

# Maximizing People Potential

A coaching perspective for leaders and managers

Lesley Sage; Lynne Walley



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# **MAXIMIZING PEOPLE POTENTIAL**

A COACHING PERSPECTIVE  
FOR LEADERS AND MANAGERS

Maximizing People Potential: A coaching perspective for leaders and managers

1<sup>st</sup> edition

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# INTRODUCTION

*This book is aimed at:*

- *Managers wanting to understand how the coaching approach differs from and integrates into their line management and training.*
- *Managers who have worked, or who are currently working, with a coach and wish to retain their effectiveness between coaching sessions.*
- *Outlining knowledge and thought processes your coach may be accessing in order to ask you the questions which help you make up your own mind on the actions most appropriate to the situation.*
- *Generating trust and confidence between those with whom you live, work, manage and lead.*

*It is **not** designed as an alternative to a well-supported coach-training programme.*

All the principles shared here are those which we have found useful when working with many of our coachees/clients as well as our own coaching journeys. As part of this sharing, we'll do our best to bring clarity to those concepts, models, theories and words which we have found made most sense to us; but remember if something makes sense for some individuals, that doesn't mean to say it makes sense for everyone. Learning is special to each individual: we can listen; ask questions; and sometimes share what has worked for us in the hope some aspect of this knowledge will 'click' with the coachee.

We feel clarity is important, hence some references, a bibliography and an extensive appendix of tools and models useful to coaching are included. So please feel free to 'try them on' and see which fits you best. Hopefully the content of the pages will speak to you as a manager, whether or not you choose to look behind our thinking.

*Chapters:*

- 1) *Differences between line management responsibilities, training staff, coaching, coaching strategy and the role of the coach.*
- 2) *Underlying, often unspoken principles behind an effective coach or a coaching-style management approach.*
- 3) *Self-awareness and self responsibility.*
- 4) *Beliefs to performance and goals.*
- 5) *Seven levels of dialogue: effective communication.*
- 6) *Change and transitions: moving forward.*
- 7) *Outcome thinking – coaches engaging in business growth.*
- 8) *Neurobiology: the now and the future.*

# 1 DIFFERENCES BETWEEN LINE MANAGEMENT RESPONSIBILITIES, TRAINING STAFF, COACHING, COACHING STRATEGY AND THE ROLE OF THE COACH

*'Talent develops in quiet places, character in the full current of human life'.*

*Goethe – Writer and Politician (1749–1832)*

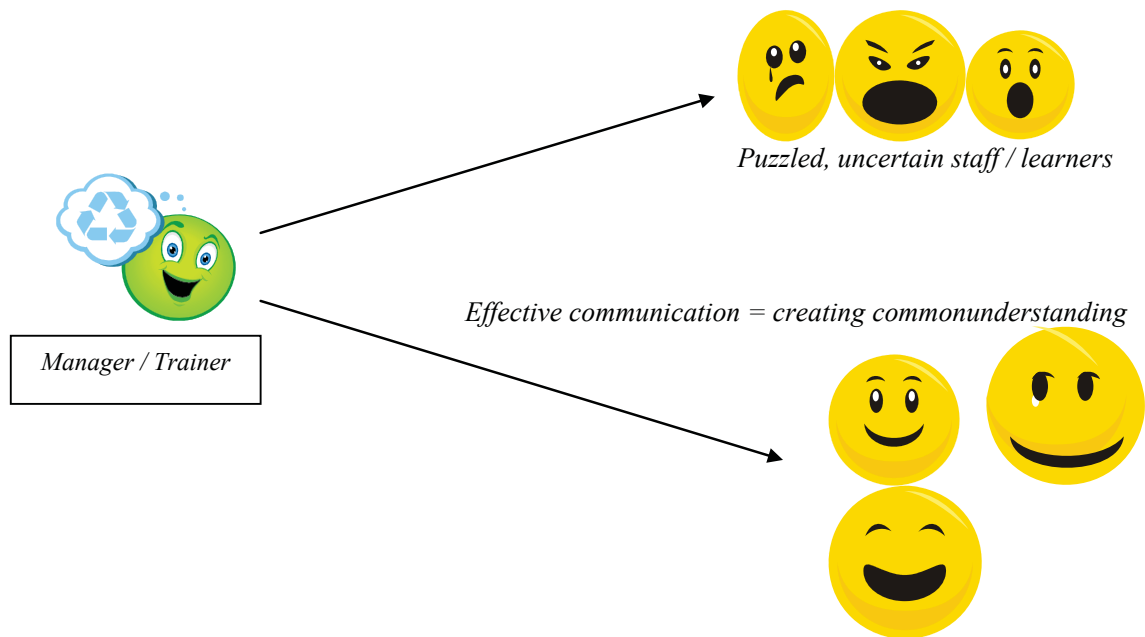
Management is, at its most basic, about getting results. Managers are allocated resources for which they have responsibility for budgeting, organising and evaluating to ensure outcomes needed by the organisation can be reliably delivered to both internal and external customers. As a practicing manager, you have many resources, at different levels of detail and sophistication, to help you become confident in sound evidence-based management practices.

If you have not already made use of external and/or internal management and leadership training courses, of whatever duration or self-managed learning, we strongly recommend you do so. During our work, several new managers from different nationalities and backgrounds, many of whom are post-graduate levels have, over the years, commented to each of us about realising that however familiar they may have been with the theoretical content of the courses, they have gained far more from the whole experience of well thought through and supported management and leadership learning programmes.

It has enabled them to utilise that knowledge in a much more practical and relevant way; they feel far more confident in thinking like and so behaving effectively as a manager, as a leader of a team and hence contributing to organisational success.

In simple terms, managers are paid to develop and deploy a wide range of skills to budget, negotiate, plan, organise, coordinate, measure, recruit, appraise etc. etc. As a manager, it is *your* thinking, *your* thought patterns, *your* beliefs and values which determine the actions experienced by your staff, work colleagues, bosses, customers, suppliers etc. It is you, from your knowledge of the resources at your disposal, who set the standard of how your team needs to perform.

Equally, in training staff, whatever role you may take, or assign to an internal or external trainer to deliver, the objectives for learning should in some way (e.g. authorising the time off, payment etc.) have been approved by you as the budget holder with line responsibility for performance. Your other key role is to make yourself familiar with the learning objectives, and the action plan your staff should have set themselves by the end of the course; this way any help, guidance and feedback you can give will enhance their learning experience. As line manager or trainer, your communication is considered effective when ‘common understanding’ is achieved (Fig 1:1 below). Fig 1:3 shows how different effective communication is in a coaching relationship.



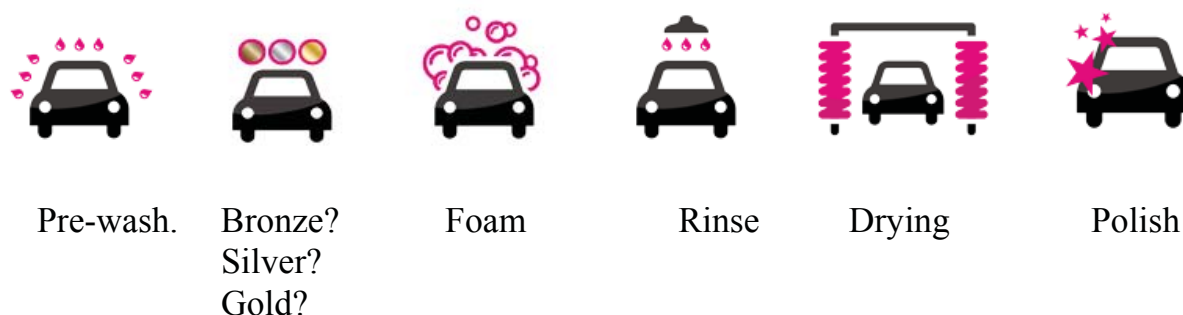
**Fig1:1** Communication 'blueprint' for manager / trainer with staff / learners



The common ingredient between management and training is that in both activities, the objectives, and the manner in which these are to be achieved, are being set by someone other than the member of staff or learner. The staff member or learner should, if manager and trainer are effective, be involved, be active participants, but they most definitely are not in the lead for all of the time. As becomes clear, this is the opposite from coaching, hence why understanding, planning, implementation and evaluation of coaching is vital.

