iCOACH GLOBAL

The Professional Coaching Program (PCP) 2023

Click on each section

Click on each section

Coach Choices: Decision Tree

Whether by preplanning for a coaching conversation, in the moment or by subsequent reflection, coaches are constantly making decisions and choices about what to address and how to respond. The art of coaching is enhanced with the coach understanding how choices and decisions are influenced and made.

Information gathered from:
CONVERSATIONS, OBSERVATIONS, TRIGGERS, EXPERIENCES, INTUITION

Use to help think through whether or when to take action, hold it or do nothing.
Paying attention heighten awareness and expands a way of thinking about choices and decisions

A Decision Point

YES
I Choose to Act on Information

NOT NOW
Holding

NO
I Do Not Chose to Act on Information

What Do I Want to Say and Do?

My reasons:
Personal, Contextual, Client's Signals, Anticipated Responses, Timing Issues, Relevancy to Project, My Limitations

When to Do It, Best Opportun Considerations, Timing Issues

Riteyf,lection Opportunity: What Stops Me From Acting on This?

Anticipation of My Client's Responses

What Did I Learn? What Might Be My Future Considerations? If I Played Back The Moment, Would I Have Made the Same Choice?

Coach Abilities Continua

Six continua of coach choice competencies

HIGH ⟷ **HIGH**

Fostering Client Self-Discovery
Asking self-reflective & probing questions; pausing, silence, returning client's questions for client's ideas; asking for client's summary; posing hypothetical situations

Coach Providing Interpretations
Coach offering hypotheses; making explicit linkages and connections to client's story; coach summarizing

Coach Use of Self
Use of Self-reactions (emotional and cognitive) with client; making & sharing in-the-moment observations

Coach Use of External Data
Actively reaching for 360 results, Bio, other assessments, if any, organizational knowledge & specific job responsibilities

Focus on Individual Change
Coach explores client's work/managing experiences, challenges met, motivations to shift behaviors

Focusing on Client as System Member
Coach explores client's view of culture; relationships with manager, peers, colleagues;

Allowing Process to Emerge
Coach flexibility on when, how or whether to introduce informational interviews and/or other assessments; number and category of stakeholders; when to meet with client's leader; who writes the development plan

Following Contractual Process
Coach having a routine on phases of the engagement including number of sessions, number of stakeholders, development planning meetings; closure

Accepting/Supporting
Coach using empathy & taking an understanding stance acknowledging client's circumstances, patience; making the interpersonal relationship a priority

Confronting/Challenging
Probing beyond client's first response; examining multiple alternatives; assuming devil's advocate stance; actively returning to a subject/focus; making the focus on results a priority

Helping Clients Learn to Learn
Coach encourages client's understanding, reflections and articulation of what in the coaching is helping and how to continue learning

Supporting Performance Improvement
Coach and client establish periodic review of action plans; reinforce successes; acknowledge short and long term gains

Written Feedback Summaries of Informational Interviews

A written summary of feedback, from 360-degree interviews, is used as an adjunct to direct real-time feedback from coach to client. A summary is aimed at the client alone and not intended for any other reader, and is based on the coach's content analysis of the 360 interviews, which the coach conducted.

While optional, a written feedback summary of interviews can be a useful tool:

- If it is meant to complement results from standardized assessments, a written 360 interview summary provides themes in a hard copy. This enables the client to have a packet of findings reflecting both the assessment results and themes from 360 interviews.

- Since the interview data is often very compelling, it also allows the client to review and reflect upon the data on an ongoing basis. It also provides the coach with a written record of what was covered in the feedback discussion.

- A clear summary can keep the focus on important themes, minimize drifting or forgetting, and serve as a strong overt foundation for the creation of the development plan.

There are no absolute rules about writing a 360 interview summary; but there are recommendations.

- It should summarize the coach's interpretation of all the 360 interviews but not reflect any particular interview (and in most coaching models, being sure that no statement or phrase can be tied back to any particular interviewed stakeholder)

- Bulleted points are often used rather than narrative or dense paragraphs

- It is useful to list all those who were included in the interviews

- The coach has the flexibility to include topics not really about the client which may have been shared during the interviews, such as upcoming organizational challenges, leadership transitions, or other situational factors. These can be discussed in terms of their impact on the client's development

- More than one feedback session may be required to fully discuss the interview results, especially if combined with the results of self-report or quantitative assessments

- The tone of written feedback summaries should be balanced by including both strength themes as well as development need themes. (See samples provided)

- It is important to write the summary as a journalist might, with the coach only delivering the story, as much as possible, not become a part of it.

- The coach should realize that receiving the feedback is an important experience and can trigger many responses. Some responses will be "of the moment" and can range from what appears, at first, to be neutral or to a "shock" response, with many surprises. Expect the client to have additional thoughts and reactions as the feedback continues to be absorbed and as the client contemplates his/her development plan.

SAMPLE:

New Leader Feedback

Bob Blue

Interview Group

Hiring Leader

- George Jones

HR

- Phil McKight

Peers/Business Partners

- Sally Fields
- Bruce Smith
- Cal Brown

Direct Reports

- Betty Jones
- Harry Silver
- Bob West
- David McMann

SAMPLE

New Leader Feedback

Bob Blue

Feedback: Executive Summary

Bob, you have brought the fresh perspective that was envisioned in bringing you aboard. Your energy, outgoing nature, problem solving skills, practical judgment, and openness to change are well appreciated by your colleagues. At the same time, there were several suggestions about modifying "around the edges" of your approach to aid your impact and assimilation. These include avoiding overuse of your casual style and rapidity of reaching conclusions, as well as a more systematic plan to monitor progress on commitments and keep in touch with key business partners.

Positives to Leverage:

- Practical, actionable problem solving that leverages background to bring progress and closure; broad outside contacts useful
- Quick study on business issues; clear about role in the organization
- Willing to address needed organizational changes; rebuild team roles and morale
- Set leadership tone on the team: direct dealings; resolve disagreements, clear positioning statement
- Energy and enthusiasm with a bias toward action; do what's right for the organization
- Outgoing, friendly, accessible; informal interpersonal style
- Build relationships with business partners; reach out, not hierarchical
- Organized and prepared in discussing issues needing attention

SAMPLE

New Leader Feedback

Bob Blue

Opportunities/Suggestions:

- There is a general concern about you being over-committed at this point. Some interviewees felt you were over-reaching what you can handle, saying "yes" to too many requests, and setting overly ambitious expectations with some internal clients. Some projects/data gathering have begun but have gone nowhere or have disappeared from view.

- You sometimes overuse your fast cycle time in reaching conclusions. While your bias toward action is appreciated, it is desirable to step back and investigate some issues more overtly and thoroughly. This will acknowledge your need to learn more about the issues and will avoid implying any negative message about these being "simple" problems, which have eluded others in the organization.

- You sometimes overuse your informal interpersonal style. While self-deprecation can be disarming, it may undermine others' sense of your, or your team's, substance, especially given concerns about your lack of certain experience. Also, while being informal with others can be engaging, at senior organizational levels it may make others uncomfortable, or even offended. Frankness and directness is desirable, balanced by diplomacy.

- You need to establish a regular schedule of contacts with key business partners, about projects, plans, breaking news, etc. Some of these need to be weekly, depending upon project timelines; others could be less frequent, but still need to be regular. Special attention needs to be paid to the field organization where relationships have been distant. Closing that gap may require even more attention to show you are building an understanding of their world and you are going to partner with them.

SAMPLE

New Leader Feedback

Bob Blue

Summary

- Your fresh perspective on issues and engaging interpersonal style have been embraced and appreciated by others.
- You have addressed difficult organization issues promptly and shown a bias toward action in making needed improvements.
- Your informal, direct style may be in keeping with the emerging direction of your business unit, but the organization as a whole isn't there yet, so diplomacy is still in order.
- Your lack of certain experience is counterbalanced by the other skills but there is not universal comfort with your lack of more generally shared expertise.
- In the short term, it is more important for you to learn and build relationships with key business partners rather than spreading yourself too thin across many issues and projects.

Overall, Bob, you bring essential ideas and openness to change but attention is needed in the areas described above to facilitate your assimilation and enhance your future contributions.

SAMPLE

Personal and Confidential

Feedback Summary

Thomas Jones

Large Company Inc.

September 2003

This summary is based on 14 confidential interviews conducted by Michael Frisch, Ph.D: five were with outside Board members, plus the Chairman of the Board, and eight were with members of the Executive Committee. On average, interviews lasted 45 minutes. A consistent interview format was utilized that focused on strengths to continue leveraging, gaps or areas to improve, as well as targeted questions about fostering greater teamwork and key short term priorities. Interpretations are derived as closely as possible from interview content, consistent with capturing insights and protecting individual interviewee identities.

Unless noted, themes were highly consistent across all interviewees.

