with coaching
- Seek to understand contextual assets and threats to change even though they aren't the focus of coaching
- Be humble about your real impact but always optimistic about your client's potential to change and grow

Coaching Don'ts

- Don't advise on business, operations, human resource or any other specific decision or topic with which your client is struggling

- Don't focus on problems in your client's personal life, such as children, marriage, elder care, etc.

- Don't let your coaching become casual, social, or too comfortable, even with a chatty, endearing client

- Don't shift your contract with your client without discussion and a new agreement; "engagement creep" undermines focus

- On the other hand, don't be rigidly locked into a plan that isn't working

- Don't join the client as "victim," even if the situation is dysfunctional and unsupportive of the client's efforts

- Similarly, don't make changing the job or work context your focus as a coach

- Don't use your professional relationships for personal gain; don't be a "user" of relationships by putting your needs ahead of your client's

- Don’t be overly chummy with stakeholders and sponsors; the client reads your actions more than your words.

Coaching Continuum: Individual Development Interventions Arranged by Difficulty and the Likelihood of Internal to External Coach Delivery

Type I	Type II	Type III	Type IV	Type V
TARGETED SKILLS COACHING One-on-one skills training, e.g., presentations, listening, giving feedback, etc.	**FEEDBACK/DEVELOPMENT PLAN COACHING** Interpretation of 360 survey, self-insight questionnaires, simulations and other feedback from leadership training or other experience toward action planning for on-the-job development plan	**FEEDBACK COACHING WITH FOLLOW-UP** Scheduled follow-up meetings/calls focused on progress in implementing previously drafted development action plan	**TRANSITION/ASSIMILATION COACHING** Short program/limited number of sessions aimed at helping a newly hired/promoted executive make an efficient and productive transition to the new role; may draw upon insight, feedback, and transition planning tools	**LEADERSHIP EFFECTIVENESS COACHING** Full coaching engagement of 3-6 months minimum focused on improving current managerial or leadership performance; issue or obstacle that needs to be addressed through coaching

Type VI	Type VII
HIGH POTENTIAL COACHING Full coaching engagement of 3-6 months minimum focused on readiness for future opportunities, often linked with the organization's Talent Management Plan	**LEADER'S AGENDA COACHING** Open-ended timeframe driven by the leader's agenda; almost always, a C-level executive or member of the senior executive team; less emphasis on stakeholders, tools, and formalized development planning, more emphasis on personal discussion and insight, with the focus on the executive's unique leadership challenges. Note: this is NOT consulting on business challenges, except as a vehicle to help the executive grow

Case Notes & Learning Journals

Tools for Your Learning

We encourage you to keep track of your personal learning *as it happens.* Collecting your thoughts about your insights and learning and your process with the client produces rich material. We also encourage *retrospective* collection of thoughts, feelings and ideas; there is a place for both. Your notes are for your own learning. What and how much you share is completely up to you.

Case Notes

We encourage you to experiment with taking notes when you are with your client, learning what is doable and useful for you. We also encourage you to take notes very soon after each session. These can be in any format you find comfortable. It might include these parts:

- What happened? (What happened with you? What happened with your client?)
- What do you think about what happened?
- What do you feel about what happened?

Your notes may also include "could haves and should haves" and questions to yourself as you think about it after each session. Some coaches find it useful to take process notes; these are notes that track with the flow/process and content of the meeting. Process notes can be especially helpful in your supervisory discussions.

Journal Your Journey

Journals are very helpful in tracking your thinking and learning and in translating that into your working model. It allows you to "observe" your patterns, your experimenting, your questions, dilemmas and the ways you integrate learning.

Some areas to consider for inclusion in your Journal:

- What you learn from lectures, class activities and supervisory discussions

- What you take away from readings and your reactions to them
- What are the perceived "risks" you take
- What you are thinking about day and night?
- What's challenging you and/or what you are anxious about?
- What skills you are highlighting?
- What paradoxes you are experiencing?
- What gaps are you are uncovering?
- How you enter the coaching relationship
- Your ideas about how people change
- How you integrate your learning about coaching and your doing coaching
- Your intentions and what actually happens
- What you pursue with your client and what you stay away from i.e. choices you make

Name That Activity

An HR talent expert is helping an executive create a competency model for her business unit, using interviews and a group discussion process to refine the model.	
A HR Business Partner sits in regularly on a client executive's staff meetings. Together, the HR person and the executive discuss the strengths and gaps of the staff and what might be done to upgrade the skills of the group.	
An executive asks a Training Manager to help select the appropriate course for a direct report who needs to improve presentation skills.	
A senior HR Business Partner describes possible career paths to an experienced manager interested in advancement and then helps that manager get an appointment with a business leader in an area of interest.	
A line manager has significant concerns about the motivation and attitude of a direct report and plans to discuss those concerns with him.	
An HRBP professional facilitates an off-site meeting with a client department including a group problem solving challenge and a departmental strategy discussion; after the meeting, the HR person and the manager debrief outcomes.	
An internal leadership development professional debriefs a 360-degree survey with a manager and helps her draft a development action plan for a discussion with her boss.	

Personal Model Graphic: Inputs & Outputs

Typical Phases of Professional Coaching: An Overview

1. **Someone feels a problem or a need**
   - Client or Boss calls HR, who calls you, or …
   - Client calls you directly for a meeting
   - Gather initial information from HR and/or boss

2. **Entry** – first meeting with client
   - "Check out" each other: background and experience
   - Suitability test: tentative agreement to have a working relationship
   - Contracting about process, confidentiality, boss contact
   - Start building trust
   - Gather initial perspective from client

3. **Next set of meetings**
   - Gather further information from client and sponsors
   - Offer your impressions; hypothesize about what's going on
   - Look for opportunities to reframe; foster insight, "Aha" experiences
   - Revise statement of the "problem" in positive, resonant terms
   - Locate resistances [vulnerabilities, rigidities, cautions]
   - Use openness and authenticity to build trust

4. **Data collection and feedback** session(s)
   - Contract about whom to sample; involve sponsors in that decision
   - Collect information, prepare summary, discuss with client
   - Help client distill into engaging headlines; further refine need

5. **Draft a developmental action plan** with the client
   - Shape developmental goals to meet both client and organization needs
   - Brainstorm on-the-job action ideas, including timing, resources, outcomes
   - Orchestrate sharing the plan with sponsors; obtain input and support

6. **Monitor** development progress in subsequent appointments
   - Provide cognitive, tactical, and emotional support
   - Help client gather other support and on-going feedback

7. **Evaluate**, check learning and discuss next steps with client and sponsors

8. Bring **closure** to the engagement

Guidelines for the First Coaching Session

1. Introduce yourself fully and provide a general overview about the coaching process and confidentiality.

2. Start where the client wants to start.

3. Always think about relationship building and partnership.

4. Gather initial information about the client's career and performance story; use your facilitation skills.

5. Assess how much short-term pressure the client is under to change or grow. This pressure may be external, internal, or both.

- If pressure is high, explore the causes (performance coaching?)
- If pressure is low, encourage coaching as an opportunity to grow (development coaching?)

6. Start thinking about carving off a "doable" development goal or two.
- Something that fits your skills and what you know.
- Something the client would find valuable, and has the time, courage, and support to work on.

7. If needed, push responsibility back to the client about what you each can do, but always show your own commitment to the coaching.

8. At the end of the first coaching session:
- Summarize in simple terms what you have heard; highlight possible "doable" goals.
- Get reactions to the session and coaching in general.
- Reconfirm process expectations and mutual commitments. Schedule session two or a series of sessions.

Engagement Management

Coaches are responsible for managing the overall coaching engagement. What does this really mean?

Even before the coach has a chance to say "hello," much has Occurred that will affect the coaching engagement..

There are several important elements to *Engagement Management*:

Coaches are responsible for managing the arc of the coaching relationship with each client, from initial introductions to closure meeting. At the same time, coaches must carefully manage relationships with stakeholders within the client's organization, e.g., boss, HR contact, coaching coordinator. Some of these players may want to participate in managing the coaching engagement, requiring coaches to include them appropriately. Coaches also must manage core processes of discovery and development planning in ways that engage clients and set them in productive directions. Engagement management summarizes these complex tasks, and others and, as such touches on the main challenges of conducting coaching effectively.

We may imagine that a coaching engagement begins when coach and client first meet, but actually it begins before that. At some earlier point, someone believed that a client's development need existed and that a coach should be brought in to help work on it. In just these basic steps, several *engagement management* decisions were set in motion:

¬ A need that could be described as a problem, an opportunity, or possibly both, was sensed by at least one person: client, boss, Human Resources professional, talent manager. This matter was probably discussed among these stakeholders, and the circle might have been widened to include other internal players even at this pre coaching stage.

¬ Those stakeholders agreed that coaching would be the intervention of choice, which means they considered and rejected other alternatives, such as sending the client to leadership training, giving the client more feedback, reorganizing the client's job, coaching the client using an internal source, or not intervening at all.

¬ Their decision implies that they are in agreement that the client and

the need is important enough to warrant the expense and effort of coaching; it also implies that they believe coaching has a higher probability of success than other possible interventions. However, the strength and uniformity of this consensus may be variable and is unknowable prior to coaching beginning

¬ They used some criteria and/or screening process to select an appropriate coach to introduce to the client.

Thus, even before the coach has had a chance to say "hello," much has occurred that will affect the coaching engagement. Stakeholder consensus has been reached, needs identified, expectations raised and a method of intervention has been selected, including the person who will implement it. Admittedly, these decisions are subject to change but the table has been set to start the coaching engagement.

Soon after, the coach actually arrives, bringing both knowledge and confidence about what coaching can achieve, what its limitations are, where the boundaries should be placed, what the options are, and how the coaching work should actually proceed.

It is possible, though unlikely, that the stakeholders would give the coach and client complete freedom and autonomy to handle the coaching without input or oversight from others. If this unlikely situation were to occur, the coach and client would come to an understanding about the process and the coaching work would begin. This would be *engagement management* in a simplified format, without the involvement of others and more representative of *personal* or *career* coaching than *executive* coaching.

In real-life organizational situations, the coach needs to consider the views held by stakeholders and assess the degree of overlap or conflict. The coach's initial challenge is to design a way to move the coaching forward that addresses process steps, tentative goals, timeframe, fees, confidentiality, likely data sources, and possibly even evaluation criteria, such that everyone is in agreement. This may require that the coach explore those early decisions made before his/her arrival and refine them so that the structure has a firm foundation for coaching. The coach is both architect and contractor for a framework within which the coaching will happen. The other stakeholders need to be able to influence that framework and the coach must find a way to include them appropriately. This is a more realistic picture of the beginning of engagement management in an organizational context.

Engagement management actually creates tangible products, in the form of contracts, agreements, plans, and future evaluations, based on this shared decision process. Underlying these products and decisions are the process expectations and developmental aspirations that are the essence of coaching. The coach uses some tangible elements to confirm a structure within which the coaching can progress. Such a structure fosters cooperative and respectful relationships among the key stakeholders and in so doing provides *engagement management* creates *alignment* among all stakeholders about the coaching process about to unfold.

Through it all, the coach should be aware that there is a *logical sequence to engagement management, there are tangible products, and there is an art* to it as well in making it all fit together. The third is more difficult than the first two!

Initial Steps and Products

1. Coach–client chemistry: Is it there? This is a two-way decision.

2. Coach's sense of whether this is a valid coaching assignment with a significant chance of success:

- The client is an appropriate client to be coached
- The *felt need* is an appropriate starting point for the coaching
- The organizational context appears to be supportive of coaching

3. Business Contract –a document that clarifies the general understanding and business arrangement between the coach and stakeholders. Typically, this is generated by the coach and agreed to by the HR representative.