**Organisational considerations.**

Coaching, done well, can affect one of the largest costs to the organisation, and certainly its most valuable asset, the people in its employment. As you read, talk with and listen to others with experience of coaching, you will no doubt pick up different perspectives, different expectations and different purposes. Hence, how is coaching defined and perceived in your organisation? Its purpose is crucial for your career and those of your team. How may it differ from mentoring? Because coaching is an intensive one-to-one development opportunity, or one-to-small team development, the decision as to the purpose, outcomes, evaluation criteria, structures, individuals involved, processes adopted etc. will be determined at the highest levels within organisations. There are many frameworks which can guide thinking but at this stage, we have selected a ‘humorous’ analogy, that of a Car Wash Approach!! (See Fig 1:2)



**Fig 1:2** Coaching as a car wash principle

Firstly: ‘Pre-Wash’, then choice of Bronze, Silver, Gold wash/clean processes, the role of the ‘Foam’ quality, the Rinse, Drying and finally the Polish, all delivering a ‘shine’ fit for purpose.

*Pre-Wash:*

- At the beginning, the organisations’ Board, executive directors and management will, hopefully, all be in agreement as to the:
- Organisational vision, values, goals and strategy, including its people strategies and policies. They then determine:

- The need for coaching; what outcome(s) is/are being targeted; are these quantitative, e.g. return on a given investment (ROI); reduction of costs, etc.; or qualitative, e.g. development of junior managers; greater retention of talent, especially those with the aptitudes, skills and attitudes for the future vision, values and goals etc?
- What level of investment? How much and by whom?
- Ensuring 'buy-in' from all levels within the organisation, especially those senior to each team.

Then what 'class' of overall programme: Bronze, Silver or Gold?

- Who will chose the programme?
- Who is in charge of the contracting between the coach, the organisation and the coachee?
- Programme ethics and values.
- Define career paths, outcomes and goals for the individual and the organisation.
- How does this coaching programme compliment other management and leadership skills and development programmes?

The quality of the 'Foam' is a crucial contributor to the final 'finish':

- What is the organisational culture?
- How does it approach change and does it recognise a difference between organisational change and personal transition?
- What is to be the coachees' identity, sense of belonging and self-awareness?
- What, if any, psychometric tools will be included in the learning process and how will they be applied?

The quality of the 'Rinse':

- 'Conditioning – because you are worth it'!
- Developing others.
- Addressing behaviours.
- Thinking skills.

The 'Drying' to include:

- Growth and Development.
- In-house presentations.
- Meeting challenges.
- Setting standards.

And finally, the all-important *'Polish'*:

- What is now the Performance?
- How has the coaching inspired those taking part and others?
- Clarity of organisational outcomes, ethics and values.
- Being seen as a leader.
- Return on Investment (ROI)
- How is the programme rated?
- What future actions are emerging?
- Celebrating success.

Two 'off-the-shelf' publications which businesses, worked with by the authors, have used to inspire organisational excellence are:

- Achieving a High Performing Organisation (*'Roffey Park' High Performance Organisation Model* (Holbeche, L. 2005)
- Good to Great (Collins, J. 2001)

Whatever framework is adopted by the organisation for any learning initiative, it should in 'best practice' terms be evaluated, with criteria being identified at the outset; others may emerge organically through the experience as being valid. Most evaluations will be informed by Kirkpatrick's Four Levels of Learning, first published in 1959, when Emeritus Professor, Donald Kirkpatrick, proposed his now highly influential model which has stood the test of time and trial of different learning interventions; he identified the 'four level' model for evaluating training:-

- Level 1: Reaction at the time; what participants feel about the learning intervention, e.g. 'happy/smile sheets'
- Level 2: Learning: what is the resulting increase in skills; attitudes; knowledge?
- Level 3: Behaviour: this evaluation is best left until a number of months after the learning intervention, e.g. 3–6 months.
- Level 4: Results: what financial and performance impact is observed and experienced in the organisation?

Whichever approach your organisation selects, for all those becoming involved in coaching, the opportunity must be made to ensure the strategic value being sought by the organisation is fully articulated and shared. It is important that you understand the links to business goals, the ROI and the role of the coaching in fostering learning as opposed to just achievement of specific outcomes. This strategic view is crucial before getting to know what is expected of you, as manager, by the organisation should you become involved in coaching, whether this is working with an external coach for your own personal development, receiving training to work as an internal coach, supporting your team members wishing to make use of a coach or deciding to manage your team through a 'coaching-style' of management.

### **Definitions of coaching.**

From our own personal experience, many clients accept coaching as:

*A human development process that involves structured, focussed interaction and the use of appropriate strategies, tools & techniques to promote desirable & **sustainable change** for the benefit of the coachee & potentially other stakeholders.*

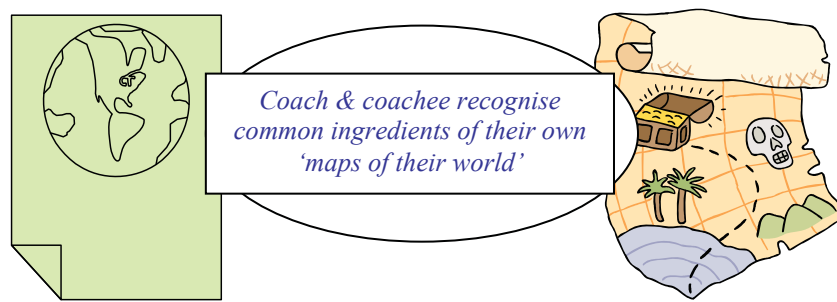
Sir John Whitmore, one of the founding leaders of coaching worldwide and whose contributions continue to inspire many coaches, is clear in his book 'Coaching for Performance' (2002) that it is about fulfilling potential: 'Coaching is about future possibilities, not past mistakes.' (p. 7) and 'is an intervention that has as its underlying and ever-present goal the building of others' self-belief, regardless of the task or the issue' (p. 18). These two statements point clearly to the differences between management, training and coaching. Within a coaching relationship the purpose of the coach is **not** to define objectives, goals or outcomes for their coachee/client, but to use techniques which raise 'Self Awareness and Self Responsibility'. Many authors, and organisations have defined, and will continue to produce, their bespoke definitions of and purposes for coaching; our work as a coach has been, and always will be, about raising self awareness and supporting self responsibility in order for the coachee/client to nourish sound self belief for the fulfilment of their potential.

### The role of the coach.

In order to achieve this, the skills and purpose of the coach is to ensure the coachee/client explore their own world; we hope Fig 1:3 illustrates this and helps clarify how radically different coaching is from management and training. The coach's skill lies in their questions and approach to enable both coachee and coach to have 'common understanding' of the coachee's world and go onto explore together how their world can be 'grown' through new insights, knowledge from courses and experiences, all of which feed different perspectives and so become useful to the coachee in making the shifts in behaviour, understanding and attitude to bring about sustainable nurturing of their potential.

*Coach's beliefs, values, language,  
senses and experience*

*Coachee's beliefs, values, language  
senses and experience.*



**Fig 1:3** Coach and coachee relationship: the coach works from a mind-set accepting that little, initially, can seem 'in common'.

Coaching is about *their* world, not yours, not the organisations, not the teams – simply *their* world, which a good coach will respect as unique.

The basis of a professional relationship between the coachee and their coach is what is known as the Coaching Contract or Coaching Agreement. This is a foundation stone from the coach for the benefit of developing the potential of the coachee in a trusted, private and confidential manner. See the appendices for an example of a simple 'contract' or 'agreement'; it is a guideline, not a legally verified document.