Strengths to Continue Leveraging

- Embrace COMPANY history and committed to maintaining the COMPANY culture.
- Deep operational experience and project management expertise.
- Tough minded re project plans and budgets.
- Analytical; considers issues logically and thoroughly.
- Willing to face tough organizational decisions fairly and in a timely manner.
- Honest, credible, trustworthy; puts the well being of COMPANY as a whole first.
- Steady, stable and dependable; stays the course and reduces risk.
- Open to learning and addressing areas for professional growth.
- Command attention; executive bearing.

There were many unsolicited comments about trust and respect for you. While this has been a difficult period of time, there was unequivocal support for your leadership.

Gaps or Areas to Improve for Enhanced Effectiveness

Nonetheless, interviewees were very forthcoming with suggestions about how to fulfill your role. Not surprisingly, under this topic outside Board members had a somewhat different focus than the Executive Committee members, which can be summarized as external/big picture vs. internal leadership style issues. The Board emphasized the first four bullets while the Executive Committee emphasized second four bullets, but feedback overall was highly consistent.

- ♣ Shape the vision of the future COMPANY and the resulting medium to long range plans.
- ♣ Shift focus from US operations to Global COMPANY ventures; must fully delegate leadership of the areas you know best.
- ♣ Represent COMPANY in industry, customer, and professional associations and meetings.
- ♣ Increase market and marketing focus in extending COMPANY's reach to customers.
- ♣ Decision process could be more collaborative by having more give-and-take during discussions and more iteration as your views are being formed.
- ♣ More often choose relationship building rather than progress on your own tasks; take advantage of opportunities to interact with others even if unscheduled or informal.
- ♣ Channel your frustration and disappointment into words about the gaps between what you expected and what you got; angry emails, voice mails, or public dressing downs drive others away; may be unaware of your negative impact on others; be a better coach.
- ♣ Reach out and seek help on areas that would benefit from input and/or are not strengths: e.g., changing out staff, overseas ventures, and other thorny issues; such input can come from many sources including internal staff, outside Board members, outside advisors.

FEEDBACK SAMPLE: JULIDE MOUNT

NOTE: In reviewing the notes taken in the informational interviews with stakeholders the coach was struck with the frequency and consistency of strong positive comments across all 13 stakeholders. Because self-confidence was an underlining theme already identified by the client, the coach chose to provide the comments as recorded. The client took the feedback and determined that her primary objectives were to use her strengths more and in more targeted areas, which then became the basis of her development plan.

PERSONAL & CONFIDENTIAL STAKEHOLDER FEEDBACK

What are Julide's Strengths?

What are the activities or areas where Julide's functions most effectively? *What would you like to see continue?*

In what areas might Julide become more effective? *What are areas for development/improvement?*

Suggestions/Professional Development *In what new areas would you like Julide to get involved?*

GROUP #1 COLLEAGUES/INTERNAL CLIENTS

Strengths/Effective

- Go to person for problems having created comfortable and direct relationships, walks through the process, provides emotional support
- Relates well to employees & managers; makes herself easy to relate to; makes others feel comfortable around her
- Listens without appearing rushed
- Gets herself out there; makes a point of knowing the employees and their abilities
- Open and easily accessible for any questions or concerns
- Holds things confidential
- Reacts quickly to concerns and needs; very responsive in person & emails
- As a presenter, gets her point across; asks questions
- Her feedback/responses are seen as concerned and interested
- Has a strong focus on the organization and what's important
- No signs of stress; even use of skills; explains well; good sounding board
- Easy to reach out to, to talk to and trust even if have differences
- Checks out buzz; asks about what might be less visible to her
- Follows up; explores, plans coaches managers & acts with good results
- Responsive; checks back and gets back; conducts thorough due diligence

- Probes other's thinking
- Shares training opportunities for staff and follows through
- Gives feedback that is useful and without judgment having difficult conversations; can deliver tough information sensitively and in the least hurtful way
- Provides solicited and unsolicited feedback
- Shows patience with frequent conversations; encourages opinions and stretch
- Friendly and open to casual conversation which can lead to additional guidance/suggestions
- Acknowledges strengths in others; helps them feel important and encourages contributions
- Inspiring and model for tough yet compassionate work
- Aggressive in dealing with natty issues
- Invites openness by being available; always makes time even under non-urgent circumstances
- Non judgmental, open and interested in manager learning about and handling issues
- Assesses tough situations; explores alternatives and involves the manager and employee in seeking solutions
- Listens well, diplomatic and takes the middle ground balancing the company's interest and mine
- Factors out issues; separates the emotional, helps clarification of goals; guide and advisor in reaching a solution
- Follows through on HR initiatives and on issues brought to her
- Subtlety checks up after issues are addressed
- Counsels managers to be more effective in handling individuals (who are new to the organization and those around a long time)
- Asks probing questions that encourages new thinking
- Conducts herself objectively; doesn't seem to allow friendships get in her way
- Gives support to managers in termination process by getting to key points and assistance in conducting meetings
- Creates trust and confidence and respects confidentiality
- Explains and works closely on skill assessments and execution of employee's goals and plans
- Creates an atmosphere of warmth, comfort and uses humor; interacts on professional level that is also casual, fun and welcoming
- Provides valuable guidance on preparing and mid year and annual review and objective setting to groups and individuals
- Recruiting: makes wise choices of recruiters; managers them
- Filters candidates; sends appropriate candidates
- Well organized recruiting process; keeps things moving; closes the loop
- Helps foster collaboration in the hiring process
- Helps manager gain confidence in handling difficult situations by listening, probing and by bringing a level headed perspective
- Enlists manager on what she is hearing within the department
- Checks in with managers to see what may be cropping up
- Helps manager distinguish HR matters and guides on manager's role
- Sensitively helps manager work through challenging situations and conversations

To Become More Effective (COLLEAGUES/INTERNAL CLIENTS)

- Could further understand technical recruiting requirements
- Could be more proactive/frequent in checking out if there are unaddressed wants and needs
- Meet more frequently with managers to get the pulse; provide more unsolicited, but helpful feedback to manager
- Can do more with developed skills of reading people, anticipating problems and responding to early signs of difficulties
- Help more managers in defining more junior people's skill sets
- Because of her talent making sense of issues, it would be nice if she could spend more time learning and checking on subtle staff needs and issues and raising them with managers
- Informally get to know the staff more to create more access and further enhance services

Suggestions/Professional Development (COLLEAGUES/INTERNAL CLIENTS)

- Continue being out there and knowing what's going on within the organization
- Use her capacity for TLC in even more areas
- If interested expand areas she supports to broaden her knowledge and base
- More knowledge of the business [may know, but it's not readily apparent]
- Create more opportunities to work with managers to uncover areas in which she can be additionally helpful
- Might be more deliberate and frequent checking in with managers (less subtle)
- Manage expectations on big projects-clarify status; give more frequent updates

Strengths/ Effective

- Strong people person: shows she cares by attentive listening; engaging without judgment
- Makes herself readily available and open to discuss range of personal & professional matters; can go to her for guidance and brainstorming and rely on her efforts to help get clear on issues and potential actions; an enabler
- Gives of herself to gain trust; draws you in
- Keeps a steady comforting tone; creates an atmosphere where you don't feel vulnerable
- Gives feedback and points out behaviors that get in the way
- Understands the demanding work environment and uses it in helping people work on issues including internal conflicts, stress reactions, and help sort through options
- Uses knowledge of the organization by providing insights without betraying confidences
- Demonstrates clear boundaries about disclosures and where confidential lines must be drawn
- Checks out scenarios and different perspectives when exploring difficult situations
- Helps manager walk through phases of group needs, individual contributions and termination process
- Does careful screening of the type of people the organization is looking for
- Is a good model for how to explore issues, stays balanced and works towards resolutions
- Easy to talk to and strong for managers needing to make termination decisions
- Direct, down to earth, non-intimidating style
- Quick at dealing with situations
- Voluntarily raises issues she learns about to figure out what might be going on; develops a course of action
- Can express displeasure in professional way

To Become More Effective (SENIOR MANAGERS/LEADERS)

- Would like to see more people at different levels have access to her (1:1 or groups)
- Create ways to know even more people in the organization particularly with her focus on development
- Warms up in group even though get the sense she doesn't prefer it; could get more comfortable
- Contribute more of her ideas
- Become more of a partner to the department; regular meetings; take the pulse; assess and follow up on training needs; proactive exploration; push back
- Could challenge my thinking even more
- Can be a bit more stern and authoritative
- More assertive in obtaining things for herself

Suggestions/Professional Development (SENIOR MANAGERS/LEADERS)

- Clone her!
- Create ways for her to be the first person to go to
- Would like to see her be the lead and run more things
- Continue to check up with manager and new hires at periodic intervals