- This document spells out a probable flow of the coaching that is consistent with expectations held by the organization and the coach. Usual topics are: scope of work; number, length, location and frequency of coaching sessions and general timeframes; likely data sources and feedback; use of telephone or email; targeted reviews of progress and who attends; possible follow-up or support options; fees and payment schedules; and terms of confidentiality and organizational non-disclosure requirements.

- One way to view the Contract or Letter of Agreement is that it *prepares the setting in a way that all agree to so that productive work can occur.*

Early and Subsequent Steps and Products

4. There will be a number of understandings or agreements between coach and client, most of them informal.

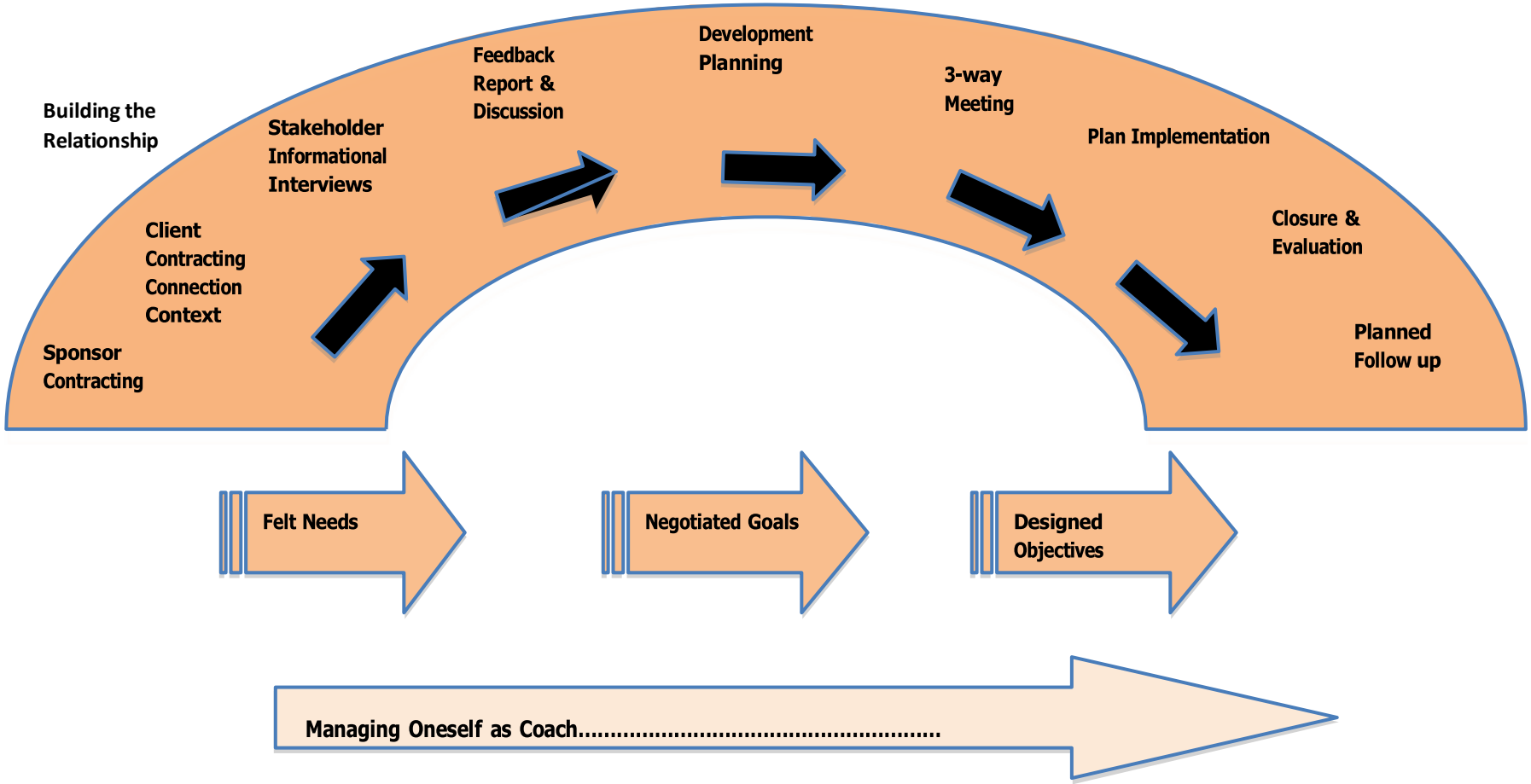
- The need *felt* by the stakeholders may not be the same as the need *felt* by the client; the difference might be slight or very significant. It is important for the coach and client to agree about where the client feels the need to be. This in itself can be an important framing for the client and building insight about certain *triggers* that are working on the client. Alignment with the organization's felt need must occur too, but it need not be forced in the early stages of coaching.

- An important early step, usually occurring during the initial 1 to 3 sessions, is for coach and client to *negotiate* working goals for the coaching assignment. "What should we focus on together? What goals feel realistic to achieve?" These goals in themselves may suggest experiments and ways to expand the client's repertoire of behavior. Early developmental action begins simultaneously with *negotiated goals* being articulated.

- These initial targets usually trigger a curiosity about the client's behavior, both past and future. They raise questions about who could be tapped for more information: Who can share perceptions of the client? Who is in a position to know and be helpful? How can we be sure that the *negotiated goals* are the best ones to focus on? The coach and client discuss these issues and come to agreement about a data gathering process, often with support from stakeholders, which may utilize coach informational interviewing, use of a 360-degree survey, use of client self-report instruments and other inputs. Coach feedback to the client is an important bringing together of these data sources toward adjusting both goals and development actions.

- This often leads to a Development Plan or Action Plan that the client will implement. This is a more formal document, even though it can take many formats. It may include on-the-job actions, activities, relationships to be established, style shifts, possible books or courses, etc. Sometimes dates and timeframes are specified for action steps. Most importantly, it highlights development objectives that are *designed* based upon coach and client discussions informed by data collection and individual insights. These *designed objectives* and the linked action plans are often shared with those sponsoring the coaching, typically boss and HR contact. In so doing, there is overt acknowledgment that achieving the *designed objectives* will also

The Arc (and Art) of Coaching Engagements



Contracting: Setting Process Expectations

What's in a written agreement?

Consider the following:

- Reason for initiating the coaching
- Probable duration of the coaching relationship
- General flow of the coaching assignment: data gathering, feedback, revision of goals, action planning. Implementation, review
- Frequency and length of meetings
- Privacy, confidentiality and reporting issues
- Relationships with significant stakeholders
- Data gathering methods: interviews, assessments, observation, etc.
- Fees and terms
- Cancellation clause

What's the Form of an Agreement?

- Letter of Agreement to HR or client
- Bulleted notes shared by Coach
- Discussion

Other possible documents which may be mentioned in agreements:

- Non-disclosure Agreement [NDA] of Company information
- Progress reports
- Feedback summary
- Action / Development Plan
- Closure Review [coaching evaluation, wrap-up with future development ideas]

Containment

Containment encompasses four concepts central to excellence in coaching:

- *Management of confidential information*
- *Management of coach's self-awareness, emotional reactions, anxieties and interpersonal presence*
- *Expertise about coaching role (goals, boundaries, process, etc.) so that the client is secure in openly expressing thoughts and feelings*
- *Supervision by a more experienced coach to provide an outlet for the coach's questions and concerns and to foster the coach's growth*

¬ Coaches must know with whom and how to talk about coaching to be consistent with confidentiality agreements.

¬ Coaching is a special relationship and the contents of the work should not be discussed with friends, relatives or even colleagues, unless in a coach supervision relationship bound by the same confidentiality commitments.

¬ Having a good supervisor, peer group, mentor or coach with whom to talk about one's anxieties, difficulties, boundaries and excitement in doing coaching helps in developing good containment/self- managing skills. For some, keeping a learning journal about one's work also is also helpful.

¬ Self-managing[1] one's emotions involves recognizing them, knowing their triggers, and using them in the moment to guide interactions with the client. Paradoxically, it also involves suspending one's reactions in order to listen, on multiple levels, to the client's story, their concerns, emotional reactions and needs.[2]

¬ The more you coach, the more you learn to tune into signals of your own feelings and gut reactions to help give you additional useful intuitive information about the client. Tuning into your self involves the sophisticated ability to notice and contain your own reactions and separate them from those of the client.

¬ Containment is a self-discipline that allows a coach to quiet her own mind and listen better. It is an ongoing process. Better self- discipline

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[1] Goleman, Boyatzis and McKee describe Self-Management as one of the Four Core Competencies of Emotional Intelligence listing emotional self-control as one of the six keys within Self-Management (See Primal Leadership for more on this).

[2] Emotional Self-Control defined: "keeping disruptive emotions and impulses under control". (Primal Leadership, page 39)

allows a coach, at times, to "*not* be, so that a client *can* be".

¬ The challenge of containment varies with different types of clients: with highly excitable, anxious, withholding, controlling, sarcastic, or critical clients, containment is especially important.

¬ Coaches must understand the boundaries of the coaching relationship; what topics are on, and off, the table. If maintaining boundaries becomes difficult because the client has other needs or preferences, this should be discussed openly and brought up in supervision.

Confidentiality Considerations
For External & Internal Coaches

- Be clear about the boundaries of the coaching relationship
  - What is confidential? What is not confidential?
  - What other client contacts are likely: formal and informal?
  - Boss contact?
  - How to handle the coach's notes?

- Be aware of subtle, but powerful breeches of confidentiality where the use of private information can be compromised including hallways, cafeteria, internal programs, business meetings and other roles played in the organization

- Secure private settings for all coaching conversations; arrange a private office or meeting room as necessary

- Recuse yourself from coaching where other accountabilities/knowledge may be, or may be perceived as being, a negative influence on the coaching relationship, such as the coach being responsible for the talent management process in the client's organization

- If you are a member of an HR, professional or helping association, become familiar with their ethical standards and apply them to your coaching

- Seek supervision from a more experienced coach to help:
  - Manage multiple roles
  - Learn new coaching approaches and skills
  - Resolve challenging coaching situations

- Know when, and how, to refer a coaching client to other helping professionals or employee assistance programs; seek supervision on how to position such a referral with the client and on whether to continue coaching or not:
  - Drug/alcohol abuse
  - Gambling problems
  - Emotional difficulties
  - Family/martial conflict

- Consider what situations are outside/require breaching of the confidentiality agreement:
  - Likely child abuse/neglect
  - Risk of injury or self to others
  - Sexual harassment
  - Other significant/blatant illegal acts

- Become certified in and get experience with assessment tools likely to be used

- Conduct your coaching consistently and dependably; lack of follow-through on commitments can raise doubts in the client about trust

Managing Presence

Using G-A-T-I to Keep Focused

Sometimes, especially as new coaches, we get lost in our heads about keeping track of both what our clients are saying and where we are *in the moment* in a session. Sometimes being present with a client is a lot easier to think about than to do.

There are a number of tips and tools that we'll talk about in our course to help keep us on track. One useful but somewhat complex tool is adapted from Mary Beth O'Neil's *Executive Coaching with Backbone and Heart,* one of the assigned texts for this course. We have created an acronym, G-A-T-I for the strategies that can be used to keep us focused within sessions.