A greater, more in-depth detail of what a coach is guided by in their professional workings with their coachee and client organisation, can be found on the websites of the main Professional Associations. One of the authors is a member of the European Mentoring and Coaching Council (EMCC)<sup>1</sup>, the other a member of the Association for Coaching<sup>2</sup>; their respective websites publish their expected code of ethics from members. Another well-respected organisation worth looking at is the International Coach Federation<sup>3</sup>.

Depending on the organisational purpose and programme for the coaching initiative, some evaluations for success of the coaching intervention may be 'handed down' from an Assessment Centre report, an Appraisal process or a Personal Development Plan and these can form the basis by which the coach and coachee define the coachee's priorities for their work in coaching. A model which can assist a coach, and a coachee in some cases, in filtering the detail into 'workable' outcomes is one derived from counselling (Fig 1:4).

Whichever code of ethics and best practice is agreed and adopted between the organisation and their coaches, whether these be external, professionally qualified and aligned or as 'internally developed coaches' from within the organisation, THE absolutely crucial 'mantra' for any coaching intervention right across the whole organisation, and at every level, is the need to respect confidentiality. From the initial contact within an organisation and the contract or agreement detail through to either one-to-one or small team briefing the mantra is:

***“If you want to kill coaching, break confidentiality”***



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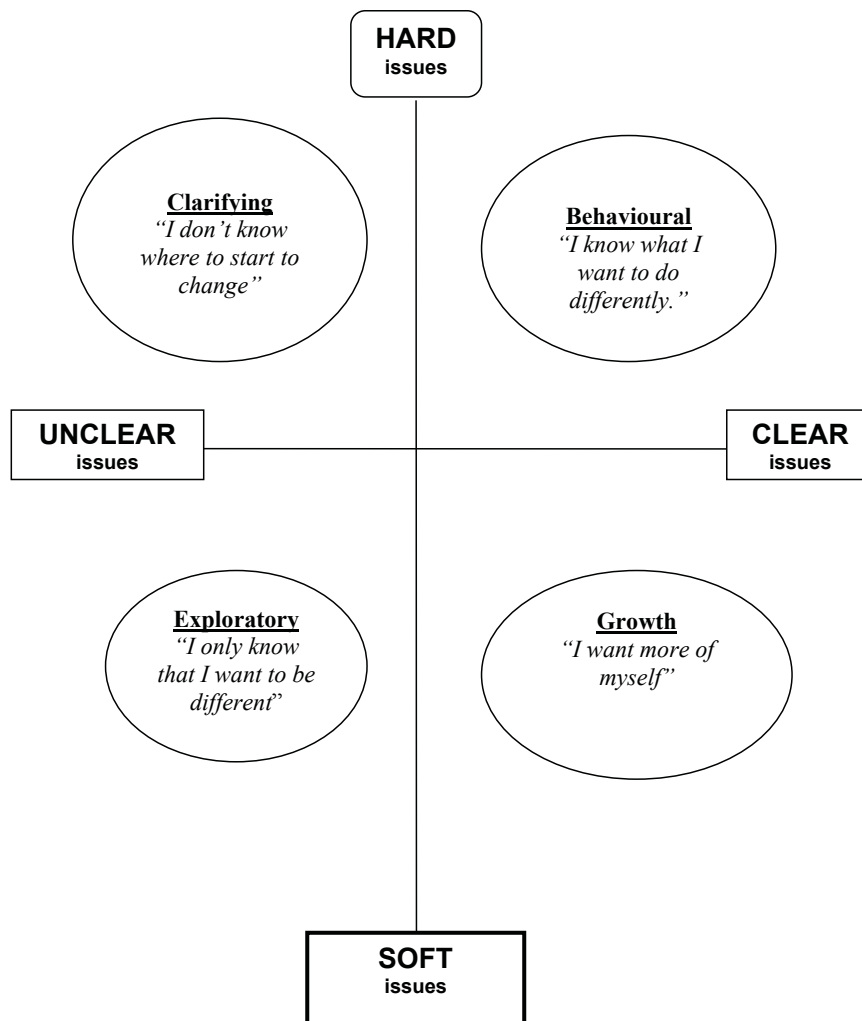
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**Differences between Coaching, Counselling and Psychotherapy.**

If you have looked at any of the coaching ethics and best practice documents, you will have seen mention of these other developmental and caring professions. Clearly, as a coach, external or internal, it is vital that you know your own limits and areas of confidence and our simple summary is:

- Coaching is about the future, the potential, the possibilities for personal growth.
- Counselling is giving space and structure to revisit events of the past, often with traumatic ingredients, which are impacting on the client/patient's inner beliefs, values and perspectives and dominating behaviour today. Hence with the purpose of the counselling is laying to rest old, possibly skewed self beliefs and integrating more realistic ones.
- Psychotherapy is enabling the patient to access their unconscious, from which a new consciousness will become the basis to inform their day-to-day choices.

A coach is likely to recognise there is a need for a counselling or psychotherapeutic level of work, or intervention, when their coachee comes across as, or feels, 'stuck' in their coaching conversations or shares something of depth and honesty about relationships or difficulties in their past which are having a profound influence on their behaviour today



**Fig 1:** 4 Contracting Matrix  
 Ref: Sills, C. (1997) *Contracts in Counselling*. London: Sage

**Can a manager coach his/her own team or member of staff?**

The question is sometimes asked as to whether a manager can also coach his/her own team or any single member of it? Both authors have been line managers, both committed to coaching as an approach and both own up to mixed successes in achieving a successful one-to-one and team coaching relationship.

The principle of a ‘coaching agreement/contract’ between both you and your member(s) of staff, which includes a commitment to the purpose of the coaching work being development of the ‘self awareness’ and ‘self responsibility’ within the coachee, prove their relevance again.



As their manager with line responsibility for performance, you as coach, your member of staff and/or team members need to be very clear about the different boundaries being set and ensure that expectations are realistic. Often, deeply held confidential aspects are the limiting factor for achieving as fulfilling a coaching relationship as can be achieved with an external coach. However, in our separate experiences, commitment to a 'coaching-style of management' can be developed and sustained as long as you, as manager and coach, never lose sight of respecting what each party is being paid to achieve on behalf of the organisation.

You are, first and foremost, paid as the manager to deliver results and hopefully in an environment in which the 'how' of your results to meet financial, external and internal customer requirements is left to your responsibility.

A book which looks in detail at the basics i.e. some fundamental coaching skills of listening, questioning and feedback and the model, OSCAR (Outcomes, Situation, Choices & Consequences, Action, Review) is: Rogers, Jenny, Whittleworth, Karen & Gilbert, Andrew (2012) *Manager as Coach. The new way to get results.*

Taking the role as an internal coach to support the development of someone outside your line responsibility is, in the view of the authors, the best way to develop your confidence as a coach.

*Whichever way you decide to integrate being a coach, either as a leader or manager, the **two crucial guidelines are agreement and confidentiality.** Ignore them at your peril!*

## 2 UNDERLYING, OFTEN UNSPOKEN, PRINCIPLES BEHIND AN EFFECTIVE EXTERNAL COACHING RELATIONSHIP OR A COACHING STYLE MANAGEMENT APPROACH

*'The meeting of two personalities is like the contact of two chemical substances, if there is any reaction, both are transformed'.*

*Jung – Psychotherapist and founder of analytical psychology (1875–1961)*

Flaherty (2002) states that 'Coaching is a Principle-shaped Ontological (belief system) stance, not a series of techniques'. Simply, coaching stems from a belief that within every human being is the capacity to build different choices, behaviours and actions and that any interaction between two people to support this requires understanding, knowledge, respect and skill, not just a series of processes or techniques.

Hence, whether you are a manager working with an external coach (i.e. you are the 'coachee'), an 'internal coach' developing someone outside our line management, or a manager choosing to practice coaching-style management skills, you must be both confident of the purpose and the limits of your role as agreed between the organisation, coachee and external/internal coach and be rooted in some sound evidence-based principles, preferably not just guru-led ideas. In this chapter, the authors invite you to align yourself to many of the principles which we believe positively shape the coaching relationship.