JULIDE MOUNT

- Look for additional opportunities to provide guidance to managers and staff
- Take more charge and ownership on projects/presentations
- Doesn't like public speaking, but is good at it;
- Don't be afraid to voice opinions and take ownership; has good instincts and judgments

MANAGER

Strengths/ Effective

- Not afraid to take on new projects
- Highly regarded for her sensitivity, responsiveness, guidance and resolutions
- Excellent judgment about people and situations as well as strategies to tackle issues
- Listens to client needs and moves in a consultative way
- Tests ideas to sort out implications and impact
- Sees issue and its ramifications very quickly
- Wonderful use of humor to lighten up situations
- Makes herself available and approachable
- Looks out for people; follows up; fields concerns
- Good natural coaching skills
- Not afraid of complicated and difficult situations; takes hold and guides
- Has courage and backbone; will tackle things in the face of discomfort
- Listens incredibly well
- Analytical; figures out what has to be done and works hard to get the right things done

More Effective (MANAGER)

- More use of her natural consultative skills; increase appreciation that many of her skills can be applied to other audiences
- More deliberate use of consultative processes in engaging with clients
- Could use more of her own thinking to push back; become more of her own advocate

Suggestions/Professional Development (MANAGER)

- Expand understanding of consultative roles
- Be less hard on herself
- Clarification of how she thinks of herself as a leader

Stories in Coaching

Most of our society and history has been built on stories. We collect stories. We ask: "What's his story?" Everyone loves a good story. Listening to someone's story is powerful. Why?

"Story:" An account of past events in someone's life or in the evolution of something

- People like to talk about themselves
- Someone cares and understands you're not alone anymore
- Someone is now supportive which makes it easier to find the energy and courage to struggle on
- The story isn't as shameful or secret anymore

The value of stories in coaching:

- Disclosure brings data and facilitates trust
- Allows the teller to organize his or her thoughts
- Allows the coach to find "constructive opportunities"
- Clarifies responsibility for authorship
- The development plan can be drafted as a continuation of the story
- An important function of stories can be to help the client be the lead, active partner in diagnosing what's going on. A client can learn a great deal by listening to their own story, even as they struggle to make it articulate.

Stories have their roots in adolescence or earlier.

A life story provides unity and purpose, and explains why we belong in a certain niche in this world. Early stories tend to be about winning, getting answers and staying in control. More mature stories often are about tensions, balance, questions and values.

Stories are both uncovered and discovered.

Stories are true, but not the whole truth. They are built of selected facts, strung together with continuity, for a purpose.

The stories we tell others may not be quite the same as the one we tell ourselves.

Stories express the important themes in someone's life:

- What am I trying to achieve?
- How can I win?
- How will I find balance?

- When will I get out of the hole I've dug for myself?
- Why are these things happening to me
- Where will I find my "pack" to run with?

Stories express a person's Personal Myth:

> *A personal myth is an act of imagination that is a patterned integration of our remembered past, perceived present and anticipated future*.
> [Dan McAdams]

- Life doesn't come with instructions. We must figure it out as we go along. Stories are the way we make meaning out of a series of life events.
- We become the hero of our own narrative. This is necessary – it isn't good to live a story if you are not its hero.
- Stories mend our wounds. Since stories aren't "the whole truth" we can select and emphasize so we heal the places that hurt or didn't succeed.
- Stories imply a command of the situation and a simplicity that wasn't there in the first place. Things seem more intentional and connected in the retelling.
- Is there an initiating event, a struggle to reach a goal, a conflict which gets resolved? This is what makes a story interesting.

Stories clarify the authorship someone has over their life:

Does this person take real responsibility for writing and directing the story – or does it "just happen"? Is there an adequate sense of control or influence on how the story develops? [This authorship will be needed to do effective planning and action.]

Stories may have complaints in them.

This is a negative way of identifying important values. What's the commitment behind the complaint?

Stories may have disruptions in them.

Disruptions may indicate a failure of the personal myth to do its job. External reality isn't connected to internal integrity. The person's story needs to be reworked – perhaps a major authorship challenge.

It's very hard to tell a story well if you're in the middle of a transition. Emotions don't make it any easier. A good coach can help.

Good stories told well are especially important for people in leadership roles. Their stories need to convey a vision, and to be empowering of others as well

as self.

Sample Story-Starters:

1. Tell me what's going on.
2. Just start from the beginning ….
3. Please bring me up to date on you and your work.
4. How did you get interested in a coach?

Then:

1. Tell me more about ….
2. Can you give me examples of ….
3. Please help me better understand the part about ….
4. What was also happening in your world at that time?

When you see an opening, a coachable moment, then:

1. How can I help?
2. What's the opportunity in this situation?

Guidelines for Case Presentations

Each participant is allocated 15 minutes to present an overview of his/her coaching case, to be subdivided into presenting content and Q&A (most participants request a reminder at approx. 10 min. so that time remains available for questions). We recognize that this is a very limited block of time, making it even more important to focus on just a few elements of the coaching case. (You will more fully address all aspects of your case experience in your case paper).

For the presentation, please be guided by the following questions:

Consider:

1. What happened in your work with your client?

- ♣ Describe the broad outlines of the case: client, context, sponsors, process and likely outcomes
- ♣ What has surprised you about the coaching process and/or your client?
- ♣ What have you found to be the most challenging aspects of your case?
- ♣ What differences (between you and client; between client and others) did you notice? Describe how differences figured into the case, if at all.
- ♣ What gains have the client made during coaching: insights, learning, and behavior change?

2. What have you learned about yourself as a coach and how might you handle your next case differently?

Development Goals Worksheet

From Felt Need to a more compelling Negotiated Goal

Felt Need	Negotiated Development Goal
Client is close to burnout given demands of the job	
Client feels that he is working inefficiently on his own and with others, resulting in longer days than necessary	
Client's direct reports express discouragement; client can be negative and too critical of others	
Client wants be a more creative problem solver and come up with new solutions	
Client has difficulty providing constructive feedback to direct reports who are under-performing	
Client holds back in groups and appears too cautious about controversial topics	
Client becomes defensive when boss and others give her feedback; makes a lot of excuses	
Client's impact is low when delivering presentations	
Client unclear in setting expectations with her team and holding people accountable	

Development Plan Pointers for Coaches

Development planning in coaching is the culmination of data gathering, feedback, and discussions that focus the client on professional growth in ways that no prior development plan ever did.

Development plans are a frequent companion to several organizational processes. Performance management, succession planning, leadership development, and 360-degree feedback initiatives all may have elements devoted to development planning for each manager who participates. The quality and completeness of such plans is quite variable, but the term is widely used and familiar to managers.

This is both a plus and a minus for coaching. It is a plus because clients may already have active development plans that a coach can build on. It also implies that the client and sponsors are familiar with process of drafting development plans and supporting their application. These same elements may end up being an obstacle to coaching when development plans are "pro forma," superficial, or never even implemented. In addition, organizations frequently require that every manager have a current development plan, putting them in the category of an administrative "must do" which of course undermines their value.

Development Plans and Coaching

When development planning is part of coaching, wich it usually is, the term carries much more meaning and value. It is both clear and motivating because the coaching process has brought real rigor to it drafting. In many ways the process of development planning in coaching is more important than the tangible plan itself. However, since stakeholders will review and contribute to the plan, as well as support it, the format of the plan deserves some consideration.

- There are, of course, many styles of development plans. A standard one asks for up to two development objectives, on-the-job actions under each, who to involve, etc. Here are some *key principles* to apply to the drafting of those development plans8

- While most development goals focus on shortcomings or gaps, the plan can address over- or under-utilized strengths as well. Think about moderating or adjusting the application of **strengths** in a client's development plan as a way to improve performance.

- Make sure that the phrasing of a development goal is **clear, focused and positive**; i.e., it should focus on **what to start or expand** doing, rather than

stop doing, often with particular constituencies in mind.

Examples include: "Provide more frequent feedback and coaching to my direct reports," or "Share information on a more timely basis with peer departments."

- Development goals should also be "**sized**" properly; engaging and "**doable**" chunks of behavior. They shouldn't be too broad (e.g., "Become a better manager.") or too narrow (e.g., "Clean up my e-calendar.") They should provide a tangible and compelling vision of an area for improvement that will clearly benefit the client's performance.

- Similarly, in listing **on-the-job action** ideas that will help the client make progress on a development goal focus on the positive things to do. If it is useful, some "stop doing" action ideas can be included but the majority should focus on what to do.

- Resource guides, such as the Successful Manager's Handbook (PDI), were compiled to provide generic but malleable ideas for on-the-job action planning. They can be quite helpful in providing ideas for drafting development objectives and actions. Consider having one available during your feedback coaching session and don't be self conscious about flipping it open if you or the client want ideas about how to phrase a goal or what the typical actions might be for a particular managerial topic.