G for **Goal -**paying attention to a *goal* in a given session
A for **Ambiguity** -managing yourself in the midst of your own *ambiguity*
T for **Tolerance** -increasing your *tolerance* for the reactivity within you and the reactivity in others around you
I for **Immediacy -**bringing *immediacy* to the moment in the session

O'Neil writes that within each letter of G-A-T-I there are specific tactics we can use to stay focused:

"G" Goal Strategy Tips for identifying and sustaining a goal for ourselves as coaches in each coaching session. These goals can have *content* or *process* components. Some examples of *content* goals for a session are: *Content goal examples:*

- Obtain the commitment of the client to a coaching contract
- Help the client establish measures for a change initiative
- Prioritize with the client the list of issues he/she would like to address as part of the agenda for the session

Process goal examples:

- Show understanding/empathy for the client's world and challenges
- Stay on track within the session on a given topic or theme even if the client demonstrates frustration or impatience
- Give the difficult feedback that up until now you haven't been giving

"A" Ambiguity Strategy Tips for managing yourself in the midst of ambiguity

- Acknowledge the ambiguity you're noticing
- Distinguish for yourself what is clear and what is not clear
- Articulate to the client the boundary of your clarity and lack of clarity (where did things start to get fuzzy?)
- Say what it is you want to do, given the situation
- Tell the client what you need to better understand that person or the situation

"T" Tolerance Strategy Tips for increasing your tolerance for the reactivity within you and in others around you

- Identify the trigger to your reactivity, (you may or may not want to do this out loud)
- Figure out your typical reaction to that trigger
- Choose an alterative response to get you started down a different path
- Stay on track with the goals you have for yourself or the goals you've contracted for with your client for this session

"I" Immediacy Strategy Tips for bringing immediacy to the moment

- Scan for parallel occurrences between the client's actions in her world and what the client does with you
- Identify your reactions to the client's actions/behavior
- Speak directly to the client about your experience with him or her
- Make the connection between your experience of the client in the moment and the way she or he may be doing the same thing elsewhere

Process Goal

Goal for Coaching

Exploration of Felt Need

Your Self

Your Client

Ambiguity
Tolerance
Anxiety
"Other Stuff"

"Being Present"

Immediacy
Listening in a New Way
Be Stilt Yet Active

Coaching Session Preparation

General Points

Preparation begins the moment you finish your prior session with your client. As soon as possible after that session, review your notes, fleshing out points that you only partially captured during the session and capturing other ideas and impressions. Some coaches take their rough hand written notes and word process them as a way to fully capture what happened. Whatever method you use, your notes provide a foundation as you move towards the next session with your client. This is especially true if schedule constraints stretch the time between appointments.

As that next session approaches, budget time to prepare. Even though the prior session may have been less than a week before, read over your notes from that session looking for open action items, questions you would like to explore, and impressions or hypotheses about the client. As you prepare for your upcoming session consider the points below:

- What were your "action items" since the prior session? What is their current status? For example, if you were to have had contact with a stakeholder, what do you want to say about that? Be proactive rather than waiting to be asked to model how you want the client to be with you. Similarly, what were the client's action steps? What did he/she commit to doing between appointments? Those need to be in the agenda for follow-up.

- Consider topics from last session that were left unfinished, questions that need more attention and exploration, especially those that the client appears to be avoiding. Even if they do not warrant an overt line on the agenda, keeping them in mind often proves fruitful.

- Jot down any hypotheses you are forming about the client and his/her situation and think about how you might test those hypotheses, either in the session or between. Whether shared with the client or not, hypotheses are useful anchoring themes in understanding clients and guiding a coach's focus.

- Most session agendas have goals for that session. While the goals may be client focused, actually they represent targets for the coach, such as: Explore the client's relationships with peers and gain a better understanding of the tension between them.

- If a development plan or even development themes have been shaped, the session agenda needs to link back to them. You as the coach need to decide how to slice off a "do-able" piece from development themes and bring it into

coaching sessions. This may happen organically as the client describes his/her behavioral experiments and on-the-job challenges yet you need to have those themes in mind so you can link to them flexibly.

- Psychologically prepare yourself immediately for each session. Plan to be focused, keep your anxiety in check (which preparation helps with), and be aware of your own personal pressures and struggles that could affect you. Also, think of how you feel with the client as a window into how others may react to him/her. Using yourself in that way is a source of insight even if you choose not to openly share those impressions. Find a way to be optimistic about the upcoming session even if the client faces significant challenges.

- And, as a rule, your planned agenda may need to be adjusted, or even suspended, depending upon what the client brings to the session. However, having gone through the discipline to plan the agenda, you are much better prepared to help your client see connections between immediate situational pressures and his/her larger developmental picture. "Every plan provides a basis for change" is as true in planning your coaching session as it is in other parts of life.

- Note: also see handout on Coaching Sessions Structure Pointers

Key Behaviors During Initial/Early Coaching Session

Structuring
- Introduce yourself, background; establish your credibility
- Explain the coaching process and mutual commitments

Listening
- Be attentive
- Pay close attentions
- Make your internal monologue about the client, not you
- Identify area of being stuck and confusion
- Listen for feelings: hurt, pain, shame anxiety, disappointment, frustration, isolation
- Takes notes openly, about both what is said and what you think

Mirroring
- Restate the key points to track with your client
- Reflect feelings; label what is implied
- Selectively voice your own feelings about what is said in service of support and openness

Confirming
- Summarize the key facts; pursue your own understanding
- Support the feelings; help the client feel "seen"

Questioning
- Use open-ended questions; be neutral; avoid "leading" towards preferred answers
- Be Socratic; help the client gain insight by struggling to answer new and interesting questions.

Reframing
- Help client see things in new ways
- Paint a picture of a situation, which includes ways to move; avenues to explore towards becoming unstuck

Clarifying
- How do we move forward?
- Who provides data and how will it be collected?
- How will we clarify needed focus and actions?

Coaching Session Structure Pointers

Coaching sessions (a standard active coaching session rather than a more unique session, such as feedback or boss meeting) have a typical structure or flow:

- ♣ Greetings, reactions to last session
- ♣ The client's current stress level
- ♣ His/her goals/agenda for the session
- ♣ Coach's recommended agenda items
- ♣ Activities since the last session
- ♣ Selecting a new topic from development plan
- ♣ Discussing/exploring/action planning/teaching that new topic
- ♣ Committing to action on that topic
- ♣ Closing the session

- Within that simple framework there are many questions that could be explored:

What are the client's goals for the session? What ideas from the last session have helped? What's a current frustration?
What barriers and obstacles to development exist?
How difficult were the changes that the client attempted? What challenges are coming up?

Selecting questions to dig deeper or highlight a client's success are judgments that coaches are continually making.

- Some clients may want to know that there is an agenda for coaching sessions. Coaches can share a simple, standard agenda, such as the one above so that such a client can know what to expect and prepare for sessions. In rare cases, a client may want, or need, to see a specific session agenda in advance that can be provided by email.

- Some clients, especially C-level and other senior leaders, who go from meeting to meeting all day, may need the coach to prompt their thinking early in the session. In other words, they may not have done anything from the previous session that they have prepared in advance to talk about. It can be useful with that level of client to begin the session with a key question or two, e.g., "What's keeping you up at night?" or "What interaction have you had since we last met that you were pleased with?" Or "What's a recent situation that presented an opportunity for you to try something new?"

- Sessions also need to be responsive to where the client is and what they

would like to discuss. Being responsive to the client is vital. Yet the coach needs to find ways that topics tie back into development themes or plans, or raise the issue of whether the developmental focus needs to be adjusted. If the client's agenda consistently takes the discussion away from an existing developmental focus, this needs to be openly raised and discussed so that a revised plan can be shaped.

- Keeping the client engaged is more important than any particular structure. Be free to move towards what energizes the client if you feel that things are bogging down or the structure is not helpful. You can always try to tie things back together, or to the development plan, later in the session.

iCoach Recorded Coaching session instructions

Instructions for conducting the recorded coaching session:

Before you both call in, decide who is the host of the call [usually the Coach]. The call

in number for both Coach and Client is: **(701)-801-1220**

The meeting ID number that both put in is **477822930#**

As the host, the coach will be asked to press * and then input the Host code which is **9939#** Only the Host does this part.

The host records the call by pressing *9 [Important Note: if you forget this part your session is not being recorded].

After the 30 minute coaching session, end the call and it will be available to the coach and faculty supervisors. If you are doing a second call with your coaching partner, please hang up. Then dial back into the call in number, doing this as a separate 30 minute call.

Very important: **name your session** with the format: "[name of coach] coaching [name of client]; e.g., Joe coaching Mary. If the session isn't clearly named it will be difficult to find it on the site (although date and time are helpful too).

To listen to your recorded coaching session: go

to **www.startmeeting.com**

On the top right, log in: **ceocoachrobinson@gmail.com** Enter the

Password **Mercury2015**

After that, Go to the **Meeting Wall.** On the bottom left, click on History and Recordings. Find your recording. Email Jeremy Robinson at ceocoachrobinson@gmail.com if you have any technical difficulties.

CARLA CASE[1]

Patricia, an executive coach, has been called in by Techno Corporation to help with Carla, a newly promoted Vice President in the Marketing department. Carla's boss [Jack] and the HR Director [Ben] agreed that Carla needs help, and Ben reached out for Patricia because she was already familiar with Techno. Ben had difficulty describing exactly what the problem is but he asked Patricia to meet with Carla and then they would all discuss a plan of action. Patricia agreed to this as a way to start, with the understanding that she would talk to Jack as well.

Patricia took good notes during and following her meetings – here they are

Facts:

- Carla is 35 and has an MBA in marketing from a big name school. She held several prior marketing jobs with other companies and had a strong track record. She joined Techno three years ago as a Marketing Director [with four direct reports] and five months ago was promoted to VP level. She is one of three VP's reporting to Jack, the Senior VP of Marketing. Carla's job scope covers Techno's traditional domestic product lines; she has a staff of 14 people altogether.

- Carla's performance in the Marketing Director's job was quite good. Her performance appraisals and other review materials have consistently shown her to be bright, dedicated, cooperative, and ambitious. Since this latest promotion, however, she has been creating ripples of discontent. Jack has not been impressed with her recent performance, and others have made critical comments to him about his decision to promote her, although both Ben and Jack continue to feel that she has strong potential.

- Ben mentioned that Jack's relationship to Carla has been limited but positive. Jack has been almost totally involved with his other areas of responsibility – new products, and the International division. Still, Jack invested time in getting her off to a good start in her new role; somehow, it didn't "take." Therefore, Jack and Ben were prompted the request for a coach.

Interview with Jack:

I'm really pleased to see you, Patricia. We need your help. Carla is stumbling in this new job, and it's important to her, to me and to the company that she succeeds. I'll tell you what I've seen, and you can take it from there.

Carla did a really good job as Marketing Director and earned her promotion. I needed someone to be responsible for the core domestic business, someone I could count on, while I took care of the major problems in International and New Ventures. Carla should be able to do that without a lot of hassle and trouble. But she hasn't, and I don't know what to do nor do I have the time to fix what's wrong.

[1] This case is a fictional composite, by iCoachNewYork/iCoach Global for instructional purposes only

At the time she was promoted I spent a full day with her going over my ideas. She had her former unit, plus a new one. I gave her two or three pages of comments on each of these units. I went over the Techno strategy, the budget, the markets, everything. I set up a Domestic Products Team with all the right people on it - a chance for her to bring some leadership to this area. She had clear marching orders. She knew how and when to report back to me on her progress, and I've been responding to her emails promptly, from wherever my travels take me.

But it's not working well. It's possible she needs something more from me, but I also think there's something going on with her.

I'm not known as a tyrant or a dictator, but she seems to have allergic reactions to my directions. If I tell her something needs to be "blue," she'll take in my words silently, and then go about her work as if I never said anything. The next I know, that thing is painted "red."