*'MAD'*

Coaching, in whatever context, must always keep one eye on the outcome, to 'Make A Difference'. Whether working within organisations, or with a private paying coachee, the authors are continually mindful that the coaching relationship needs to be experienced as 'value for the investment' by all involved, both in time and money, the former usually being the major contributor to costs. Simply, the organisations, and individuals, will look for change and action to deliver results in personal, team and organisational behaviours, effectiveness and efficiencies. If Coaching cannot 'Make A Difference' then coaching was most probably the wrong intervention for the needs.

*The depth and breadth of learning at **your** fingertips.*

We invite you to think about yourself, your team and your colleagues. How old are you all? How many of these years of life in each of you has had experience of some form of studying<sup>4</sup> and exposure to formal teaching<sup>5</sup> or instruction within them? What is the range of activities that you, and each of these people, have chosen to be involved in outside work? What skills, education and experience have been amassed between you all...and are they ready to be harnessed?

Where also are you, your team and colleagues on your work-life journey and how can this best serve the organisation and yourselves?

From comparing experiences, a range of "sameness", "degree of similarity" or "no words the same, but a congruence of meaning" would emerge to create *qualitative* data. Developing your thinking which separates *quantitative* from *qualitative* data or evidence as well as acknowledging any preference you may naturally have, becomes useful in determining the value of, and use to which, the evidence can be put. For instance, quantitative data can yield a definitive answer from which decisions can be made to move forward. In contrast, evidence from qualitative data provides commonalities across a variety of cases which provide equally valid knowledge and can be useful to work for a 'buy-in' option.

*Personal Paradigms*

In his book, *The Seven Habits of Highly Effective People* (1992), Stephen R Covey, directs our attention to the importance and power of a Paradigm, which he summarises as the way "we 'see' the world – not in terms of our visual sense of sight, but in terms of perceiving, understanding, interpreting." (p. 23). Many of you may have been asked to identify what you see in Fig 2:1 and we invite you to do the same – who do you see? A beautiful young fashionable lady or a hooked-nose old 'hag'? Or can you see both?

**Fig 2:1**

Another way to acknowledge our own Personal Paradigm is to consider that at the time of writing, there are close to 7 billion humans inhabiting the earth and to the best of current knowledge, everyone one of us is both genetically unique as well as experiencing the world in which we have grown up in our very own special way, which will also be unique. We invite you to think how differently any brothers and sisters, cousins, friends, neighbours etc. view experiences they may have in common with you. A coach listens to, explores and works with the coachee's paradigm, from whence support can be given to shift any limiting aspects of the embedded personal paradigm.

This cultural, family, community upbringing will contribute to how we see ourselves and therefore contribute to what we see as ‘challenges’, certainly for our first few years in the wider working environment; if you are interested, then explore ‘Social Identity Theory’. For both authors, much of our work is, and has been for some years, involved with young to middle-aged managers born and raised in UK as well highly educated young people from numerous different countries and cultures who are all now earning their living in organisations driven by Western Liberal Democratic and Market Economy values. Being aware of any potential ‘inner tensions’ between our own individual cultural heritage and the values of the organisation paying our salary, is something of which we feel any 21<sup>st</sup> century manager and leader should be aware.

### *Personal Preferences*

Each human develops their own confidence with different preferences for a range of activities, most of which are sub-conscious until a profile or other awareness-raising experience focuses attention. We offer three examples, our preferred (i) Learning Styles (ii) ‘Multiple Intelligences (Gardner, H. 1983), and lastly, (iii) capacities for dealing with information, this aspect of ‘how we are’ is rooted in the work of Carl Gustav Jung on the concept of introversion and extroversion and which went on to inform psychometric profiles which measure these attributes, one of the most used being the Myers Briggs Type Indicator (MBTI)).

### *Learning Styles*

Each person exhibits preferences in how they learn, whether that is by getting actively involved, watching others first, wanting to understand the theory behind what is to be learned or preferring to see how it is working elsewhere first. Kolb’s model of learning (1984) is one of the most influential, and often modified, models of the adult learning process, having been developed from Lewin’s Cycle of Learning<sup>6</sup>. Most of us have the capacity to use all four of these ‘Learning Preferences’ but we will certainly have one or two on which we rely most strongly.

Coaching is most definitely a non-directive form of development to enable a coachee to improve on performance, develop skills, insights and confidences which they can harness to lead both themselves, and hopefully others to enjoy making the most of their potential to “Make A Difference” to their own life and that of others with whom they live and work.

When asked: “What makes a great coach?” we offer a summary of a literature review (Neale et al, 2009) addressing the topic. Typically, a great coach:

- Has integrity and a strong ethical code
- Knows their own boundaries and respects those of others
- Is genuinely interested in, and cares about, other people
- Builds positive, purposeful relationships
- Has a high degree of self awareness
- Encourages new viewpoints and has positive energy.

Sir John Whitmore’s view (2002) “being a great coach takes practice with awareness” while other authors, Starr (2008), Skiffington & Zeus (2003) and Pennington (2007) all refer to the need for a coach to be ‘authentic’. Authenticity allows a comfort with silence, an ability not to strategise by filling the coaching space with solutions for the coachee, being aware of our own feelings which if the coachee is prepared to receive them can be shared. And, finally, by demonstrating an unconditional positive regard; all of these support equality between the coach and the coachee.

This mention of self-awareness in the coach is timely as the next chapter is directed towards how a coach supports self-awareness within their coachee. It would not be authentic to coach others if your continued commitment to your own self-awareness was not deeply embedded.

### 3 SELF AWARENESS AND SELF RESPONSIBILITY

*'With realization of one's own potential and self confidence in one's ability, one can build a better world'.*

*14th Dalai Lama (1935– )*

Philosophers throughout time have argued that the purpose of our time alive on earth is to learn to understand how we can best be at one with ourselves, our talents and with the world. We each become aware of our sense of 'Self' at different times in our lives and many feel we can be open to a new awareness, a new insight into ourselves, at any time during our lives.

Recalling the definition we proposed in chapter 1 that the purpose of coaching is fulfilling potential, the role of the coach is to support awareness and understanding of what is going on around the coachee and to promote self awareness by giving them the trusted space in which to acknowledge what they are experiencing. Whitmore (2002).

A coach will use a number of different supporting techniques which can be grouped as: quantitative; qualitative; and semi structured.

Quantitative techniques are generally profiles in which we have marked or scored our preferences 'for being' e.g.: Myers Briggs Type Indicator (MBTI); Emotional Intelligence Quotient (Bar-On EQ-I Profile); Belbin's profile on your preferred roles within a team. You may be familiar with other psychometric tools. The resulting report from each of these is a document that can be used by the coachee and the coach to discuss and reflect the coachee's preferences.

Other formal documents that coaches sometimes work with are Assessment Centre Reports, appraisal documents, and 360° Reviews. These inform self-awareness and interpersonal skills.


Qualitative tools include pre-session questionnaires or a number of questions, examples of which are given below, to build the coaching dialogue around what is going on in the coachee's life at the time.

1. "Think of any moments when you have felt really passionate about what you were doing, either on your own or as part of a team? Aim for three examples"
2. "List things that you are good at – again aim for at least three examples"
3. "What did the best boss you have ever worked for, or the best colleagues you have worked with, say about you?"
4. "List things that you value in life and state why"
5. "If you could change anything in your life at this moment either to put things in or take things out, what would they be?"
6. "Recall a time when you felt 'well resourced' within yourself. How were you managing yourself at the time – what was so effective?"


Any one of these questions can start a powerful discussion around self-awareness and self-responsibility and can form the basis of a number of coaching sessions.