- Some coaches draft development plans and use such drafts for discussion and revision with clients. Other coaches expect clients to draft the plan. Either way, a template should be used that the coach is confident covers relevant topics, such as strengths, development goals, and actions.

- After a development plan is drafted and discussed, general practice is to get the boss' (and sponsor's) reactions and suggestions during a meeting. Since the plan would have been drafted using boss input, both coach and client will have a strong sense of the alignment of the development goals with the boss' agenda. When it diverges from that, a discussion is definitely warranted.

- Even when it is aligned with expected boss ideas, seeing those ideas in black-and-white with accompanying on-the-job action plans is a very valuable shake out. Many coaches facilitate such meetings between client and boss (and sponsors) so that active coaching can proceed with confidence and organizational support.

Development Goals Worksheet

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When development planning is part of coaching, wich it usually is, the term carries much more meaning and value. It is both clear and motivating because the coaching process has brought real rigor to it drafting. In many ways the process of development planning in coaching is more important than the tangible plan itself. However, since stakeholders will review and contribute to the plan, as well as support it, the format of the plan deserves some consideration.

- There are, of course, many styles of development plans. A standard one asks for up to two development objectives, on-the-job actions under each, who to involve, etc. Here are some *key principles* to apply to the drafting of those development plans8

- While most development goals focus on shortcomings or gaps, the plan can address over- or under-utilized strengths as well. Think about moderating or adjusting the application of **strengths** in a client's development plan as a way to improve performance.

- Make sure that the phrasing of a development goal is **clear, focused and positive**; i.e., it should focus on **what to start or expand** doing, rather than

stop doing, often with particular constituencies in mind.

Examples include: "Provide more frequent feedback and coaching to my direct reports," or "Share information on a more timely basis with peer departments."

- Development goals should also be "**sized**" properly; engaging and "**doable**" chunks of behavior. They shouldn't be too broad (e.g., "Become a better manager.") or too narrow (e.g., "Clean up my e-calendar.") They should provide a tangible and compelling vision of an area for improvement that will clearly benefit the client's performance.

- Similarly, in listing **on-the-job action** ideas that will help the client make progress on a development goal focus on the positive things to do. If it is useful, some "stop doing" action ideas can be included but the majority should focus on what to do.

- Resource guides, such as the Successful Manager's Handbook (PDI), were compiled to provide generic but malleable ideas for on-the-job action planning. They can be quite helpful in providing ideas for drafting development objectives and actions. Consider having one available during your feedback coaching session and don't be self conscious about flipping it open if you or the client want ideas about how to phrase a goal or what the typical actions might be for a particular managerial topic.

- Some coaches draft development plans and use such drafts for discussion and revision with clients. Other coaches expect clients to draft the plan. Either way, a template should be used that the coach is confident covers relevant topics, such as strengths, development goals, and actions.

- After a development plan is drafted and discussed, general practice is to get the boss' (and sponsor's) reactions and suggestions during a meeting. Since the plan would have been drafted using boss input, both coach and client will have a strong sense of the alignment of the development goals with the boss' agenda. When it diverges from that, a discussion is definitely warranted.

- Even when it is aligned with expected boss ideas, seeing those ideas in black-and-white with accompanying on-the-job action plans is a very valuable shake out. Many coaches facilitate such meetings between client and boss (and sponsors) so that active coaching can proceed with confidence and organizational support.

SAMPLE DEVELOPMENT PLAN

Personal and Confidential

Kile Smith

Director, Systems Development
Big Bank USA, Inc.

This document is based on data-gathering interviews, standardized self-development questionnaires and information supplied directly by Kile to provide a foundation for growth and development

Strengths:

- Intellectually quick; grasp details rapidly and thoroughly
- Analytical skills in evaluating alternatives; logical
- Grasp the big picture view of projects; strategic
- Savvy understanding of business applications; financial rationale (ROI)
- Accountable; committed to delivering results; gets things done
- Project management skills: tasks, dates, paths and stakeholders
- Able to partner with others; collaborative problem solving skills (but inconsistent)
- High standards for self and others
- Concise communication; gets to the point efficiently

Kile Smith

Development Goals and Representative Actions

I. Upgrade skills in managing the performance of others.

Start/Increase:

- When work is delegated, contract with direct report about due dates, check points, and deliverables; conduct this contracting as a discussion and hear out concerns even if there is little flex in expectations.
- Adjust your delegation style to fit the readiness of the direct report for the task, shifting from hands-off empowerment to closely monitored/directive as indicated by Situational Leadership.
- To the extent possible, explicitly link assignments to a direct report's gaps, interests or career aspirations; where possible, make clear the developmental value of an assignment.
- When your expectations are disappointed, provide timely and frank feedback to that direct reports; listen to their reactions and together shape an improvement plan.
- When priorities change or unanticipated tasks infringe on already contracted work, discuss overt adjustments in the commitments made; agree on new timeframes.
- Provide a big picture perspective for task or project goals.
- Acknowledge accomplishments both one-on-one and in a group.

Stop/Reduce:

- Criticizing or making comments that could be interpreted to undermine direct reports when others are present.
- Ignoring changes in priorities that have delayed attention to contracted tasks.
- Dictating how something should be done when there are multiple acceptable paths; over control.

Kile Smith

II. Consistently build collaborative relationships.

Start/Increase:

- Get to know others beyond the essentials for task delivery.
- Signal your approachability with both verbal and non-verbal cues especially with new team members and those you haven't worked with before.
- Consider the extent to which your e- and voice-mail messages invite involvement or distance others from you.
- Where possible, expand your contacts by talking with people you don't know well.
- Apply active listening skills to explore others' points of view; keep an open mind to new ideas, even when in your own thinking you favor a particular approach.
- When others have not lived up to your standards, use listening skills to understand rather than judge them; at the same time, express your reactions honestly using "I" language.
- Monitor your stress/fatigue; try to ameliorate feelings of high pressure/stress especially anticipating situations not under your control.
- Push back/renegotiate priorities when unexpected but important work disrupts previously made plans; avoid repeatedly sacrificing work/life balance; make the organization "get real" about impossible expectations.

Stop/Decrease:

- Non-verbal cues that signal frustration or anger
- Verbal tone or comments that imply blame and negative judgment
- Clipped, demanding, "all business" interactions with other

Kile Smith

Contextual Considerations *(that play against Kile's style)*

- People management responsibility is still a new accountability for Kile.
- Kile's team has been smaller than others, given the work assigned.
- Priorities are highly changeable and frequently redefined.
- There are many stakeholders with varying perspectives and definitions of success.
- Resource allocation formulas are changing from past years making for internal competition, credit seeking behavior and negative politics.

SAMPLE DEVELOPMENT PLAN

Personal and Confidential

George B Shaw

British Securities, Inc.

Strengths

- Broad and deep technical and financial knowledge and education
- Versatile and self-sufficient in creating and applying analytical tools
- Passion for markets; broad financial interests; incorporates input from many sources
- Independent and self-confident; willing to take a stand and make clear recommendations
- Persuasive; backs up recommendations with strong logic and salient points delivered well
- High credibility; ideas have contributed to the success of the desk
- Effective with customers: informal and formal interactions contribute to the relationship
- Responsive to customer needs and interests; dependable in resolving trading questions
- Strongly goal oriented; persistent, energetic, stress tolerant
- Outgoing; enjoys dealings with others; broadly knowledgeable
- Contributions to the organization are highly valued and noticed

George Shaw

Development Goals and Representative Actions

I. Guide and Mentor Direct Reports

- Make a stronger commitment of time and energy to the team leadership aspects of the job.
- See the success and effectiveness of the team as directly linked with your own success.
- Build relationship with each direct report about his/her strengths, gaps, interests, and career aspirations; carve out "quality time" opportunities once or twice a year for each person.
- To the extent possible, shape assignments to each direct report's gaps, interests and career aspirations; build opportunities to learn into assignments and discuss that learning before and after the assignment is completed.
- Seek developmental activities for team members that have a high return on your invested time, such as inviting them to internal meetings, exposure to clients, being a "point person" on a topic, etc.
- Prepare for and execute the annual performance appraisal process with direct reports.
- Continue team meetings with your direct reports to coordinate efforts, provide mutual support, and share new ideas.
- Mentor direct reports individually and as a group about financial issues and analytics that will help them grow professionally; build bench strength on the team and plan for your own succession.
- Provide timely feedback and reconfirm performance expectations to direct reports when standards are not maintained or performance is disappointing in some way.
- Identify people whose skills, interests, or characteristics are not contributing to the team's effectiveness, even after coaching them, and shape manage out/transfer plan with your bosses/HR.