Sometimes I send her one of those one-off requests that HQ managers come up with – you know, someone wants a particular study done, or they want answers to some weird question. Sometimes they want a favor – a courtesy interview, perhaps, for a job seeker. We all get these things. We all do them. It's part of organizational life. But with Carla I get complaints and resistance as if she was the only one around here who is busy. I need her to sign up – to get with the organizational program, as they say.

The Domestic Products Team is doing nothing, and she's not helping it. In fact, she's irritating the most experienced people on the DP Team. A couple of them have made comments to me. They see her as being concerned only for herself, with little regard for how the whole thing fits together. If we're going to cut costs and hold market share, we have to act as one organization, not as *prima donnas*. She knows better than to do that. She can't be the only one with all the right answers, all the time.

It can be tough to have a conversation with Carla. Her mind works really fast, and she loses patience with the person she's talking with. She'll tune out, or maybe interrupt. What she doesn't do is listen, ask questions, and learn. It's like you don't talk *with* Carla – you try to talk *to* her, and then she talks *at* you. If there was one specific thing I could change about her style, this is it.

I'm no psychologist, but my view is that she needs to make friends, not converts. I'd love to hear her say something personable, casual, and maybe even funny. She's real serious most of the time, and just quiet or alone the rest of the time. For the last half-year or so, she's been like a dark cloud, darkening any room she's in. I was hoping it was just one of those phases we all go through . . . .

Carla's personal life is her own business, of course. She doesn't talk about it, but I

believe it isn't going well. Her husband used to show up at company-wide social functions, but since they split, she just comes alone. I don't think she's in a good place. It's good that she works hard, but I'm a little afraid she could burn out one of these days. She stretches herself pretty thin. For example, she spends an awful lot of time lately just with Sara – I don't know how that kid gets any of her own work done!

I had a coaching meeting with her about a month ago. I clearly told her how much I value her contribution to Techno. In addition, I described what I saw happening that I thought wasn't up to her potential. I encouraged her to regain her bearings, and offered to help in whatever way I could. I make the same offer to you. Just send me an email and I'll get right back to you. Thanks for helping with Carla.

Interview with Carla:

Frankly, Patricia, I don't know what to tell you. This is an important promotion for me, and I'm trying hard to do the job well. It's not easy – it's hard to get decent growth out of these traditional products where we have such high market share. Margins are thin because of the discounters. Budgets for marketing are under pressure at the same time as new competitors are knocking off our lines. I'm trying to get to my staff, build new relationships, and be both tough and creative at the same time.

Yes, Jack told me things aren't going smoothly. Well, I knew that! What Jack didn't tell me was who said what about me, or even what he personally has observed. He's always running – never has much time for me. He laid out a bunch of marching orders for me when I was promoted, but since then I hardly see him. We had one rushed 'coaching' session a few weeks ago. I got nothing out of it. In effect, he's doing to me what my bosses have been doing for years: giving me vague standards and then letting me struggle to figure out what they are and how to reach them. Usually that works for me.

Let me be more specific about Jack. He's a nice guy, basically, and I appreciate his support for my promotion. I'd really like to get more of his support – his ideas, some help with connections in the industry, maybe even an occasional "nice job!" comment from him. I understand he's busy, but I shouldn't be out here all alone this way.
Sure, he travels around the world a lot, and I travel 65% of my time around the country. But there has to be some way for us to talk. E-mails aren't effective enough for the kind of communication I need.

Jack also passes unfiltered junk down to me. Silly requests come to him from Headquarters, and he just flips them to me, as if I have time for them. Even when really dumb-headed ideas are sent to him, he doesn't speak up and say "no" – he just sends them to me to deal with. I end up with time-consuming make-work projects. The one time I said something to him about them, well, he just snapped at

me and told me not to complain. If he wants to be political with other HQ managers, that's his choice, but I shouldn't have to pay the price.

Oh and one more thing, and then I'll stop complaining – It's this awkward "Team" deal he's got me involved with. He's set it up so that we all win or lose together for purposes of Annual Bonus, but the reality is that it's not a "team" at all. It's just a bunch of names on paper. The core of the team is an old-guard gang of good old boys from Sales and Operations who don't let new people into their poker games and jokes. Then we have some geeky folks from Finance and IT who often skip meetings. So that leaves the lawyer, a nice young woman with no business background and me.

Can I be honest with you? Is this just between us? OK. It's not just Jack and my other bosses. It's all the men in my life. That's the way my father treated me. And that's the way my husband was operating, until last year when we split up. Never could figure out what was on his mind, or how to make him happy. Why do they have to be that way? Why can't they just talk with me?

Jack expects me to provide leadership to that "Team" but I've been frustrated in how to do that. I tried to take a stronger leadership role recently. I did what has worked for me before, many times. This time, it flopped. Mostly nothing happened when I pressed forward with an agenda item or a new idea; sometimes I got a few growls or grumpy reactions, and once or twice I was told I didn't know the history and was just wrong. In fact, I know I was exactly correct about those things. They were the kind of problems I've solved before. These people just don't want to do anything differently. And I stay later than most people here, that's for sure.

My lawyer colleague suggested that I try to be more supportive of the Sales and Operations guys. She pointed out how my ideas might come across as "know it all" notions. So I've been trying to say "and" instead of "but", and I've been trying to build on what those guys put out rather than just offering my own stuff. It's hard for me to do those things, especially when I know I'm onto a useful new path and they're stuck in their old ruts. It's like I have to do "role playing" or faking it, just to please them. It takes a lot of time and doesn't seem to be working any better.

My own staff are good people. Four have been with me for a while – one of whom, Sara, I promoted into my former job. The others are new to me, so we've been spending a lot of time together. Two are Managers – Craig and Sara – and they actually supervise the rest. Sara will be good, but she needs a lot of my time now.

Craig is OK – not great. He has experience and a lot of good connections, but he's not especially bright or assertive. He and his wife have new baby twins, so he's got other things competing for his attention now. This creates a management challenge for me – as you know, Techno can be a tough company for people who don't give 150%! There's only so much slack I can give him.

So, Patricia, maybe you can see why I have days when I really wonder why I'm doing

all this. I'm trained to be a marketing professional, a generator of insights and new, good ideas. All of a sudden, I'm not only a manager and an officer of the corporation but also supposed to be a "leader" of my group and a mixed "team." I keep trying, but I don't know if I'm winning the battle or digging a deeper hole.

Meanwhile I turned 36 last month, I have no kids, and now no husband or even time to date. What I do have are lots of frequent flyer miles and lots of critics. And now I have you, an executive coach!

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1. Describe the "lenses" that might be used to understand the Carla case.

2. If you were the coach, what core issues would you focus on?

3. How would you approach contracting the case?

Letter to Sponsoring Organizations

To learn more about PCP go to: iCoachGlobal.com

(212) 501-8991/info@iCoachGlobal.com

December 8, 2022

To Our Pro Bono Coaching Sponsors

We are pleased to announce that February 10, 2022 will be the start of our **20th** year offering our highly acclaimed four- month **Professional Coaching Program** [**PCP**] in conjunction with Baruch College's Department of Management. This course in Executive Coaching is intended for individuals who have decided to make professional executive coaching an important component of their career. PCP program participants are seasoned professionals in their fields and most hold advanced degrees in human resources, business, organizational development, counseling or other behavioral science areas.

Because of our deeply held belief that experiential learning is the most effective way to enhance the capabilities of seasoned professionals, PCP also affords us the opportunity to offer free coaching to sponsoring organizations. We arrange for each class participant(coach) to conduct a three month executive coaching assignment, for a sponsoring organizations, beginning in mid-February and ending in late May. **In 2023, our entire program, including all the coaching engagements, will be conducted virtually via Zoom or other video technology, or phone.**

The way our PCP program works is that a participant/coach would be assigned to a client who has been selected to participate in a one-on-one developmental process. The client might be a manager, supervisor, team leader, project head or other professional contributor in your organization. The coaching client needs to have direct reports or other key stakeholders that the coach can interview during the coaching process as part of a 360 study. These coaching clients need to be considered important enough to the organization that the organization wants to invest in their development.

Coaches meet with clients once a week, based on their mutual convenience and will also conduct informational interviews with their client's sponsors and co-workers to gain a greater appreciation for the impact they have on others, (the 360 Study mentioned earlier). For every coaching assignment, the coach also receives ongoing PCP faculty supervision throughout the coaching engagement. **There are no fees or costs to sponsoring organizations.**

As a result of the coaching assignments, clients gain valuable insight into how they approach their performance, transition or leadership development challenges, and come away with concrete ideas for making progress.

As you consider who might participate in this coaching experience, what is important is that the client has volunteered and feels he or she would benefit from confidential conversations and coaching about a real on-the-job challenge or development opportunity. We do not want clients who have been "voluntold" they *must* have a coach. Studies have shown coaching doesn't work when mandated.

There are many advantages to an organization by partnering with iCoach in offering this experience to the coach and the client. This could be an opportunity for you to introduce coaching to an area of your organization, or to provide coaching to someone who otherwise might not have access to it.

The coaching assignments begin during the week of February 20, 2023. We ask that you let us know as soon as possible if you wish to participate and we then ask you line up the opportunity no later than mid- January and send us the completed attached template by February 1st.

Attached, please find a detailed description of expectations and roles and responsibilities that we believe makes for successful PCP coaching engagements.

We have had great mutual success by partnering with organizations who wish to benefit from this pro-bono coaching and hope you will consider having one or several of these coaching assignments take place in your organization.

We look forward to discussing how we can work together. Please let us know of your interest in participating in 2023.

Senior Faculty:
Jeremy Robinson and Karyn Gallant

Adjunct Faculty:
Sarah Savella, Jacci Johnson, David Sarnoff and Bart Feder

iCOACH GLOBAL

What You Can Expect Before and During PCP

iCoachNewYork Faculty Role:

- Faculty will discuss and assist as you consider potential/eligible candidates for coaching
- Faculty will have no direct contact with the coaching client
- Faculty will be available to discuss concerns if any emerge during the engagement
- Faculty will supervise each coach weekly

Sponsor Role:

- Sponsor will ensure that the client within the organization has truly volunteered for the coaching opportunity [and not been voluntold] and has the time and commitment to follow through for almost four months
- Similarly, sponsor will orient the client's manager as to his/her role in any up front meetings with the coach, her/his participation in a stakeholder interview and be available for a development planning meeting with the coach and the client towards the end of the coaching process..
- Sponsor will be clear with the client and his/her direct manager as to the nature of confidential conversations
- Sponsor understands that the coaching client is either key talent or a high potential in the organization and is not in any way derailing. Moreover, the Sponsor has explained to the client he/she will need to prioritize all coaching sessions every week. Client also needs to know that the coach will be conducting a 360-survey study on the client, which is developmental, not a performance review. This 360 survey is part of the coaching and not optional for the client to decline.

Client Role:

- With the understanding that the engagement is during an almost four-month period the client will commit to working with the coach and to prioritize time for these meetings on weekly.
- Client will assume the responsibility of keeping scheduled meetings and inform the coach in a timely manner- 48 hours in advance- when schedule changes need to be made [unless there is an emergency].