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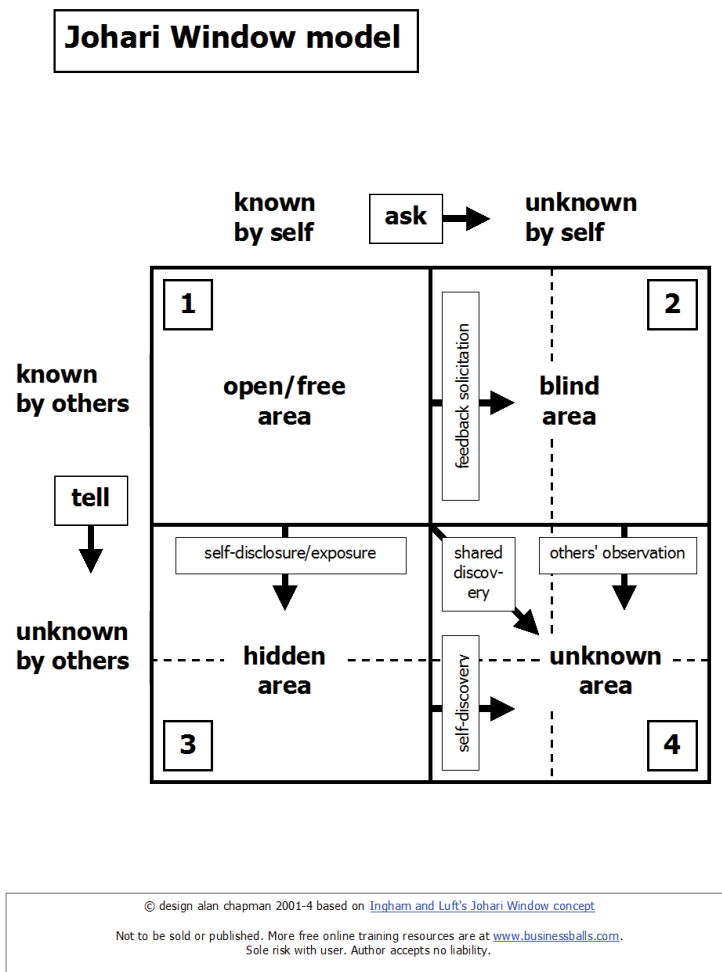
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A model which is used by both authors with many coaches is Johari's Window, Fig 3:1 below. A coach can support a coachee to consider the difference between their perception and how they are perceived by others.



**Fig 3:1**

Semi structured techniques include a mix of both approaches. Both the *Wheel of Life* and the *Wheel of Business* look at areas of your personal and business life e.g. finances, health, relationships, the business wheel being aimed at examining professional areas e.g. leadership skills, time management, relationships with colleagues (See appendix).

As coaches we explore coachees values; values help us define what is important in life, what gives our life meaning and purpose. An exercise used in team coaching is one centred on values where teams are asked to select a range of single word values and rate them in order of priority for them as an individual; this exercise reveals individual's own meaning and also collective values that may be driving the team.

For a comprehensive exercise on values, look at Rokeach's Value Survey<sup>7</sup> (1968) (RVS) which splits terminal values, or desirable end states and goals and instrumental values which are preferable modes of behaviour.

Values are central to business and often reflect the way that the business is conducted in an organisation. Violation of values can harm a relationship where honesty and integrity is a cornerstone. A coach will always be listening for, and sometimes directly draw attention to, this fundamental part of a coachee's motivation.

What happens when individual and organisational values clash? There can be a disconnection between the two and individuals then disengage from organisational processes; this can result in either benign or dysfunctional behaviours. Equally, if an organisation's stated values are not their operational values there is lack of integrity and organizational authenticity. For a powerful view of value conflict and toxic leadership see Enron: The Smartest Guys in the Room – DVD. (See [www.amazon.co.uk](http://www.amazon.co.uk))

Values are who we are, not who we would like to be, they represent us and serve to fulfil how we relate to others and how we express ourselves. When we live by our values we can say we are being true to self. This is often referred to as 'someone's moral compass'.

Whitworth (2007) refers to values clarification coaching which allows coachees to examine and articulate their values in a safe environment. She notes that the coach must listen to the actual words used by a coachee as this is critical in allowing them to frame and interpret their own meanings.

The Association for Coaching has a short summary of the Top 5 tips for understanding your values – they include:-

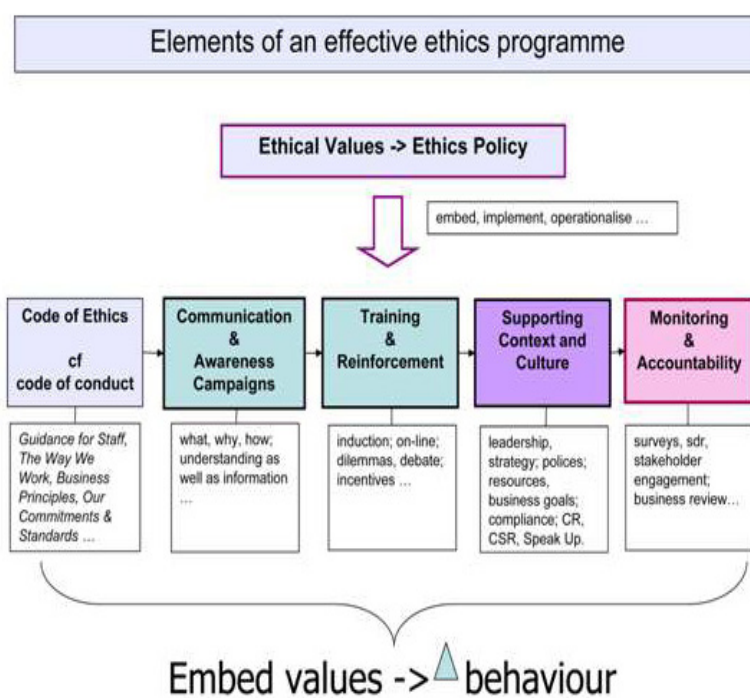
- firstly, asking what is important?
- secondly asking what else?
- thirdly ask them to enquire of colleagues how they exhibit these values
- fourthly ask them to rate their values in order of priority and
- lastly, explore how they will use their values list in the workplace.

A coach can also explore suppressed values which Whitworth (2007) suggests is a useful approach when faced with feelings of anger or frustration in a coachee. It can highlight conflict between the individual's values and that of the organisation. A coachee can use words such as feeling "trapped", "I had no choice but to go along with it", "it's the way things are done around here".

Over the past decade significant changes to the way that the UK National Health Service (NHS) operates has, in effect, changed the service from one of public service to a commercial entity; many coaches, in this sector, have stated that these changes strike at the core of their personal values, the reason that they went into the health sector was for one of public service and duty, not one of commercial profit.

How we articulate our values is the way we show commitment, competence and integrity. How do these values relate to ethics? Values are stated and ethics are, we would suggest, in the *doing*. So whilst values determine what is right and wrong to the individual, doing what is right or wrong is what we mean by ethics and behaving in an ethical manner.

Ethics and morals are the principles and standards by which both individuals and organisations regulate their conduct. Figure 3:2 below sets out the elements of ethical ways of working:



**Fig 3:2**  
Source: the Institute of Business Ethics

Coaching can explore each stage of this process and support managers in implementing ethical frameworks. For a comprehensive overview of Business Ethics and Values see Fisher et al (2013) 4<sup>th</sup> ed.

We mentioned in Chapter 1 that coaches are subject to codes of ethics depending on which body they are aligned to. The authors firmly believe these are vital to effective coaching practice and are members of the Association for Coaching (AC) and the European Council for Coaching and Mentoring (EMCC) who, along with other coaching bodies e.g. International Coaching Federation (ICF) have comprehensive Code of Ethics.

They all have similar statements which include, from AC, being fit and healthy and able to coach, that your coaching experience fits your client, that you are aware of psychological levels outside the coaching remit e.g. counselling, medical and psychotherapy. They also state that the coach should be sensitive to culture, gender, sexuality, disability and race.

The EMCC state five categories in their Code of Ethics: competence; context; boundary management; integrity; and professionalism which then set out the requirements in each category. Equally, the ICF refer to professional conduct in general, conflicts of interest, and professional conduct with clients.

All coaching bodies recommend a coaching contract between the coach and the coachee. Where there is a triangulated relationship between the coach, the organization and the coachee then confidentiality is reliant on the elements of the contract.