George Shaw

II. Explore Models of Executive Leadership and Target Areas for Growth

- Consider the full range of dimensions of executive leadership; examine and discuss well-founded models.
- Identify strengths and gaps that you may have among those dimensions, especially projecting forward in your career; also think about actual work experiences/assignments that would help to prepare you for higher levels or responsibility.
- Seek opportunities to explore and experiment with dimensions, that are likely to be important to you in the future.
- Reflect on ways in which those dimensions apply in dealings with peers, customers, and other lateral stakeholders.
- Explore ways of teaming with peers, such as mentoring on topics about which you have extensive expertise or stimulating dialogue about mutual interests during teem meetings.
- Get to know the broader organizational strategy

III. Organizational/Contextual Considerations

- The integration of the merged organizations is still relatively recent; individuals may feel mixed loyalties; informal networks and relationships are still forming.
- Sole management of the team is still a new accountability for you.
- You did not hire team members; they may not reflect your hiring or performance standards.
- There is at least one member of the team who actually reports to your boss for performance appraisal, yet is expected to work with you. This situation would benefit from discussion with your boss.

Closure in Coaching

Closure is an important and distinct phase of a coaching engagement. Closure is not simply a stop in the coaching. Rather, it anchors the continued development of the client in light of the work that was done with the coach.

> *Ending is something which, if moved into actively and reflectively*
> *can have a profound effect on the development of the person*
> *going forward..*

For most of us, endings are evocative. Endings create both known and unknown associations with other ending experiences in life, some of which might have been quite difficult. Focusing on the ending of the coaching relationship can help the client move forward, despite what feelings and associations it may trigger.

A good ending to coaching can be a valuable experience for the client because it will foster positive memories for the client and a continued interest in his or her development. There are specific steps that a coach should take in choreographing closure to a coaching engagement.

Consider:

- Ending is a time for planning and reflection. It needs to be anticipated, worked towards, and allowed a life of its own.
- Themes from the coaching relationship come up during an ending. Surprising discoveries can happen. At the same time, resistances and wishes to avoid awareness about the ending will be present. Attempts at avoidance, denial and superficiality are risks to the positive legacy of the coaching.
- Endings can and should lead to reflections about what happened, lessons learned, developmental opportunities going forward for the client and the sponsor.
- The coach can use this phase of coaching to help the organization support the future development of the client.
- Endings sometimes remind us of other issues connected with loss, which are both evocative and emotional.
- Some coaches start endings quite early, even on the first meeting, setting up expectations that this relationship is contained.

Discuss:

- What has the client learned during the coaching engagement?

- What has been accomplished and what are still open items?
- What experiences has the client internalized?
- What issues will the client continue to work on in the short-, mid- and long- term?
- How will the client continue to focus on development in the future?
- What learning resources is the client planning to access in the future to support growth?
- How can the sponsor or HR manager support the client's future developmental opportunities?
- What role, if any, will the coach play in the client's future?
- How will the ending of the coaching engagement be clearly noted for client, stakeholders and coach?

Allowing adequate time to discuss an ending should increase developmental opportunities for the ending. By introducing the idea of ending, as it begins to enter the consciousness of the client, the coach sets the stage for increased learning and development. Developmental possibilities for a rich ending will be lost if the coach waits until the very last coaching session to discuss factors associated with the ending.

How much time should this take? Ending is best if it is a planned event, not a sudden announcement. (Impulsive statements are usually an indicator of some type of avoidance of the topic of endings or may be an indicator of unfinished conversations
in the coaching relationship.) It's best to allow at least a month of coaching sessions to deal with this topic. An ending date should set in advance, much as the first coaching date was scheduled.

As the date for the last coaching session is set, ending should be a discussion topic for every coaching session thereafter. This doesn't mean it should be the only agenda item, but it should not be avoided. A few coaching sessions that include lessons learned from coaching, surprises, themes, career issues, succession planning or
legacy issues going forward will yield rich material for the client over the course of the last phase.

Both coach and client may find some pain and discomfort flowing from this awareness of an ending. Trite and defensive phrases like "this really isn't the end", or "we really don't need to talk about this because we both will continue to see each other" will dilute the emotional and intellectual impact an ending can have for both. Be aware as a coach that you will be as likely to contribute to the dilution of the ending as the client.

Ending also signals completion of the coaching assignment. There is sorrow in the loss and sweetness in the presence of what has been gained by the engagement,

and by knowing each other through the process. The truly competent coach needs to use all her ability to tolerate ambiguity, uncertainty and emotion in all phases of coaching. But this is especially true for the ending phase of coaching.

As coaches, the ending point is also a chance for our own development. It is a chance for us to reflect on our learning, our development, our gaps and opportunities for the future. Some of these things we can choose to share with our clients. Some we can share with supervisors. Some information will be more emotional or evocative. It heightens our awareness as human beings. We need to be prepared to anticipate these kinds of lessons. If we are defensive about an ending, or superficial about its significance, we can never hope to have an outcome for either the coach or the client.

Endings demand even more self-management from coach and client. Because they can be difficult, endings challenge us to be even more aware of our presence.

> The*ending of an engagement is its proving and testing ground. It needs to be accomplished with self-awareness and self-management.*

- For some older clients, endings bring an awareness of time, limitations and legacy.
- Endings can trigger an overview of a career; what has the executive achieved?
- What would she like her legacy to be?
- How would he like to be known if he were to write his own epitaph?
- What contributions would she like others to associate with her history in the organization?
- What legacy does the executive want to leave his family and his friends?
- Which colleagues can be helpful in making this legacy come true?

Endings can bring surprises. The client may notice patterns from an earlier stage in the coaching relationship reoccurring as themes at the end. Or he may have memories of other endings or beginnings in his life, either work-related or not. These stories and memories can be heard as an interesting tapestry of both opportunities and avoidances that the self-aware client can talk about.

In summary, endings are a phase of coaching that can be emotionally challenging but are important both to the integrity of the process and the affirmation of helping relationships in the client's life. As a coach, get in touch with your own feelings about endings, both positive and negative. Use these feelings to create an ending process with clients so you both benefit and are able to move forward confidently.

Organizational Politics
A Few Pointers

- Redefine politics and remove the negative connotation: Get two people together and you get competition, get three and you get politics.

- Politics are part of the natural processes of organizational decision-making. Think of politics as the informal ways in which agendas are promoted. Most of those ways are fine.

- Politics only becomes "negative" when the methods tear down others or their ideas in one way or another.

- Organizational structure may suggest the political crosscurrents in organizations. To understand politics you have to understand the stakes, and stakeholders, that are implied by the structure.

- Managers who try to "ignore" politics, or be apolitical, will be perceived in unpredictable ways by others in the organization; they may be seen as secretive, superior, withholding, etc.

- Managers don't have to "play" politics, especially in the negative sense of the term, but they do have to understand political forces that are at work, incorporate that understanding into their own influencing strategies, and protect themselves from those playing negative politics.

- Organizations, in which negative politics (i.e., making someone else look bad as a means to further your agenda) are rampant, are very difficult places to work. We would hope that senior leaders are moving against such forces because they have negative consequences on teamwork, openness, communication, etc.

- How to deal with negative politics is a fruitful topic for coaching.

Guidelines for Case Presentations

Each participant is allocated 15 minutes to present an overview of his/her coaching case, to be subdivided into presenting content and Q&A (most participants request a reminder at approx. 10 min. so that time remains available for questions). We recognize that this is a very limited block of time, making it even more important to focus on just a few elements of the coaching case. (You will more fully address all aspects of your case experience in your case paper).

For the presentation, please be guided by the following questions:

Consider:

1. What happened in your work with your client?

- ♣ Describe the broad outlines of the case: client, context, sponsors, process and likely outcomes
- ♣ What has surprised you about the coaching process and/or your client?
- ♣ What have you found to be the most challenging aspects of your case?
- ♣ What differences (between you and client; between client and others) did you notice? Describe how differences figured into the case, if at all.
- ♣ What gains have the client made during coaching: insights, learning, and behavior change?

2. What have you learned about yourself as a coach and how might you handle your next case differently?

Guidelines for Final Case Report

1. Summarize the story of what happened:

   - Describe the players, process and events in the case
   - How would you describe the "process contracting" in this case? What changes or adjustments in the contracted process occur during the case?
   - What data collection, if any, did you do in addition to facilitating the client's story? What were the reasons that you wanted those data?
   - What challenges or obstacles did you face in the evolution and achievement of the goals of the coaching assignment? (Felt, Negotiated, and Designed Goals)
   - What did the client try to change? What were the outcomes for the client? For the organization?
   - What feedback have you solicited and received about the coaching assignment?

2. What were your feelings at various points during the engagement? How did these feelings affect your work? How did you try to use or manage them?

3. From your readings about coaching, the PCP coursework and supervision, what concepts, models and theories proved most [and least] helpful to you during this coaching assignment?

4. What did you learning from this experience? What are the implications for your continuing development as a coach? What will you try to do differently the next time you coach, especially considering?