Coach Role:

- Coach will make necessary arrangements for sponsor and manager involvement in the engagement including stakeholder informational meetings
- Coach will take the client through the engagement phases and take responsibility for managing sessions, data collection, feedback, development and action planning and related meetings

Considerations For Selecting Clients for Pro Bono Coaching Through PCP:

Select Clients:

- When sponsor, client's manager (key stakeholders) and client agree coaching is a development opportunity and are accessible to the coach
- When all parties understand the time commitment and the confidential nature of conversations
- When there is perceived cultural support for coaching
- When client openly accepts the offer of coaching
- When the client exhibits an openness and willingness to engage in self-reflections, work with feedback and try new ways of working
- When client is considered valuable to the role/organization
- When client is being considered for a greater leadership role
- When client is about to or is transitioning into a new or broader role
- When certain work behaviors rather than technical skill or knowledge levels might be interfering with growth
- When building interpersonal relationships or becoming more organizational savvy is important

Avoid Selecting Clients:

- When sponsor and/or leader are uncertain about the potential value to the specific client's involvement in coaching
- When departments and/or functions are undergoing major changes, role decisions have not been made and/or there is a great deal of structural uncertainty that may interfere with coaching at this time (e.g., in the midst of complicated merger processes)
- When the client shows series signs of derailing, is in job jeopardy or is seriously being considered for termination from the organization

- When there are extreme relationship issues (conflict) between the client and the client's manager or when sponsor sees the client's manager as unwilling to participate or support the client
- When coaching is mandated rather than agreed upon or when client doesn't volunteer
- When the client will have a busy travel schedule or otherwise preoccupied or unavailable
- When the client's personal situation is undergoing significant upheaval as with overwhelming personal or family issues

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Differences Prompts

MYSELF:

- What do I notice about myself when I feel different?
- What do I see when I encounter differences between others and myself?
- In my past, if my difference was celebrated, how did that occur and what do I remember most about its celebration?
- What is my first impression when I encounter someone different? What is my first customary response?
- How do I make a distinction between something new and something different?
- Are there some differences around which I feel more comfort/discomfort? Which ones?
- What happens inside me when I encounter people whose values are not only different but in opposition to mine?
- How important are my values and biases when differences show up?
- How do I know I am judging? What do I see, hear, feel, do?
- How do I know I am observing? What do I see, hear, feel, do?

MY COACHING:

- How do I, as a coach, look at or for differences? Do I look for them or disregard them? What's important about noticing differences in the first place?
- What do I look for or look at, what do I consider in the context of coaching, to determine if difference matters and when and how it matters.
- How important is it to notice?
- How important is it to name it? Bring it up? Leave it alone?
- In what categories, do I notice differences?
- When was there a time where I handled difference well?

Use of Self **in Coaching**

Self: A person's essential being that distinguishes him or her from others, especially.
considered as the object of introspection, preferences, or behavioral tendencies; a person's particular nature or personality; the qualities that make a person individual and unique

If you ask experienced coaches about their most exciting, and valuable, moments in coaching, they frequently describe *use of self:* using their own interpersonal observations of, and reactions to, a client that trigger ideas and hunches about that client. Those *use of self* moments often have an important positive effect on the direction and/or progress of the coaching, even if they are not shared directly with the client. They are typically described as spontaneous, that is unexpected and unplanned, which may add to why they are memorable and exciting.

Coupled with that spontaneity, there is an element of risk as well; the perspectives they contain may be difficult for the client to understand or accept. Deciding how to use insights coming from *use of self* and what, if anything, to share with a client challenges the coach's judgment about how best to help. *In short, use of self- moments are described as both unplanned and challenging, containing significant potential for advancing the client's insight and progress, and also feel a bit risky to the coach.*

Here are a few examples that might have been shared by a coach with a client:

"When we started talking about your peers, I heard a noticeable change in your voice."

"I have completely lost track of why you are telling me this story."

"When you take phone calls during our sessions, it interferes with my ability to connect to what we are discussing."

"You know, when you check your phone during our meetings, I can identify with what I heard from your direct reports about lack of attention from you."

Here are few points to remember as you explore your own *use of self:*

- Bring your observations, reactions, feelings, and intuitive perceptions about the client *to your own consciousness* (with no immediate intention to share them with the client). Be an astute observer, able to articulate, at least to yourself, what you see, feel, and react to in the client. Consider this information as essential data in understanding your client.

- Consider options about what, if anything, to do with those personal reactions to the client. These might include simply sharing an observation, overtly linking a reaction to an emerging development theme, or just thinking about it further.

- If you choose to share an observation or reaction, examine your words for any hint of negative judgment. Deconstruct your observation to get as close as possible to your own observations and the client's behavior: describe rather than evaluate.

- If you are sharing your own feelings, use "I" messages and own your reactions. Be sure that your feeling is really about the client and does not reflect your own fears, insecurities, and limitations. This is a judgment that does benefit from experience.

- It may be useful to try to interpret your reactions; figure out why you feel the way you do, although you may decide not to share that interpretation and instead help the client reach his/her own self awareness in response to the observation you make.

- On the one hand, timeliness is useful in sharing your observations; on the other hand, behavior tends to repeat. Therefore "being ready to be spontaneous" based on past unshared observations may be a useful posture when you do decide to share them.

- Discuss *use of self* with your case supervisor: what are your idiosyncratic reactions to the client? What images are triggered, or spontaneous reactions have you had, in response to the client? What emotions bubble up in you as you experience the client? What insights emerge about your client as you reflect on these questions and how might you use those insights with your client?

- *Use of self* is not about the coach self-disclosing; sharing examples or stories from the coach's own experience may be useful, but it is not *use of self*.

Life Stage/Transition Approaches to Adult Development

Adult development, like child development, occurs in stages. Understanding these stages and associated tasks and transitions can provide the coach with helpful insights. It can identify likely areas of exploration with the client, suggest the client's strengths and challenges in the context of where s/he is in life, and point to workable goals. Certain stages are known about adult development but how they will play out in a particular client's life must be explored. The coach cannot presume that each client proceeds through stages in the same way or with equal success.

Nevertheless, it is clear that most of us are driven by a need to develop and master tasks. A task associated with an early stage of life- e.g., a strong work identity, or a stable relationship, may be worked on later in adult life and could become an important factor in a client's work with a coach.

Frequently, what is possible in the future has to do with a person's viewpoint of what has been accomplished in the past. The future view can also be limited by or empowered by predictions of the future and by how positively future life stages are anticipated.

Coaches can use Adult Development approaches to assist clients in clarifying choices. By opening up possibilities and helping clients see choices, coaches help clients feel more powerful in their journeys.

Case examples:

Help a 31-year old client understand how her feeling a need to catch up to peers is a sign of an age 30 transitions, and *settling down* into adult life with an adult sense of purpose.

Help a 46-year client understand that his feeling stuck at work because of a lateral position he took to accommodate his boss can also serve as an opportunity to work on personal life goals as he makes a midlife transition from a "work 24/7 guy" to a man who seeks work life integration and balance.

Notes About Development Stages

- Adult development isn't random or chaotic

- Adult development consists of a series of stages or passages with areas of mastery, choice points and decisions
- Many of these stages are set up by tensional opposites or polarities and frequently include periods of disequilibrium or crises, sometimes promoting growth
- Transitions require integrating complex and seemingly contradictory tasks that accompany different stages
- Behavioral scientists point out that each stage of adult life has specific requirements for mastery

Daniel Levinson[1]*:*

- Age 17-22 is the Early Adult Transition
- Age 22-28 Entering the Adult World
- Age 28-33 Age 30 Transition
- Age 33-40 Settling Down
- Age 20-40 Comprises Early Adult Life
- Age 40-45 Midlife Transition
- Age 45-50 Entering Middle Adulthood
- Age 50-55 Age 50 Transition
- Age 55-60 Culmination of Middle Adulthood
- Age 60-65 Late Adulthood Transition
- Age 65+ Late Adulthood

Late Teens/Early 20's Transitions

- Main task of this transition is early adult identity; first choices about work, love relationships, peers, values and life style
- Contradictory tasks of this transition: explore possibilities as an adult by maximizing them yet keep options open
- Begin to create stable life structure

Age 30's Transitions

- Work on the limitations and flaws of this first adult life structure
- Increase urgency in finding a place: e.g. "I have to be doing something serious. I don't want it to be too late."
- Facing that the current life structure is unsatisfactory; searching to create a different one

Age 40's Transitions

- Mid-life, like other life stages, is a chance to rework the life structure

[1] Levinson, Daniel: 1978. The Seasons of a Man's Life, Knopf.

- Mid life brings a new set of concerns such as, "What have I done with my life? What do I want for myself and my spouse or significant other?"
- Issues faced include limitations and mortality
- Imagery of legacy begins to make an appearance
- Life balance gets more attention
- Mentoring gets more attention

Age 50's Transitions

- Re-working the midlife crisis (transition)
- Legacy issues are more top of mind
- Increased importance of one's place in the larger community
- Issues involving political concerns or spiritual involvement take on more weight
- Role as a model or influencer of others
- Giving back to others
- Increased consideration to distribution of energy

Late-Adult, 60's Transitions

- Retirement or new career planning
- Centrality of financial resources and what choices or interests one has
- Rebalancing vocational and avocation interests
- What one has already given back
- Desire to teach or mentor others
- Sharper generative focus

Erikson's Eight Stage Adult Development Model

Stage	Polarity	Developmental Achievement/Mastery
Infancy	Trust vs. Mistrust	HOPE
Early Childhood	Autonomy vs. Shame/Doubt	WILL
Play Age	Initiative vs. Guilt	PURPOSE
School Age	Industry vs. Inferiority	COMPETENCE
Adolescence	Identity vs. Identity Confusion	FIDELITY
Young Adulthood	Intimacy vs. isolation	LOVE
Maturity	Generativity vs. Self-Absorption	CARE

Old Age	Integrity vs. Despair/Disgust	WISDOM

According to Erikson, individuals who achieve mastery in each passage of their lives gain the following: hope, purpose, competence, fidelity, love, caring and wisdom. This is because they are able to be: trustful, autonomous, initiating, industrious, clear on their identity, intimate, generative, and possess integrity.

Individuals who did not master Eriksonian passages might be said to be: mistrustful, shameful/doubting, guilty, feel inferior; confused about identity, feel isolated, self-absorbed and reach the end of a life with a sense of despair.

Adult Life and Life Dreams

- Death is inevitable; life will cease for us; we have limited time
- We may conceive or adopt children; we may have mentees or protégées; in doing so we might wish to pass along a legacy
- We come from somewhere: a family, a culture, a country, parents
- We have talents, abilities, heart, hand and spirit
- Our tasks are to work and love, (Freud)
- Some would also add play
- Some would say our work is creating a better world for those who come after us; some call this passing along process, 'civilization'
- Adults plan, build, organize, create through work and love (relationships)
- Adults also learn thru non-linear ways: we dream. Levinson wrote about "The Life Dream" as an organizing principle for adults Erikson wrote that we frequently live out the dreams of our grandparents
- Dreams come from unusual places; sometimes dreams are a surprise, even to the dreamer

Adult Development And Positive Psychology Considerations

Positive psychology is an outgrowth of adult development theory. It sees people as always in the process of developing, seeking mastery. People have strengths and weaknesses, virtues and vices. We are both healthy and ill, our psychology is not just about our problems.

Positive psychology focuses on our health and happiness. It teaches us we are motivated by meaning and purpose. We seek mastery in adult life in the same way that children do during in childhood.

- We can now talk and understand much more about positive psychology- that psychology can include health as well as a psychopathology- (psychopathology means a psychology of mental illness).

- Martin Seligman's contribution: working to establish a positive psychology comparable to a DSM IV for mental illness. Humans each have signature strengths. To find work that helps you develop your signature strengths will most likely allow a person to work in a way that is compatible with who he or she thinks they are. (See Seligman's book Authentic Happiness).

- Seligman and his colleagues have begun to enumerate a list of health character traits in people. They call these virtues. A virtuous trait might be altruism, or gratitude. Employing the virtuous traits in our character help us feel happier about who we are and how we live our lives.