Each contract will be different depending on the agreement with the organisation and the type of coaching intervention. Broadly speaking a contract will include:

- The number of coaching sessions per each coachee
- The regularity and venue of the sessions
- The length of the coaching sessions
- Any agreed psychometric tests to be used
- Contact details for the coachee and coach
- Coaching boundaries and etiquette
- What happens if any conflict or dissonance occurs
- Business goal setting (if relevant)

Where managers are procuring coaching services they should consider a range of critical factors to ensure both 'best fit' and ROI for the organisation. Notably, why is coaching being considered? Who has been identified for coaching? At what level do they operate? How are they currently supported? Does the coaching intervention have clear, measureable objectives? What is the coach bringing to the organisation in terms of qualifications and experience? And how does coaching sit alongside any leadership or management development programmes already in existence in the organisation?

The most successful coaching interventions are well planned and are committed to raising self-awareness and self-responsibility. They have a broad application intended to support employees to achieve their potential and they will usually be embedded in the Organisational or Leadership development portfolio.

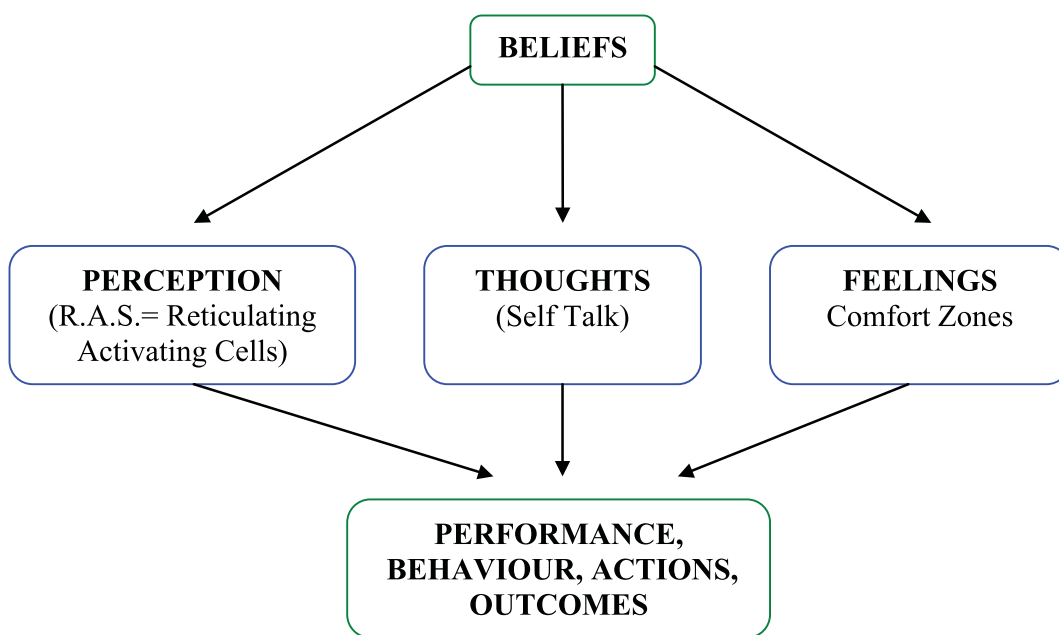
# 4 FROM BELIEFS TO PERFORMANCE AND GOALS

*'A man is but the product of his thoughts; what he thinks he becomes'.*

*Mahatma Gandhi, Leader of the Indian Nationalism party 1869–1948*

Before the advent of neurobiology to study healthy, high performing brains, many coaching models were informed by the work of clinical psychotherapists.

We have chosen to share a few models that the authors have found the most practical, and which are aligning with the scientific insights. One offering is a model we have found effective to support the coachee’s ability for more in-depth self-awareness to achieve their goals through well-grounded performance as well as choice for change. It is an integrated model utilising Gestalt psychology, Cognitive & Social Psychology and Neurolinguistic Programming (NLP).



**Fig 4:1** Beliefs to Behaviour / Performance model

**R.A.S.** is a cluster of brain cells acting as filters to our *perceptions*, filtering in information consistent with our beliefs and goals and filtering out what is perceived as irrelevant information. A little ‘test’ is to invite yourself to count a particular make or colour of car over your next few journeys. In a few days, if asked the number seen you would have no difficulty, but if asked about a different colour or make, you would need to ‘guess’ with the most likely response, “I haven’t a clue” or “you didn’t ask me to notice those”.

**‘Self-Talk’** is the words & attitude within our internal, private dialogue, which can either steady or throw us off course. We invite you to record what inner words go through your head in response to your own good or inadequate performance in several situations of your choosing. What words and attitude support your determination or focus, and what gives interference or undermines you?

**‘Feelings’ or ‘Comfort Zone’:** be honest about words, attitudes, behaviours with which you are at ease and those which can cause you inner discomfort/uneasiness. Stepping, or being thrust, into situations which evoke feelings of discomfort or uneasiness will be very demanding of your inner beliefs to performance processes. Greater consciousness and preparation will be needed to deliver the performance with which you are pleased.

Your **‘performance’:** behaviour, actions taken or outcomes aligned to, or that of colleagues etc., will, in milliseconds, be captured by intense internal experiences of satisfaction, failure, disappointment, success etc. etc. We invite you to record as much detail as you can (e.g. inner feelings – possibly tummy churning, excitement, facial expressions, possible words, skin changes etc.) of how you recognise these different ‘states’ within yourself. There is a worksheet, *Frames of Mind* in the appendix to help with this.

Using this simplistic model to link Beliefs to Performance (Fig 4:1), we now invite you to draft out your answers to the following questions:

1. What do you believe is your potential (work, hobbies, personal relationships etc.) and what are you currently doing to support these?
2. What is the potential of the team you work within and any team or individuals you lead?
3. What motivates you?
4. What are your beliefs about your capacity to learn?
5. What does success – and failure – look like in your life?
6. What are your responses to success and to failure?
7. What do you perceive in others that arouses in you a sense of ease and trust? What arouses caution, concern, defensiveness?

We invite you to construct questions specific to your situation, or to that of your team. Becoming aware of inner beliefs about the potential outcomes/performance/behaviours required for situations of importance is a key first step.

This exercise can unearth limiting, negative beliefs (which hold you back) just as much as positive ones (which push you forward) and the model in Fig 4:1 has, on numerous occasions, formed the basis of helping a coachee/team member/employee convert any limiting or negative belief into a positive one. The full worksheet and instructions for converting a negative or limiting belief into a positive one can be found in the appendix.

As coaches, we frequently return to the root of coaching, which at its simplest is a conversation about learning and change. The skill, as we hope Chapter 2 clarified, is to create the right context through a two-way authentic relationship based on unconditional positive regard in which empathetic understanding can flourish. Aligning this with neurophysiology, the key emotions of trust and excitement/joy are being harnessed in such a relationship. An exciting potential outcome of such a mix is what is called a critical, *'A-ha!'* or *'Light-bulb'* moment when the coachee/employee/team member can suddenly piece together a different perspective, a shift in their self belief, from which they can begin to work out the detail of a different way forward, a new goal, a new understanding of their strengths and potential.

Dr Christian van Nieuwerburgh, University of East London School of Psychology, summarised in 2013 at the Coaching at Work conference the main humanistic psychological approaches, which have contributed over the years to reach an understanding of this vital purpose of coaching.

In the U.S. authors, Sara Orem, Jacqueline Binkert and Ann Clancy wrote in their book of 2007, "Appreciative Coaching: A Positive Process for Change" that Appreciative Coaching offers the following: "Some coaching conversations have moments of transformation or shifts in perception that allow clients to recognize a new way of thinking or to see a situation that can move them forward in a positive manner. In Appreciative Coaching, these shifts are referred to as 'pivotal moments'. When clients pivot, they see their situation with new eyes and experience an accompanying positive emotional response of relief, hope and often excitement."