   - Awareness of the many choices you can make
   - The use of different lenses or coaching models
   - Insight into your feelings and their challenges
   - Insight into style issues; yours and the clients
   - Use of Self during the coaching engagement
   - Handling your own anxiety as a factor in coaching

Facilitating Development Planning Meetings with Client and Coaching Sponsor(S)

While development planning meetings with clients and sponsors are not part of every coach's model of coaching or every coaching engagement, they arise often enough that some guidelines are warranted.

Development Planning Meetings Work Best When:

- When the relationship between the boss and the client is respectful and supportive
- When there is an organization-wide commitment to development

Goals of Development Planning Meetings

The main purpose of a development planning meeting (DPM), sometimes referred to as a three-way meeting, is to discuss draft development plans with the client's boss and HR sponsor and obtain buy-in and specific support for the client's development. There may be other development plans that exist for a client (from performance appraisal, talent reviews, etc.) but the DPM makes the coaching development plan supersede all others and gives it an immediacy that helps the client's motivation.

Benefits of Development Planning Meetings

- For the **client**, it provides a tangible opportunity for the boss to make suggestions to the draft development plan thereby providing confirmation that the issues in the plan are the right ones to focus on.

- For the **boss and HR sponsor**, it provides an opportunity to see what the coaching has produced and have input to the direction it is heading.

- For the **coach**, it is the deliverable to the sponsors that allows all else to remain confidential, and, provides a basis for subsequent contact with stakeholders.

There are many other potential benefits as well:

- A closer relationship between boss and client
- Raising the profile of development in the organization
- Providing a model of effective development plans
- Providing HR with an example of how the boss, and the client, handle themselves during developmental conversations.

Risks of Development Planning Meetings

- The boss may be disinterested or ineffective
- The boss may have withheld important feedback or other information
- The situation may have shifted during the assessment process
- The client may talk too much or engage in some other unflattering behavior

Coaches need to take these risks seriously and spend time during coaching sessions orienting the client and discussing contingencies. It is also useful to share an agenda with the boss and the HR contact and answer any questions they may have about the purpose of the meeting.

Participants in the Development Planning Meetings

Not every coach feels the need to be present at every development-planning meeting. Coach participation can be very useful, however, because it provides data to the coach about both client and sponsors and it allows the development plan to be overtly connected to the coaching process. Furthermore, it is simply easier for the coach to hear the boss's suggestions about the development plan directly, instead of having them conveyed by the client. Also, the coach can ask questions of the boss that would be difficult for the client to ask, such as, "In what ways can you support this development plan?"

The coach's posture in development planning meetings is one of facilitator: it is best viewed as the client's meeting and direct dialogue between client and boss should be fostered. The coach should not present the plan or dominate the conversation but instead set the stage for a productive meeting and prompt issues that need to be addressed.

A Typical Meeting Flow Might Be:

- Welcome and introductions as necessary
- Coach states the goal of the meeting and provides an overview of the process that has led to this draft plan
- Client presents the plan to the boss, going section by section to assure understanding and encouraging questions and suggestions about development actions
- After the entire plan has been discussed the coach can raise broader questions such as "How will you support (the client) in his/her developmental efforts?" Or, "What could derail this plan?"
- Thank all parties, mention that subsequent contacts will use the plan as a basis
- Return a revised plan, if there have been changes, to all parties within a short time after the meeting

Other Development Planning Meetings Considerations and Suggestions

- View the development plan as a constant work in progress. It never needs to get "finalized" as long as what is on it are acknowledged as being the most important issues to focus on now. New ideas for on-the- job actions can emerge at any point and job activities sometimes change, thereby affecting the plan. Developmental goals can also shift. Keeping it fluid encourages flexibility about development and an ongoing openness
to learning.

- On the other hand, if at any point the coach, in contact with the boss, feels that the development agenda has shifted; the coach should call for a new DPM. A conceptual gap between what the boss needs from the client's development and what is the focus of the coaching, as envisioned in the development plan, should be addressed as soon as possible. Sometimes it is the coach who must point out that growing gap and call for a meeting to discuss it.

- If significant time has passed between the boss input to the plan and the DPM, it is advisable for the coach to reach out to the boss prior to the meeting and ask for feedback about the client and any new issues that have emerged. This is done best when the client is also informed.

  It is useful to email the plan to the participants in the DPM one two days in advance so that it can be fully considered and people feel prepared for the meeting.

- If agreed upon, it may be useful for the coach to share the goal and an agenda for the meeting in advance to clear up any uncertainty about the purpose of the meeting. This can be sent via email to the attendees several days prior to the meeting.

- Coaches often plan a private debrief of the meeting with the client immediately after the DPM. It is also useful to follow-up with the boss and HR sponsor within a day or two after the meeting and ask for feedback about the meeting itself and the client.

- At, or near, the close of coaching, it is useful to reconvene the participants of the DPM for a closing "Program Review" meeting. Similar to the DPM and using the development plan, areas of progress can be acknowledged and areas for further focus are identified. The coach can prompt questions about how to support on-going development. This serves as an appropriate bookend to the coaching process.

Coaching Senior Leaders

As coaches we often find that our clients are dealing with *leadership* issues in one way or another. For some coaches this may be the largest part of their practice. Yet leadership can be a very difficult topic to get our arms around and to discuss with clients.

Libraries and journals are full of information and opinions on leadership, but there are few *answers* that experts agree on. It falls to each of us to come to our own understanding of this concept, informed by the literature, and to use it as we see appropriate in our coaching.

This handout has a selection of concepts, distinctions, tips and perspectives that should be helpful in stimulating your thinking on this topic. Feel free to agree or disagree and add your favorite viewpoints.

The Image of Leadership

Leadership is almost universally seen as a good thing – as a valued contribution to teams, organizations and society. Yet it is often the case that people don't trust their leaders, don't think they're doing good jobs, or resent being led by them. This ambivalence about the image of leaders is widespread. Leadership can be seen as a personality trait, or as a combination of traits. This is useful for selection purposes but doesn't help much when trying to coach someone. It is more productive for coaches to think of leadership as behaviors rather than as traits.

Leadership can be seen as something only a few people do, or as a widely dispersed activity. In this paper the view is that leadership is exercised by
people at all levels of an organization, in various ways, and is not limited to those at the top of the pyramid or to those with direct reports.

Leadership may be considered as overlapping with *managing*, or it may be seen as quite a separate set of activities. It may be useful to think of managing as the logical half of being a leader but that mostly leadership is more personal, as a *use of self* skill by the manager, or even as emotional intelligence. It is important for each coach to sort out these possibilities in his/her own mind. Each client, of course, also has his/her own views on leadership, which can be elicited by the coach at many points in discussions.

Exercise: When I was with a really good leader, how did he/she behave? What made me and others feel we were in the presence of a good leader?

Leadership Behaviors Usually Include:

- Setting the organizational direction based on vision of the future
- Creating alignment among the organization's parts
- Fostering commitment and engagement of employees

Other Typical Behaviors Are:

- Managing change
- Defining group boundaries
- Gathering resources
- Controlling conflict
- Setting norms and decision rules
- Helping the organization adapt to challenges
- Making sense of external reality

Some Of The Challenges Of Leadership Roles

1. People may find themselves in leadership roles without ever having decided to take on such work. They may not have known what it would be like. They may not enjoy the tradeoffs of this life, and may not know how to rewind the movie! It may be important to spend time with the executive to explore his/her actual acceptance, or even passion, for this role and its costs/benefits.

2. Leaders have to see themselves as very good at their jobs. Low self-esteem is a fatal flaw for leaders. On the other hand, excessive confidence, or narcissism, causes problems as well. Some people feel that really good leaders have found a way to combine a strong will with genuine humility – not an easy thing to do [Collins].

3. Organizations are political institutions – power and influence are the currencies that get things done. There will be winners and losers as leaders make deals and as people choose whom to trust and follow. Leaders must be comfortable being subject to and using power dynamics with others in the organization.

4. Leaders are visible, and are watched constantly by the organizational members. Small things can be viewed as very important – e.g., who does the leader say "Hello" to in the morning, who is included in meetings and memos, and so on. Leaders live in fishbowls, and this can be a tiresome way to spend one's working life, yet leaders must be sensitive to those perceptions and try to minimize, or at least stay

tuned into, how others are reading them.

5. Leaders disturb people and organizations. They raise difficult questions, surface conflicts, impose standards, give critical feedback, undertake unpopular initiatives, and so on. They have to allocate limited resources to many parts of the organization. For practically everything they do, someone will be unhappy. Still, they can be popular if others realize and respect why difficult choices are being made. Communication, influence, and building consensus are essential if the tough choices that leaders advocate are to gain real support.

6. It is inevitable that leaders become somewhat marginalized by their followers; distancing is predictable. This is a counterpoint to the desire to be close to leaders, to emulate them, and to curry their favor.