- Vaillant's "Grant Study" at Harvard was aimed at identifying the young men who "were best able to paddle their own canoes". With Vailliant, adult development theory moved into a quest to define what most healthy behavior looks like in men.

- Vaillant made multiple contributions: there are differences between the life of healthy vs. lonely young men. He defined the healthy men as being more loving. The less healthy he defined as being lonelier.

- Vaillant also began to write about something he called healthy psychological defenses. Previously psychological defense had been written about from the point of view of illness alone.

- Loss and love: all humans suffer loss as part of being alive. Learning to grieve is important to growth and development and may be the key element in the capacity for humans to develop deep loving relationships. This means that mourning has an important developmental function for each of us- it is not an experience of exaggerated illness. (See writings of Otto Kernberg and other psychoanalysts vs. Freud's early writings in *Mourning and Melancholia.*

- Family therapist James Framo theorized that life was a series of losses and to be able to grieve successfully would be central to to a well-lived life.

- Much is known about adult development although adult development varies within gender and within culture and country depending on the adult life span.

- Gilligan's contribution: girls and young adolescent females do not develop in the same ways as boys. Young adolescent girls who become pre- occupied with fitting in with boys risk missing important passages of their own adolescent development.

- The heritage of adult development theory draws on Carl Jung, Erik Erikson, Daniel Levinson, Carol Gilligan, George Vaillant, and Martin Seligman.

- Jung's contribution: stages in adult life, including midlife. The second half of life is a time of deepening. Human preferences also involve shadow sides (Myers Briggs)

Systems Approaches	Key Concepts	Applications to Coaching
The Greeks **Lutwig von Bertalanffy** **Murray Bowen** **Peter Senge**	A system is an organized whole which encompasses some structure around the various elements. The "set" of elements within a system interact – each unit is controlled, influenced or dependent upon the state of the other units. Therefore, the system governs the behavior as members in a family or non-family system have a profound impact on the thoughts and behaviors of other members. Because a system has interdependent parts, even the smallest change to one element within the system can promote resistance to change.	Leaders live and work in complex systems including organizations, teams, their families and community. How a leader proceeds and operates in balancing these relationships can have a profound impact on their ability to achieve their goals. Clients operate in: a. A "face to face" world – interactions they have with other organizational members, with the coach and other key people. b. An "external" world – their organization, their business, their customers. c. An "inner" world – what our clients think/feel – the mental models, their beliefs and their "story" from their system of origin. The goal of coaching is to get the client to understand these variables and how they help or hinder their ability to have influence and be successful within their organization. To coach effectively, the coach has to understand the systems context, not just the individual's views on what they need from coaching. Coaches can help clients understand their contexts and help them navigate even in difficult contexts. **A Word of Caution:** *While coaches are focused on the individual client*

		they may see systemic influences which the are not empowered to address. They may feel frustrated over their lack of influence over it. Similarly, client and coach might be distracted by what they see as "dysfunctional" systems and not engage in important aspects of managing within or despite it.

Life Stage/Transition Approaches	Key Concepts	Applications to Coaching
Carl Jung **Erik Erikson Daniel** **Levinson** *Levinson, Daniel: 1978. The Seasons of a Man's Life, Knopf* **Ram Charan** *Charan, Ram: 2000. The Leadership Pipeline: How to Build the Leadership-Powered Company, Jossey-Bass*	We all go through predictable stages of development. Growth doesn't end with graduation from high school. Over a lifetime, we become ourselves- finish the work of each stage, learn to trust, become independent, develop self-awareness and self-management, become comfortable with power and authority If the natural tasks of a stage are left unfinished, they call out for our attention at later ages. Transitions can be bumpy.	Coaching is often with people who are going through transitions, either personal or organizational or both. Offering insight and support may allow the transition to move forward more easily. Identifying developmental gaps can lead to targeting specific skills needed by the client. In some cases, the impact of coaching is on career steps or decisions, including the decision to be a leader. **A Word of Caution:** *Think about these phases as guidelines and progression of development not bounded by specific ages. The work of different phases also can be very different by different people and take varying amounts of time.*

Cognitive Behavioral Approaches	**Key Concepts**	**Applications to Coaching**
Albert Ellis **Aaron Beck**	People can learn to notice and change their own thoughts, with powerful emotional and behavioral benefits. We cannot control life, but we can control how we feel about life. Cognitive change often requires the ability to articulate your beliefs. Once the behavior that produces problematic feelings and behavior is identified, the task is to challenge and dispute it.	Successful coaching requires a client to notice and describe his or her own thinking relative to a perceived behavioral or work problem. Examining and changing specific underlying thoughts can reliably address and lead to change of ineffective behavior patterns. The underlining thoughts/beliefs are challenged in coaching conversations. Coaching is conducted as if it were an experiment. Repetition is usually necessary to achieve new patterns. When thinking changes, feelings and behavior follow suit. Develop a change program: • Gather data and develop an understanding of the problem • Develop a plan to actively dispute problem thinking • Replace problematic thinking with New Thinking • Reinforce and sustain New Thinking **A Word of Caution:** *Depending upon the client, focusing on beliefs, influences and observations may not address the emotional need. New thinking without learning new actions may not produce lasting or*

		consistent change.

Emotional Intelligence[2]	Key Concepts	Applications to Coaching
Daniel Goleman **Mayer & Solvay** **Ruven Bar On**	Termed coined in 1990; popularized in 1995. Focuses on non-cognitive aspects of intelligence, and ways to deal productively with and about them with others. Defined as a form of social intelligence that involves the ability to monitor one's own and other people's emotions, to discriminate among them and to use this information to express emotions usefully and to guide one's actions. Claims are made for a biological basis involving the relationship between the neo-cortex and the limbic system. Components: • Self-Awareness • Self-Management • Social Awareness • Relationship Management	Often is the distinguishing factor between excellent performers and average ones. Measures are available Training models are available • Feedback and Listening • Intrapersonal sensitivity • Interpersonal sensitivity • Introspection re triggers • Attention to impact on others **A** **Word of Caution:** *"EI" can mean different things to different people. The different elements may surprise or put clients off because they may feel judged if competencies are not met.*

[2] Connections to other theories include: Appreciative Inquiry (David Cooperrider,) and Positive Psychology (Martin Selegman.)
Historic roots include social intelligence (1920's,) Carl Rogers' person centered approach to therapy and research done on adult development

More: Approaches to Adult Change and Growth: Lenses

Useful Tools in Coaching

Dynamic Approaches	Key Concepts	Applications to Coaching
Sigmund Freud Reference: *The Psychology of Executive Coaching, Douglas Peltier, Routledge, New York, 2nd ed., 2010.*	We are irrational, despite our rational pretenses. The idea of a linear relationship between thoughtful goals and ultimate success is naïve. Early life experiences have lasting effects. Behavior can be understood. We are irrational in predictable patterns Behavior is motivated, often by unconscious elements and usually by multiple, conflicting forces. Defense mechanisms distort reality so we can minimize hurt and threat.	Helping the client be more self-aware – to come to important insights Helping the client develop the ability to be self-observing Assessing the results, costs and alternatives to defense mechanisms Resistance is part of the process Transference [as well as counter- transference] need to be understood and dealt with **A Word of Caution:** *The impact of early life experiences, often seen as deficits, can be viewed as determining problems in later life and therefore seem insurmountable.* *Because client insight about personality dynamics is emphasized, there is a tendency to emphasize insight over action steps to improve the client's life.*

Behaviorist Approaches	Key Concepts	Applications to Coaching
Pavlov Skinner **Marshall Goldsmith**	Behavior is a function of its consequences. If something happens to you repeatedly, you are probably reinforcing it in some way. Reinforcement [reward]: Anything that increases the likelihood or strength of a response, or tends to produce repetition of the responses Stimuli: Factors in the environment that make it more or less likely that a particular behavior will happen. Don't reach for more complex explanations when a less complex one will do. Don't ask for behavior A while rewarding behavior B.	Explore and understand the cues [triggers] and rewards that maintain behavior. Emphasize specific behaviors. Set measurable, achievable goals. Small behavior changes can be powerful. Involve other people in the change process – e.g., the people who have "reward power" in the client's system. Five step process for behavior change: 1. Choose your focus 2. Do behavioral audit 3. Map out the reinforcement contingencies [vs. asking "why?"] 4. Develop a change action plan 5. Implement, then collect more data **A Word of Caution:** *Applying a model of simple reinforcement of behavior to people can appear to reduce human behavior to a simplistic level. Since only behavior and the reinforcement that actively shape it are considered, other useful but unobservable concepts such as interests and motivation can appear to have no place in behaviorist thinking.*

Existential Approaches	Key Concepts	Applications to Coaching
JP Sartre **Albert Camus** **James Flaherty** **Social Constructivist Approach** **Gestalt Approach**	Life is characterized by frustration, disappointment, and loss. To live life in a worthwhile way, these have to be faced squarely. People are actors, not spectators. Risks must be taken, and one's eyes must be wide open. Life is a process of choosing; at least we can choose our responses. Authenticity requires confronting conflicts, and thus building trust. By accepting life's uncertainty and contradictions we become free to engage and appreciate daily life.	Reality is what the person sees and believes. Coaches should try to learn how the person views the world. Honor individuality. Avoid putting people into categories. Encourage choice – of action, identity, relationships – with responsibility. Encourage risks. Commitment is important. Mediocrity, conformity, and tedium are the enemies. **A Word of Caution:** *Active choice is emphasized but since not choosing is viewed as a form of choice, the existential lens can feel passive or selfish, de-emphasizing the importance of aspirations and purpose beyond our own self-interest. Existential lens can be very empowering as we navigate our own individual existence but the flip side can feel isolating, random, scattered, directionless and pointless.*

Lens: Systems Approaches

In today's world, everyone lives and works in complex systems; the places they work, the teams they belong to, their families, their communities, and the larger external political and economic environment in which we all live. System's thinking in a coaching context is an analytic framework for viewing the relationship between an individual and the organization in which they work and the organizational members. One of the basic tenets in systems thinking is that changes in one area affect the balance in another area. So, while traditional lens from which we coach looks at individual parts, systems thinking views the individual in a more holistic way. Systems thinking is therefore not restricted to either a specific task or a specific person, instead focuses on various processes within the whole system.

Coaching from a systemic perspective means understanding the person being coached as a person who lives and works within a larger system so how the person acts and how the system operates can have an enormous impact on how the person behaves and their ability to achieve their goals.
What exactly is system's thinking? **Some key**

concepts include:

- A system is made up of interdependent, interacting parts and no aspect of the system exists in isolation of other parts.
- Therefore, changes in one part of a system create changes in one or more of the other parts.

Principles of systems thinking include:

♣ The whole is greater than the sum of its parts.
♣ Every part obeys the "rules" of the whole to which they belong.
♣ There are boundaries, which regulate what passes between members within the system and its environment.
♣ Since parts are interdependent, it is sometimes unclear to know what is causing something.
♣ Systems seek a steady state between forces that oppose each other.
♣ There is more than one way to get from here to there.
♣ Unless checked, systems can fall into dysfunctionality.

General systems theory dates back to the early 1900's and played a critical role in the emergence of family therapy. Ludwig von Bertalannffy's (1968), General Systems Theory, argued that a variety of human experiences and social/scientific problems could be thought of "as if they were systems" – he referenced physicists who realized they couldn't understand atomic processes by examining the smaller parts in isolation but had to consider how the elements are ordered and organized. Social scientists moved from thinking that cultures were no more than the sum of individuals to how societies as a whole were organized and functioned.

This led to understanding that in a family system, individual problems or issues are not just a function of individual pathology but that many of the problems people encountered were impacted by the structure of their relationships.
Similarly, if a change occurs in one area of a system, it has an impact on another. Clear examples are what happens when one member of a family is removed, others are impacted and a new equilibrium is sought.