Positive Psychology, a branch of psychology developed in the late 1980s by Martin Seligman, studied and promoted genius, talent, creativity, happiness and emotional fulfilment. It has roots in the humanistic psychology family, alongside the works of Maslow, Carl Rogers and Eric Fromm and is focused on positive emotions, positive individual traits and positive communities<sup>8</sup>. The ideas of ‘Permission to Succeed’ and ‘Taming Your gremlins’ are attributed to the Positive Psychology vocabulary, as with Tim Gallwey’s equation.

Tim Gallwey through his ‘Inner Game’ books (1986), has spawned numerous quotes and insights into the ‘Frames of Mind’ to deliver mastery and top performance as well as those mind-sets which sabotage that peak performance. The ‘equation’ he coined: “Performance = Potential – Interference” captures a principle he observed that within each of us is a ‘Self 1’ who issues instructions, criticises etc. and a ‘Self 2’ who is the ‘doer’ to perform to the best of your ability. This links with the ‘Self-Talk’ as well as giving a coach and coaching style manager/leader a powerful reminder of the differences between communicating failure and inadequacy (bolstering Self 1) as opposed to building confidence by substituting their contribution of negative comments with questions designed to enable staff to access their ‘Self 2’.

Brown & Brown (2012) link the work of Gallwey to the evidence from neurophysiology on the difference between fostering one of the eight key emotions, fear, as opposed to those of either excitement/joy or love/trust.

Pre-dating Positive Psychology is Appreciative Inquiry, (not to be confused with appreciative coaching) “a form of organisational study that selectively seeks to locate, highlight, and illuminate what are referred to as the life-giving forces of the organisation’s existence”<sup>9</sup>. It is not a process or methodology, it requires of the organisation a commitment to continuous learning to carry forward generative change, as opposed to merely adapting to the current environment and situations.

Transactional Analysis (TA) emerged out of the work of the American psychiatrist, Eric Berne, revisiting the work of Freud together with his colleague, T.A. Harris, author of ‘I’m OK, You’re OK’ (1967). They have enabled us to recognise our choice of words and ‘states’ in different relationships, their underlying meaning and how they are both transmitted and received. They proposed, following Freud, that the transmission and reception of our chosen words was rooted in early emotional patterning created within each of us from the experience of being parented, which, in turn, informed our social behaviour as adults through ‘ego states’. Brown & Brown (2012), as with Gallwey’s observations, acknowledge an excellent alignment between the emerging facts from neurophysiology with this aspect of Freud’s contribution to psychology and the observations made by Berne and Harris.

The core idea of TA is based on the three “ego states”: Parent; Adult; Child, which govern the behaviour we exhibit to and receive from others by both the complimentary working and the competitiveness between the “ego-states”. These we can learn to identify to raise our awareness of our “internal or inner dialogues and debates”.

The **Parent** is the part of the ego that acts as both protector and judge, both nourishing us and keeping us safe, but equally is setting standards and norms for our behaviour. Parent mode has two facets, the Nurturing and the Critical Parent.

The **Adult** part of our ego is that which works things out by looking at the facts of a situation from which it makes decisions. The Adult gathers data from both the outside world and from within ourselves and hence can be influenced by the ‘inner dialogue’ of the ego-states, but also our personality traits as identified by researchers such as Jung and Myers-Briggs. The Adult will note what the child wants and how it feels, what the Parent says and what memories are stored of earlier relevant experiences. The Adult sorts out the best alternatives from this data, estimates probabilities and plans the decision-making steps.

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The **Child** is literally just that – like a very young child, with all the desires and feelings characteristic of childhood and although these may be suppressed to the point of complete lack of awareness of their contribution in older people, they are always there. It may be fun-loving, energetic, creative, polite, deferential, rebellious and like the Parent, the Child has two facets: the Natural Child (a natural creature living only for pleasure) and the Adapted Child (the Child who has adapted to survive in and manipulate the world as it is). The Adapted Child is the source of much of the behaviour used in getting attention from authority figures.

Depending on our own personality and learned experiences, people can sometimes respond inappropriately to others because they slip into an ego state, which prompts them to communicate in a way which ‘misses’ the other person, or is simply inappropriate to the situation. An example is someone habitually living within their Nurturing Parent ego state who will come across as a ‘rescuer’. This will inhibit their ability to stay long enough in Adult mode to ensure a thorough decision-making process is followed through.

More information on TA can be accessed through the internet and we have included a ‘*Questionnaire*’ in the appendix to begin a self-assessment ‘ego state’ indication.

We hope we have convinced you of the necessity for positive beliefs at the root of your own, your teams’ and your organisations’ approach to deliver your chosen purpose and also offered you a snapshot of some approaches we use to support positive, energised self awareness and commitment.

We now wish to move our focus into differentiating between ‘Performance Goals’ and ‘Learning Goals’. Much of the focus in Organisational and Personal Development in the ’80s, ’90s and ’00s was on performance goals with many authors contributing their own ‘take’. We share just a few:

“One’s conscious goals affect what one achieves. Goal setting is a key mechanism for self-management”.

(Latham, G.P.; 2004)

“People with specific hard (or stretch) goals perform better than those with vague goals or specific easy stretch goals”.

(Latham, G.P.; 2004)

Heller (2002) contributes: “Effective goals are those constructed with precision so as to enable recognition of all relevant facets of the landmark which are critical contributors to reaching the destination”. In his opinion, such ‘facets’ are likely to be customer, financial, legal, processes etc. and be structured in S.M.A.R.T. (Specific/Stretching – Measureable – Achievable – Realistic – Timed).

The authors’ experiences of ‘performance goals’ is dependent on whether these were imposed through line management or internally worked out, followed by negotiation and agreement from interested ‘stakeholders’, both personal and work. In the appendix is a template used by one of the authors for personal goal setting.

Each organisation will have its own format and processes for focussing employees’ attention to outcomes and targets. Using your own reflection on the banking crisis triggered in 2007/8 we suspect you will recognise the devastating effect created by a reward system and bonus culture based on unpredictable outcomes which were not controllable. When personal reward is strongly linked to an outcome which is based on consequences that undermine sound, long term industry understanding and is also coupled with dubious legal and/or ethical choices. In this way, organisations can destroy the whole foundation of their culture and contribution to wider society and the world.

Such potential problems were foreseen by journalists questioning the seemingly closed mind-set of bankers at the positioning of the credit derivatives and sub prime markets within their performance goals criteria. Also, academics of management psychology cited examples of the influence played by Reinforcement Conditioning options on financial traders or door-to-door sales. (Fenton O’Creevy et al 2003)

In summary, for performance outcome goals to be most effective, the reward should affect the person’s choice on to what they focus, their effort and persistence as well as allowing them to adjust their effort to the level of goal difficulty; it should also acknowledge persistence until the goal is achieved. Performance goals are usually less effective when the individual already has all the knowledge and skills to achieve the goals set.

Learning goals, on the other hand, have been found to be more effective when high performance is a function of the individual's ability and knowledge as well as behavioural responses evoked through their choice, effort and persistence, because their attention is drawn away from purely the end result to focus onto the discovery of effective processes, knowledge and ability needed by that individual to deliver the quality desired by the organisation. This enlisting of Cognitive Psychology can help the individual who is facing new complex situations, and seasoned managers needing to be revitalised from experiencing some stagnation and where any 'illusion of control' is to be deterred from the core skills. See the appendix for a '*Self Learning Contract*' template.

'*Well Formed Outcomes*' is another favourite of the authors to support coachees with the detail to help build in the precision required for successful goal setting or self-contracting process. The 'conditions' to justify the adjective 'well formed' emerged from Neurolinguistic Programming (NLP) and, with most models emerging from the fields of psychology, have been adapted and moulded by individual 'gurus' as part of making their mark in the field of coaching. Whatever 'tweaks' individuals may have made, the fundamentals, however, remain the same. See the appendix.