7. Leaders have to make decisions on the basis of incomplete and sometimes insufficient information, in limited time. This is not a fun thing to do and can be quite stressful, especially if the leader prefers to be more analytica

8. Leaders have to make some decisions on the basis of values and ethics rather than information. This can be even less fun because it challenges previous ways of operating and may be quite costly in the short term.

9. Leaders are more likely than others to lose their jobs: they are high exposure roles. At the most senior levels, tenure may be only a few years.

10. Leaders can spend an enormous amount of time and energy doing "symbolic" tasks, and over-communicating to their employees. These are often necessary but can be repetitive or even boring chores.

11. Leaders have to find the simple explanation that doesn't overly simplify the reality of the challenge. Complexity confuses many employees.

12. Leaders can be tempted by the sins of status, popularity,

certainty, harmony and invulnerability [Lencioni]. Yet each of these is needed, within limits.

13. Leaders frequently are challenged by the need to be proactive – to take the initiative in threatening, complex situations. Staying alive during these times is hard to do [Heifetz].

Tips for Coaching Senior Leaders

Senior leaders generally don't get to their positions because they are good at being reflective or conceptual. Whatever it is that did get them to their current role is probably not a set of behaviors they're eager to give up. Thus, coaches trying to build credibility with senior-level managers may not be successful if they lean too heavily or too quickly on introspection, abstraction or pressure to re- examine habits. These can come in time, with a bit of patience.

Initially it may be best to focus directly on the goals the client states. Reshaping the felt need into a more manageable goal may take a few sessions. Expect some "testing" of your credibility as a coach. This process is always part of the start of an assignment, but can be more severe, subtle and abrupt at the senior level. So, do your homework about the client's organization and background, and do your homework on the general topic of leadership.

As for the other use of the word *testing*, the use of psychometrics at the senior level is generally less frequent. The norms are less meaningful, and clients are less eager.

Senior leaders are likely to treat all consultants, including coaches, as "staff". They often don't take notes or do homework. They expect you to be flexible about scheduling. They'll change the contract fairly easily. The good news at senior levels is that there are very few reasons to give "advice" and this makes coaching easier. When you are clear about your views they will usually appreciate you holding firm or pushing back on them. And they often really appreciate a "journey partner" because of the loneliness of their executive role; in fact, the senior client may just want a sounding board.

A final point: C-suite executives may or may not want their HR Directors involved in the coaching. Ask about this relationship and contract with the leader about how to manage it.

Guidelines for Personal Model Presentation

Just as with case presentations, each participant is allocated 15 minutes to present an overview of his/her Personal Model of coaching, including Q&A. Most participants request a reminder at approx. 10 min so that time remains for questions. We recognize that this is a very limited block of time, making it even more important to focus on just a few elements of your Personal Model. We are confident that you will more fully address all relevant inputs and outputs of your Personal Model in your final paper. We are confident that your Model of coaching will continue to change and evolve.
Nonetheless, we have found that it is never too early to reflect on and articulate *where you are now* in the formation of your Model of coaching.

For the Personal Model presentation, please be guided by the following suggestions:

- Take a few minutes to tie the first two inputs of your Model of coaching (who you are as a person, who you are in organizational contexts) to how you will show up as a coach
- Spend most of the presentation on describing you approach to coaching. Feel free to bring in key learnings from PCP, your case, and supervision that have informed your approach to your future coaching
- Talk a bit about sources of future engagements and how you will get traction for coaching in your professional activities
- Include reflecting on your growing edge as a coach and your own plans for continuing development
- Some coaches find that in thinking about their Model of coaching, a unifying theme emerges that links the elements together in a cohesive way. We call such a theme an *Organizing Principle.* Feel free to present that if one occurs to you
- Feel free to be creative during your personal model presentation using metaphors, diagrams, pictures or whatever helps to illustrate your Model. However, we would prefer to not use slides or ppt files so that the presentations remain immediate and accessible to your classmates.

Feel free to raise questions or make observations about your Personal Model during class and with your supervisor as ways to further your thinking and to help you prepare for your presentation.

(Note: much more guidance about Personal Models of Coaching is provided in the Personal Model handout that was sent with your pre-course 'Welcome' materials.)

Reluctance to Change: An End or a Beginning?

Reluctance…unwillingness to do something: hesitancy in taking action…

There is a constant exchange of information between coach and client, much of it implied or indirect. This information exchange does occur through words, but it is also expressed through behavior and in other nonverbal ways. When clients surprise us with words or other signals that appear to thwart our best laid plans and prior commitments, we often call that behavior "resistance."

But what do we mean when we use that label and how does it impact us and our clients, whether we use it overtly or just think about it?

Coaching is a dynamic process, analogous to a sailboat moving in what appears to be a zigzag fashion, in contrast to the direct motion of a powerboat. The sailboat's movement is clearly non-linear, using variable forces of wind and weather to determine the best way to get to its destination. However, coaches may expect more of a powerboat-like movement in clients, heading straight for a clear destination. As a result, when a coach realizes that a client is not fulfilling commitments, the coach can feel blocked, annoyed, frustrated, or confused. In effect, when a client moves like a sailboat or in a way that is difficult to understand, he or she may be labeled "resistant." Unfortunately, this can stop progress entirely and result in the client feeling blamed.

Once we use the label "resistant," we have created a no-win situation for both client and coach. The label is problematic because it is an accusation. It implies, even if never articulated that, "You are wrong. You are doing it wrong. You are a problem, or something is getting in your way." This interpretation locks in a belief and locks out any progress. This is why we prefer the term "reluctance".

"But my client comes to sessions not having done his assignment. Isn't that resistance?" In botany, resistance to disease is a good thing because it prevents the deterioration or death of a plant. If the disease attacks the plant, the plant acts according to its nature and *resists* by protecting itself. This is ecologically sound for the plant. Resistance in clients can be thought of as self-protective as well. They may be letting coaches know that some

ideas or suggestions are misaligned with their patterns, rhythms, or risk level. It would be clearer if they could tell a coach directly, but often they can't. Even if resistance is expressed through behavior and observations, it is still an important way for clients to communicate feelings of disconnection and discomfort, albeit in camouflage.

Assume that we do not have access to our feelings all the time. When something comes towards us from the outside, a suggestion or even pressure to change, we may have a variety of reactions. If may feel like a shock, and we may hold our breath, unconsciously, as a natural attempt to *stop the action*. Fight or flight reactions may be triggered. Is that being resistant? Or, something else? Would a "deer in the headlights" be a resistant deer? Or would you, instead, appreciate that the deer has to collect herself and regain orientation?

Unfortunately, a client labeled as resistant will tend to behave according to that label. Coaches will see that person as resistant because of that filter. The label will influence how the coach behaves and interacts with the client. For example, a coach might be thinking, "He never does what I ask him to do, even though in sessions he agrees to everything. He said he wants to learn how to delegate better but after three sessions, he still hasn't begun to make the list of people who he can authorize to do the work. He's so resistant!" As a coach, you may convey that filter through your communication with client, or with others, and this will further cement it into your reality about the client.

Step back; stop, look and listen. Stop and ask yourself, what if this is a clue, a camouflage? What does his not doing his homework mean to him? Could it be that he is stretched for time but is too proud to let you know that he is disorganized? Is it possible that he is unclear about his role and the roles of others so he postpones? Is his wish to become a better leader by delegating in conflict with his company's culture where he has watched others hoard work so they can be "recognized" and rewarded by working a 60 hour week? If you label him resistant, will that help you unlock the clues he is giving you? Not likely.

When we label others, we are sending clues about ourselves too. We don't dare admit even to ourselves that we feel inept, confused, or stymied. If we label others, we don't have to look at our own palette and see that we only have two colors on it, and the client doesn't like those choices. Is it really the client's fault or do we need to add more colors so we add more choices to our work? What if we added additional colors or different notions about resistance, such as thinking of it as *hesitance* or *reluctance*? What if we added colors of curiosity? What if we added the ability to just stop and really

be empathetic with the client and his or her pressures? What if we minimized our jumping to judgment, increased our compassion as well as our ability to ask more insightful questions and share our reactions more honestly? How would that array of colors change the stuck state of locked-in-labeling?

If we remove the label of *resistance* and replace it with wonder about the camouflaged clues, our coaching would shift. It would pick up wind and the tides would be in our favor. The new words would change our thinking and they would change what we say when we are with our client.

Your job as a coach is to steward your client's progress as well as keeping the relationship dynamic. Read the camouflaged clues and see them as prompts to explore rather than to label; reframe with understanding and curiosity. By providing a safe place for the client to be who he or she is during moments with you, trust and safety will deepen and you will be surprised at what this allows you and the client to do.