Murray Bowen's Family Systems Theory (1988) also noted how behaviors in families were passed down over generations – many choices we think that are under individual control – individual choice –often have their roots in learned behaviors established in prior generations. His concept is that by understanding such factors, how our relationships are shaped by prior generations, gives us information to more consciously choose alternative behaviors. A family is an 'emotional' system of relationships.

Both general systems theory i.e. the interrelatedness of its parts and family systems theory i.e. the interrelatedness of learned generational behaviors and emotional dynamics can be generalized to what individuals bring the work place.

Like in a family system, in organizations people work within a system that has a unique culture or ways of doing things including boundaries and behavior- governing rules of its members. (This is not to imply there is one system within any one organization, but rather that each system and sub system has its processes with additional interconnectedness.) Because systems are dynamic, theorists look at the system or context to explain results and not exclusively focus individual behavior as with other lenses.

What are the implications for Coaches?

Although coaching takes place within the workplace, the individual brings to that experience their whole self, their beliefs and their prior experiences, which creates expectations on relationships with others. In this sense, systems theory gives us perspective on the interconnection of an individual and how they perform, how the relationships around them influence their ability to create work, what they can do and how they can enable success or impede their own ability to getting things done.

To understand how to create more effectiveness in coaching, it is helpful for the coach to understand their own family and other system experiences at work.

It is helpful for coaches to have an understanding of their own systems experiences both as a source of insight when working with others and as a source of appreciating how they view and engage in the client's systems.

Client's views of their systems can influence a range of actions they do or don't take. Sometimes making clear the rules and testing the rules will be a part of new behavioral choices in their development plan. Coaches can help clients see those systematic elements around which they have to work. What is the client's face to the world?

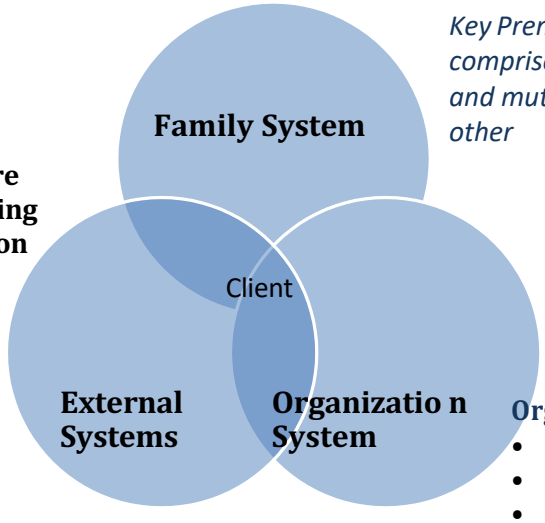
Coaches can learn about the client's context and assist the client in understanding both narrow and broader business context in which they operate
e.g. the department, division and industry to more fully include actions to navigate these systems.

Coaches can also assist in surfacing the client's own understanding of their thoughts, assumptions, beliefs that impact how they behave within their organizational systems.

Systems Thinking: The Client as Part of Several Systems

Key Premise about a system – comprised of units that interact and mutually influence each other

Family System
- **Roles Relationships**
- **Values/Culture**
- **Decision Making**
- **Communication**
- **Conflict Management**



Organization System
- **Mission**
- **Structure**
- **Culture/Values**
- **Rewards**
- **Communication**
- **Decision Making**
- **Relationship of sub systems and roles**

External Systems
- Industry
- Community Activities
- Political Environment
- Social Media
- Cultural Ideologies

APPENDIX: Class 4

Appreciative Inquiry

It could be argued that all leadership is appreciative leadership. It's the capacity to see the best in the world around us, in our colleagues, and in the groups we are trying to lead. It's the capacity to see the most creative and improbable opportunities in the marketplace. It's the capacity to see with an appreciative eye the true and the good, the better and the possible.
David L. Cooperrider

Appreciative inquiry (AI) is a positive interpersonal posture and process originally applied to large group change efforts; it emphasizes the use of solution-focused questioning to create a positive dialogue, insight, and confidence in facing future challenges. As such, it has received much attention as a technique applicable to individuals in executive coaching.[1]

Appreciative inquiry is a way of looking at an individual as strong and capable whose full capacities are yet to be discovered. It does not view a person as a problem to be solved or diagnosed.

A basic assumption of AI is that positively expressed expectations can be a powerful contributor to a person's ultimate success. When we expect greatness from others, they are likely to rise to the challenge. Expecting great things from a person can empower that person to succeed.

Here are five basic assumptions of AI.

1. In every person, team, group, or society, some things are working well.

2. What we focus on (often expressed though language we use) becomes our reality.

3. The very act of asking questions and how they are phrased, influences the person, team or organization to which they are directed.

4. Human beings have more comfort and confidence in facing future challenges with awareness of how they have been effective in the past.

[1] For more information about appreciative inquiry go to: http://appreciativeinquiry.cwru.edu/

5. In carrying parts of the past forward, we should help clients identify and emphasize what was best about the past.

What can Appreciative Inquiry teach us about how we coach others?

It assumes that a person is capable of coming up with the best solutions for their own development (perhaps with help).

It focuses on each person's strengths as the leverage to help address challenges in the present and the future.

It encourages a positive vision of the future as a way of increasing the possibility that good things will happen.

Dynamic Approaches

This term derives from Freud's theory of the structure of personality. It refers to the dynamic way in which the forces play against each other: superego-ego-id.

- Freud applied these theories to helping people with emotional/mental health problems – i.e., neuroses. He developed *psychoanalysis* as his form of therapy. Over the years other people used these psychodynamic ideas as the bases for other forms of therapies.

- These notions created a sea change in Western culture. Psychodynamic ideas have profoundly influenced literature, art, humor, films and just about everything else. They form the core of what most people mean by "psychology" – including, most likely, both you and your client.

- Without question, coaching has been strongly influenced by these theories and therapies. A cost from this popularity and influence is that there is some ambivalence to coaching because it can superficially resemble the psychotherapy they didn't ask for or want.

Useful Concepts From Dynamic Theory

- All behavior is motivated
- Emotions are powerful and pervasive
- Causes of behavior are in significant part unconscious [not rational, neurotic]
- A person's family history is a major influence on his/her current patterns, feelings and relationships
- Even when not rational, behavior can still be understood
- A behavioral/feeling symptom may not have a direct or obvious link to the underlying problem
- Defense mechanisms develop to protect the self
- Resistance to change, feedback, others' influence is a healthy, important process; it can also contribute to stagnation and isolation
- Narcissism can be healthy or, if taken to extreme, a problem

Useful Practices That Derive From Dynamic Theory

- The value of having someone to talk to
- The *talking cure* can be effective
- Safety/confidentiality is necessary in the coach/client space
- Client boundaries in the helping relationship and confidentiality need to be maintained
- Direct advice and lifestyle suggestions are often not effective in helping others increase competence and happiness
- Clients will make conscious and unconscious associations to their helper; those associations can serve as a window into the client's important but problematic relationships (transference)
- Helpers will make associations and have reactions to clients; these can be helpful aids in understanding the client and bringing insight (counter transference or use of self by the helper)
- Clinical case supervision by a more experienced helper is a way to become a better practitioner

Existentialism in Coaching

Existentialism is a fascinating, powerful, elusive and yet quite practical way of approaching coaching. Sometimes it can appear to be just a common sense approach to organizing what we already know. At other times, it can be very challenging to grasp or use.

Major themes of existentialism include the uncertainty of all life, angst, freedom, choice, priorities, meaning- making, responsibility and empowerment.

Existentialism is not a specific school of thought with a founder. What we have today emerged out of European philosophy and literature during the past 150 years; it has influenced psychotherapy, psychology, art, theatre, religion and has become a major part of our Western culture.

One can easily get lost in the writings of European existential philosophers such as Kierkegaard, Kant, Hegel, and Nietzsche. Their work was based on earlier thinking of Husserl and Heidegger to develop what we now call Existentialism and Phenomenology. Their views took on new energy in the early 20th century when challenges to purely rational science sprung from Einstein's relativity theories and quantum physics. [e.g. "*What's really out there?*" "*You see it differently than I do", and "It changes because I observe it!"*] In the second half of the 20th century, a related way to see humanity emerged in America called Humanism.

What these thinkers were attempting to sort out was nothing less than what is involved in being a human being. What are the universals that we are all dealing with as part of our existence? How can we know what's real and make sense of it?

Since all of our clients are people too, the thinking of the Existentialists can provide useful insights for coaches. What they have given us is a way of looking at universal problems and opportunities of life, with implications for how a coach can use these perspectives.

Existentialism is referred to as a "stance" to separate it from a method or a body of techniques. In other words, Existentialism can be used as a way for a coach to self-manage when working with a client but there are few *standard* practices.

This stance doesn't necessarily conflict or compete with other approaches to coaching, but neither is it self-evident how you might combine them. Many professionals use existentialism in various ways.

The existential stance makes a basic assumption that we all live with constant uncertainty and therefore we feel a tension they call existential *angst*. We spend a lot of energy trying to contain this *angst*. Despite this uncertainty and anxiety people need to be decisive and proactive – they need to be actors, not spectators. We need to be actors even if the script is unclear. We need to learn to live with it and enjoy it!

Similarly, we need to make meaning out of things – we don't like absurdity and chaos. Yet, we know at some level of awareness that our meanings are arbitrary. The inauthentic response is to pretend to know the facts and the true meaning of things.

A much more authentic response is to admit that truth and meaning are personally constructed: that this is an interpreted, uncertain world, and that we are free to choose our response, at least from the range available. This freedom is uncomfortable; exercising it requires courage. But that's how we can take ownership and learn to live with the anxiety that accompanies it.

Our choices define us; then we choose to stay with them, or not. No particular path is inherently better than another.

From an existential point of view life is necessarily full of paradoxes and conflicts; risk and choice; comedy and tragedy; gain and loss; joy and pain. Only by accepting these do we become free to engage and appreciate daily life. The key to well being is to feel that work and lifestyle are freely chosen. This requires that we acknowledge that we create and choose our lives – within the broad limits of what we have been given, with all its comedy, tragedy and absurdity.[1]

It can seem that Existentialism deals with a lot of negative issues because these issues are really there. These quandaries don't go away no matter how cheerful and positive we are. There is *angst* because it is a fact that life is uncertain and the resulting anxiety can lead to rigid habits and mindless *herd* behavior. To be authentic and more fully alive we need to manage our *angst* about these challenges and face them squarely or live badly.

[1] Writers often express the concepts of existentialism in much better ways than do philosophers or psychologists. Consider: Kafka *The Trial;* Camus *The Stranger;* Sartre *Being and Nothingness, No Exit;* Beckett *Waiting for Godot*; Heller *Catch 22*; Monty Python; Dilbert; Woody Allen.

There also are many positives in Existentialist thinking: freedom, choice, adventure, potential, change, courage, strength, love.

Striving to understand what's meaningful in life has been going on forever. Options include God, youth, health, wealth, serenity, wisdom, happiness, contribution to society, legacy, spirituality, balance, winning, power, position, control, being invulnerable. The range of human experiences in seeking to find meaning is very broad indeed. Any of these can serve as a source of meaning to a client at work or in life more generally.

Phenomenology is one of the major branches of existentialism. It refers to how we experience reality. It asks: Is there really something there, something that would still be there even if I weren't? Or, is my sense of what's out there all there is?