Motivating Client Ownership

Motivational Interviewing[1] and the Trans-Theoretical Model[2] of Intentional Behavior Change

Motivational Interviewing is a counseling methodology that grew out of addiction treatment but has direct application to executive coaching, as well as other efforts to facilitate changes in behavior. It is defined as a *client-centered, directive method for enhancing intrinsic motivation to change by exploring and* resolving ambivalence. [3] It is client-centered in its focus on an individual's current concerns or beliefs without teaching new skills or reshaping thoughts. It is directive in its focus on resolving ambivalence, but not in its verbiage; the helper fosters the client's own motivation to try new behavior by exposing payoffs and costs to both the status quo and change. Any specific advice or direction is strictly avoided.

Motivational interviewing is more a communication method and interpersonal posture than a set of techniques. It rejects any hint of external pressure to get people to act in a particular way, even toward what might be generally accepted as in the client's long term best interests; it is rooted in a helper's lack of stake in any particular choice that the client might make. It assumes that if a client is afforded the opportunity to explore, without external advocacy, the pros and cons of behavioral choices, the client's motivation will be increased to face his or her challenges and difficulties.

The spirit of Motivational Interviewing is captured in three dichotomies:

Motivational Interviewing Interventions	*Other*
Counselor-Client Collaboration	Counselor Confronting "Reality"
Evoking Client's Internal Perceptions	Educating Client
Supporting Client's Autonomy	Counselor as Authority

[1] Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing: preparing people for change (2nd Ed.)*. New York: Guilford

[2] DiClemente, C. C., & Prochaska, J. O. (1998). Toward a comprehensive, trans-theoretical model of change: Stages of change and addictive behaviors. In W. R Miller & N. Heather (Eds.), Treating Addictive Behaviors (2nd Ed,) New York: Pienum Press. Miller, W.E.

[3] Miller, W.E. Rolinick, S, footnote 1, page 25.

Assumptions of Motivational Interviewing and its Connection to the Trans-Theoretical Model of Intentional Change

Motivational interviewing is grounded in several assumptions about helping. It views change as a natural process; change can and does happen without the intervention of a helper, although such help can facilitate it. In other words, helpers are fostering what may happen on its own rather than bringing an externally powerful intervention to bear. This highlights the helper's humility and grounds all change in what the client is willing to try, rather than the helper's tools or skills. This also emphasizes that the helper's leverage is in the communicative and interpersonal elements of interactions with the client; if applied well, these should be sufficient to support change. In the true sense of the phrase *the means justify the ends*, motivational interviewing strives toward a disciplined process without advocacy of specific client outcomes; its one goal is to *increase motivation to change*.

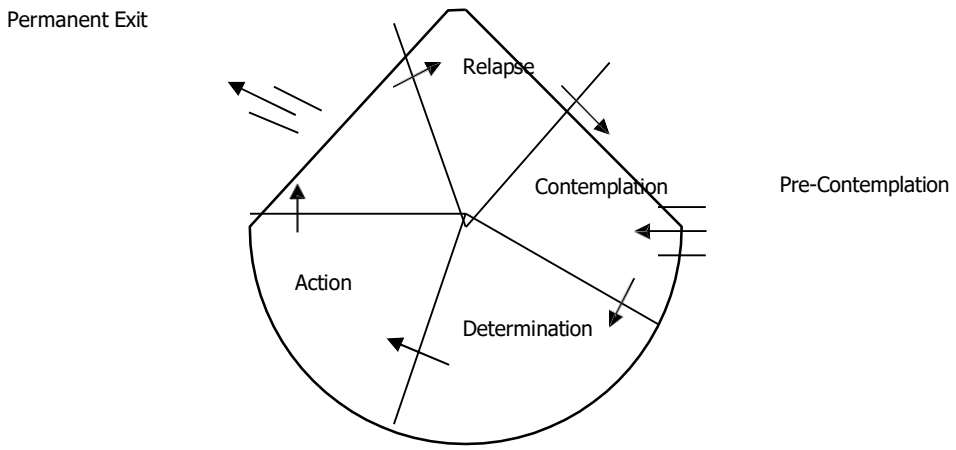
This can be a very difficult concept for coaches to accept. After all, aren't coaches trained to identify paths toward improved functioning? While we may have strong opinions about which choices will lead to a better life for a client, motivational interviewing asks us to ignore these views in the early stages of change. It asks us to embrace the reality that we have no real control over another's choices or behavior and that, without voluntary choice, no change is sustainable. The challenge is to engage the client's view of the world and at the same time examine options and outcomes to empower overt choice toward change.

The foundation of Motivational Interviewing is a model of change created in the 1980's by DiClemente and Prochaska called the Trans-Theoretical Model (TTM) of Change. As the name indicates, it is a description of the steps in making a change and it comfortably coexists with a variety of theoretical conceptions of human change. This model also grew out of addiction research and was innovative in overtly labeling the precursor steps to actual change and in embracing change as a fluid, circular process.

As a first step in the change process, even when others feel they know what behavior a client needs to change, that client may be unaware. Previously this might have been labeled *denial* or *resistance* with all the negative associations of those terms. TTM labels this state neutrally as *pre-contemplation* and then labels the barely awakening need for change as *contemplation*. Assuming that motivation grows and/or ambivalence lessens, *determination* follows.

Change doesn't really happen, however, until the next step, *action*, followed by *maintenance* and then *exiting* the change process as the change becomes integrated into the client's behavior.

When organized on a wheel[4], the model shows how clients can exit, or re-enter, the change process. The client can reject the need for change and return to a pre-contemplation state. Or, the client's attempts at change may not be maintained, bringing a return to contemplation, where renewed determination and action need to occur before behavior change can start again. While TTM provides a logical picture of the steps in change and usefully neutral labels for those steps, its profundity is in its acceptance that change is unlikely to succeed the first time. (In its original conception, this was labeled "relapse" but for non- addiction applications, it is more simply a return to pre-change behavior.)



Motivational Interviewing is the *process* that mobilizes clients along the TTM wheel. It operationalizes TTM assumptions about change with four techniques:

1. Express empathy by accepting the client's story as well as his/her ambivalence about change.
2. Identify and describe neutrally discrepancies between present behavior and client goals or values so the client can examine them.
3. Roll with resistance by avoiding direct opposition to the client's points and instead draw out the client's own answers and solutions.
4. Support self-efficacy by viewing the client as capable of change while acknowledging the challenges.

[4] Prochaska and DiClimente's six stages of change/wheel

The third technique is especially important in the effectiveness of Motivational Interviewing. A client's *resistance*, or opposition, to a helper's efforts has often been described quite negatively in many therapy and counseling approaches. The word itself, *resistance* blames the client for lack of progress toward a helper- directed solution. (Also see other PCP handouts on resistance and how to work with it.) Helpers have found it useful to reframe this conception of resistance, using terms such as *reluctance*, which acknowledges the client's legitimate ambivalence about change, especially when advocated by others.

Motivational Interviewing is especially effective in helping avoid the useless power struggles that characterize typical helper responses to oppositional, or stuck, clients. Since it is client-focused and accepts that the client may be at a relatively early stage in DiClemente & Prochaska's change steps, the helper is taken out of the role of providing solutions.

As a result, Motivational Interviewing expects the client to be reluctant, but if the four techniques are used, no power struggle develops. Helpers continue probing the client's experience, highlighting discrepancies and exploring the pros and cons of change, providing a neutral forum for the client to examine past, and future choices, supporting clients progression from pre-contemplation to contemplation and then determination and action.

Coaching Applications

Both Motivational Interviewing and TTM have direct application to coaching. While coaching clients are not usually involved in behaviors as immediately destructive as addiction, they can range from dysfunctional to just sub-optimizing their leadership impact. Often a coach's job can be described as helping the client move from contemplation toward determination and action, although sometimes clients are even earlier in the change cycle at the pre-contemplation stage.

Wherever they start, clients' progression toward change happens over a number of sessions, and may involve assessment feedback and other interventions unique to coaching. The coach's in-session behavior, however, is key to facilitating change. While different coaches have different approaches, empathy, looking for gaps between intentions and others' perceptions, fostering self- efficacy, and rolling with resistance are all very useful coaching skills. The TTM and Motivational Interviewing are most

applicable in the early stages of coaching leading up to development planning. Helping a client understand and internalize troubling feedback from others and then shape development goals to be truly motivating draw heavily on Motivational Interviewing principles. Once a client is in the action phase of change, coaches may be more open and sharing about ideas and recommendations with less concern about triggering resistance. However, whenever resistance rears its head, regardless of stage in the coaching process, a coach's conscious return to a Motivational Interviewing posture is likely to help explore and resolve the obstacle and re-engage progress.

Consider how the concepts in the TTM and the methods of Motivational Interviewing may fit with your own model of coaching. If they do, you may want to gain more knowledge and experience with Motivational Interviewing by reading the footnoted references and applying its methods.