For our purposes, phenomenology says that objects, events and people exist through the meanings each of us gives to them. The perceiver constructs the meaning of something – it isn't inherently there. The subject [perceiver] and object [perceived] must be understood together. Facts that support phenomenology's view of the world include color, sound, texture, excitement, beauty, love, fear and lots of other perceptions, as experienced and interpreted by the perceiver.

This is important in appreciating the limits of our grasp of reality. What is seen as "real" by anyone – including a coaching client – is limited by a number of filters:

1. The biological limits of all humans
2. The individual's cultural context – history, present situation, etc.
3. The individual's very personal view of the world – his or her perspectives, expectations, fears, desires, etc.

In phenomenology, we can only know an interpreted world, not an objective one. The client is describing his/her interpretations, which in turn are being heard and interpreted by the coach. Experiences and perceptions are at best only partially shareable. Each person responds to what they see, and no one else can ever see things in quite the same way. A lot gets lost in transmission and translation. This is what leads the existentially oriented coach to keep the responsibility for successful coaching with the client, and to serve as a journey partner rather than an advisor.

Coaching Guidelines with an Existential Lens

A coach's job is to help the client see how he/she is viewing the world. When setting goals and planning for changes, a coach should try to help the client see the key tensions that are operating. The coach and client will examine, confront, clarify and reassess the client's observations. The two will work together to clarify the meanings and values the client is giving to the people, rewards and risks involved in his or her choices. The coach will help the client reframe issues and responses in light of a more productive awareness of the life the client wants to live. Through this exploration the client becomes empowered to assess more honestly and accurately how relationships are working in their life at work.

The Existential approach emphasizes the coach's understanding of the human condition – what it's like for anyone to live – rather than creating a diagnosis or prescription for the client. The process goal is to build a solid collaboration, not a Doctor/Patient relationship. The burden of understanding the client remains with the client. The coach's task is to help that happen. *Felt needs* and other early descriptions of challenges are seen as a gateway into the whole person. Any decisions are the responsibility of the client.

The emphasis is on the present, rather than on either the past or future. It's the view of the world the client hold's right now that defines, creates and constrains options for action.

Coach's Mindset:

- Use the relationship with the client to allow the client to see him or her self.
- Accept the client "as is" – be "with" the client as he or she describes experiences – help them become clear.
- *Clean Slate Mentality*: try to set aside your own biases and expectations as much as possible. Access your ignorance and ask naïve questions when needed.
- Describe: try not to explain or judge. Stay with "What" and "How".
- Data Equality: Avoid setting one thing above another in terms of importance or priority.
- Accept that some things will remain as mysteries or absurdities.
- Anticipate anxiety and defensiveness; both coach and client need to be good at dealing with them.

Coach's Tasks:

- Set the agenda and control the process, but not the content.
- Hear the story, regardless of the time it takes. Stretch your empathy. React to the story.
- Things to clarify:
  - Habitual assumptions and mechanisms for seeing the world:beliefs, implicit values, judgments, assumptions, paradoxes.
  - The influence of the client's education, experience, learning style.
  - Typical patterns for reducing angst [withdrawal, rigidity, etc.].
  - Impact of these assumptions and patterns on career or leadership issues as well as on business priorities and decisions.
- Observe how the client empowers or restricts him or herself.
- Observe how the client makes choices, or drifts, or lets others choose.
- Point out choices, and encourage choice despite culture, habit, reputation, herd mentality. Many clients try to blame others, defer decisions, and/or disavow ownership.
- Remind clients that choice is always made with an awareness of impact on others in the client's life.
- Help the client see how his/her filters are working on what is being learned or seen.
- Provide in the moment feedback regarding your experience of the client. Try to do this in an affirming way.
- Avoid or minimize collecting data from elsewhere; outside inputs should just be clues as to what to explore.
- Avoid problem solving; A more useful process would be learning conversations that allow the client to find solutions.
- Avoid labels and categories. Honor the client's individuality. Help him or her choose his/her own life and point of view, with confidence.
- Encourage ownership: for good or for ill.
- Support doubt, uncertainty, risk, conflict, and *action*.
- Get the client moving! Act! Risk! Have the client commit to being really good at something.

Coaching Dialogue:

- "Why" questions tend to prompt a need for a reason, then close down the investigation.
- Help the client to speak truthfully, rather than to try to debate what is true.
- Confront conflict; it's part of authentic life.
- Ask what statements mean – don't assume you know. Your role is to "research" the situation the client is in, through his or her eyes. Example:
  - What is your perception of that?
  - How do you see it?
  - What is that like for you?
  - What does that evoke for you?
  - How does it strike you?
  - What do you make of that?
  - How do you respond to those things?
  - What were your choices?
  - What did you try to avoid?

What Types of Clients:

This approach seems to work especially well with clients in transition and searching for new meaning. It also works well for those who are aware of living with dilemmas, complexity, ambiguity, anxiety. It does not work well for concrete thinkers or those clients who are having difficulty dealing with the anxieties and uncertainties in their lives.

Humanism

Primarily an American movement, Humanism started in the 1950's and grew importantly in the 1960's. Some important contributors were Carl Rogers, Abraham Maslow and Rollo May. Humanists in this country were influenced by Europeans: Fritz Perls and Paul Tillich, as well as by Martin Buber and Viktor Frankl.

This variation on existentialism places a strong emphasis on Individualism – e.g., making the most of yourself, fulfilling one's potential. It is very optimistic about growth and self-actualization. It assumes the person is always in [or should be in] the process of *becoming* what he/she can become. Humanists would urge a coach to press the client toward a happy outcome. Individual happiness is a key success factor.

Humanism shares with existentialism the notions of authenticity, not using labels, a holistic perspective, warmth, acceptance and feedback.

Coaches with a Humanistic bent would likely explore how the client has been trying to grow as a person. These coaches would actively seek to build on the positive elements in the client's life, and might well encourage a good deal of experimentation.

Appreciative Inquiry, which was developed as a method for improving organizations, has a similar feel to Humanism when used by coaches.

References:

Ernesto Spinelli, *The Interpreted World*, 2nd ed., Sage Publications, 2005
Ernesto Spinelli and Caroline Horner, *Life's Rich Tapestry*, in *Coaching at Work,* vol. 1, issue 7, Nov/Dec 2006
Bruce Peltier, *The Existential Stance,* Ch. 9 in *The Psychology of Executive Coaching,* Taylor and Francis, 2001

Behaviorist Approaches in Coaching

Behaviorist approaches to coaching emphasize the importance of reward and punishment in shaping behavior, and place much less emphasis, if any, on insight, feelings and other non-observable variables. They are based on extensive research to understand behavior, animal and human, anchored by Pavlov, Watson and Skinner. There is no controversy about the behavioral cornerstone that future behavior is shaped by the consequences of earlier behavior. We all respond to being rewarded for what we do; we all learn to avoid behaviors that aren't rewarded or which lead to unhappy outcomes. The issue is to what extent we use those ideas, versus others, in our approaches to coaching.

Most varieties of coaching are geared to helping clients shift toward more effective and likely to be rewarded behaviors – i.e., to get 'results' from improved job performance. Some coaches use a behaviorist approach rather exclusively, while others combine it with other methods. Typically, the behaviorist approach is taken for granted and is included without even recognizing it for what it is. However, there are several key points that apply to coaching that should be recognized as being tied to behavioral theory.

Four important notions of behaviorist coaching are:

- The power of reward and punishment trumps other interventions.
- Motivation isn't really considered important – in fact, it's a distraction. Motivation is defined externally as "whatever behavior is rewarded".
- Incremental change is how complex behaviors are shaped – over time due to the rewards that follow approximations toward the full behavior.
- Practice and behavioral experiments when tied to feedback provide the necessary ingredients for behavior to be shaped.

John Whitmore in the UK spelled out a popular behavioral 4-stage model for coaching known *as the GROW model:*

1. *Goals* – What do you want to achieve, do or know?
2. *Reality* – What's happening? Why is it a problem? What have you tried, and with what results?
3. *Options* – What alternatives are there? What are the pros and cons? Is there anything else that can be tried?
4. *Way Forward* – How would you sum up what you learned and plan to do?

In Step 1, the discussion focuses on the right kinds of goals [e.g., challenging, specific, client is committed, client believes he/she can do it, milestones can be measured and rewarded]. Step 2 can go quickly or can take quite a while to understand what's been tried and what works, since we live in complex organizations. Brainstorming action ideas can be a part of Step 3. Step 4 lays out specific behavioral plans and anticipates obstacles and rewards that may be available.

Marshall Goldsmith, here in the US, also uses a behavioral approach. He makes the point that coaching is not really about the client or the coach, but rather about the stakeholders – the people who will reward the client's new behaviors. Therefore the client should ask stakeholders what they want and need from that person and then use that feedback to guide behavior change. Later, the client can ask them if they see the changes they are looking for and be rewarded, or not, by the answers.

This fairly simple paradigm requires a number of steps, including:

- Qualifying the clients – no career issues, no life coaching, no resistance to being public about change, no conflict with organizational mission, no major skill deficits, no ethical questions
- Agreeing on key stakeholders
- Getting clients to talk honestly with stakeholders about needed change
- Getting the client and the stakeholders to let go of past injuries
- Agreeing on the behavior to be changed ["feedforward"]
- Following-up on change efforts to see to what extent stakeholders note the change [improvement] in the client's behavior

These approaches are not seen as particularly psychological because they don't involve motivation or personal history. Clients and sponsors see them as business-like, and they may be consistent with the prevailing organizational climate. Aligning coaching with behavioral approaches is often viewed as simply systematizing and making more efficient what clients would do on their own to change and improve. In fact, the behavioral tradition of understanding behavior is a dominant element in Western culture.

Some coaches build on a behaviorist base by adding a *Learning* aspect to their coaching models. For example, some use Argyris' double-loop learning notion, or Kolb's learning styles, or Revans' action learning ideas along with what are essentially behavioral approaches to change.

Some Difficulties and Limits with Behaviorist Approaches:

For many coaches and clients, it is difficult to ignore motivational and personality notions – what we want, what feels good, what feels troubling, etc. These often need to be discussed in order build a working relationship with clients.

Executive behaviors are rather complicated and therefore hard to break down into bits of behavior that can be differently rewarded and shaped. Reputations are a lot harder to change than behaviors.

Behaviorist approaches can feel impersonal and somewhat mechanical. Listening to the client and having him or her feel understood is de-emphasized.

The client's feelings are typically not of interest in behaviorist approaches. The emphasis is on creating contingencies for rewarding desired behavior, not on how the client's emotional life plays into past or future behavior.

References:

Jonathan Passmore, "Behavioral Coaching", Ch. 5 in Handbook of Coaching Psychology, edited by Stephen Palmer and Alison Whybrow [Routledge, 2007] John Whitmore, Coaching for Performance [Nicholas Brealey, 1992]
Suzanne Skiffington and Perry Zeus, Behavioural Coaching, [McGraw-Hill, 2003

Marshall Goldsmith's Feedforward Model

ASK

Ask your coworkers for feedback
Asking shows that you value their opinion and would consider changing based on their input

LISTEN

Listen to what they say
Do not evaluate

Accept their position as *their* perception of reality. Don't be defensive.

THINK

Think about their input before responding

Avoid overreacting or over-committing

THANK

Express your appreciation for feedback

Letting you know what they think may require courage.

RESPOND

Respond to the people who gave you feedback.

Tell them 1 or 2 items you plan to change.

Don't try to change too many behavior

INVOLVE

Involve them in the change process

Ask them to give you support and ongoing future-focused feedback.

CHANGE

Do something about the feedback.

Practice the new behavior.

FOLLOW UP

Every 3-4 months, ask them if they think you're changing.

When they start to say you've changed, they begin to believe that you have changed.