To summarise the detail we have shared in this chapter in the understanding brought by the latest science, Brown & Brown (2012) offer neurophysiological evidence:

"The brain has no template for 'how things should be'. All a brain knows is what it knows. How it arrives at what it knows is entirely the result of its own completely unique experience modified by all its prior experience attached to its own genetic potential" (p. 117).

"All behaviour is the result of, and is subject to modification by, the way we see things (perception)."

As coaches we work for a shift in an individual's perception or a shift in a 'collective team's/ organisations' perception is what makes change possible. This is the purpose of coaching.

## 5 SEVEN LAYERS OF DIALOGUE – EFFECTIVE COMMUNICATION

*‘One of our strongest weapons is dialogue’.*

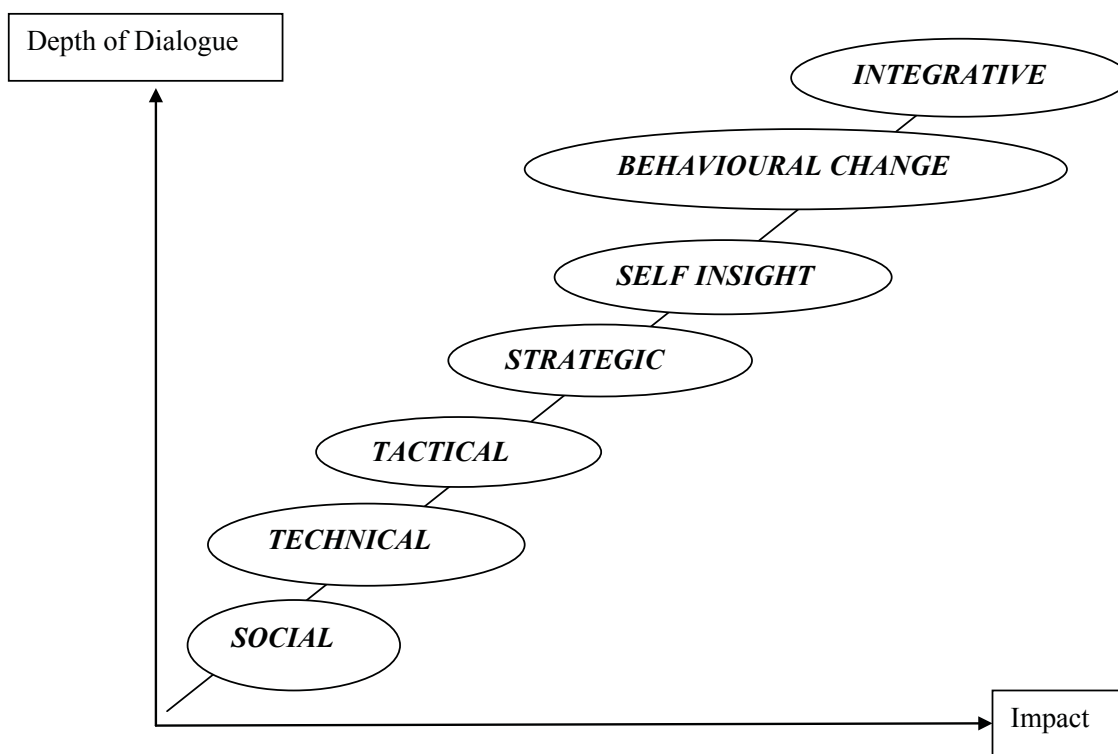
*Nelson Mandela – Former anti-apartheid prisoner, became President of the first Democratic Republic of South Africa (1918–2013)*

Early in the 1980s in the US, Robert Dilts, author of several NLP (Neurolinguistic Programming) books, offered a model to help thinking around personal change and learning. He called this framework (for gathering and organising information at different levels, to ensure we integrate our ‘whole self’) *‘Neurological Levels’*. As with many models in this era, it emerged from psychotherapeutic work.

He proposed six levels, starting from how we react to our surroundings and people to the deepest spiritual level where we consider such questions as, “Why are we/why am I here?” and “What is our/my purpose?” (O’Connor, J. 2001, pp. 28–32). As mentioned in Chapter 4, this migration of psychotherapeutic work into management, leadership and coaching approaches is part of our heritage and, in 2013, the authors prefer asking questions around: “What would you like to be known for?”; “Which of your qualities will people remember you by?”; “If you could leave a legacy within this job, what could that be?”; and “What particular contribution do you feel you can make?”

In 2010, the well-respected UK academic and author David Clutterbuck, shared his research on effective learning conversations between high performing adults whether these are within a mentoring or a coaching relationship.<sup>10</sup>

His view is that the quality of conversations is determined by finding a better question rather than a better answer. His research over many years points to the power of better questions delivering the capacity to create possibilities from which ‘eddies of better answers’ emerge to support discovering more about ourselves and our coachee/client/employee. David Clutterbuck constructed these into the Seven Levels (or Layers) of Dialogue, each one with its focus and activities to ensure the coachee and coach’s/employer’s needs are met, and targeting at different depths for which there is a corresponding impact within the conversation.



**Figure 5:1** The Seven Layers of Mentoring

### Social Dialogue

Purpose: To provide support and encouragement by developing friendship.

How:

1. Demonstrate interest in learning about the person.
2. Actively seek points of common interest.
3. Accept the person for who they are: strengths; weaknesses; virtues and faults.
4. Be open in talking about your own interest and concerns.

The authors invite you to refer back to Social Identity Theory in chapter 2 and the 'Comfort Zone', 'Perception' and 'Self Talk' as shared in chapter 4 – they may be of use here too.

### **Technical Dialogue**

Purpose: To meet the needs for learning about work processes, policies and systems.

How:

1. Clarify the task and coachee's/employee's current level of knowledge.
2. Be available when needed: Just In Time (JIT).
3. Be precise.
4. Explain the 'why' as well as the 'how'.
5. Check understanding.

The authors have found that it can be useful to include questions around natural preferences and strengths in current responsibilities; this can lay a foundation for the increasing layers of dialogue.

### **Tactical Dialogue**

Purpose: To help the coachee consider practical ways of dealing with issues arising in their work (e.g. dealing with a colleague difficult to them) or personal life (e.g. managing time/work-life balance).

How:

1. Clarify the situation (what is and isn't known?)
2. Clarify the desired and undesired outcomes.
3. Identify barriers and drivers/potential sources of help. (See the appendix for Lewin's Forcefield which can be a very valuable tool)
4. Establish fall-back positions.
5. Be a sounding board.
6. Help build a plan, timeline and milestones by drawing out clarity as to the first and subsequent steps.

### **Strategic dialogue**

Purpose: To take the broader perspective, ensuring problems, opportunities and ambitions are put into context, especially any vision wanting to be achieved through relationships and personal endeavours.



How: Similar to the Tactical ‘How’, plus:

1. Clarify the broader context (who are the other players/stakeholders in this issue).
2. SWOT analysis – assess Strengths, Weaknesses, Opportunities and Threats.
3. Explore a variety of ‘What if?’ scenarios.
4. Link decisions and plans closely to long-term goals and fundamental values.
5. Consider radical alternatives that might ‘change the game’, e.g. is faster personal, team, or departmental growth possible by some other means?

### **Self Insight dialogue**

Purpose: To help understanding and acceptance of our own drives, ambitions, fears and thinking patterns.

How:

1. Support openness and honesty about ourselves.
2. The role of the coach/mentor/employer is to ‘open the door’: the coachee will follow their own ‘journey of discovery’.
3. Time and space to come to terms with each self-realisation is vital.
4. Be cautious of vague statements – encourage rigour and precision in the analysis.
5. Encourage exploration and reflection on any links between what is said and done and the underlying values and needs.
6. Challenge constructively, e.g. “Help me to understand how/why...”
7. When relevant, give feedback from your own impressions, which can help the coachee reflect on how they are seen by others.
8. ‘Tools for self discovery’ (we gave examples in chapter 3) can be reviewed together; also include appraisals and 360 degree feedback reports.

The authors suggest that reflecting on the relationship between inner beliefs to performance and their own balance of competitiveness versus desire to co-operate can also be helpful to explain inner dilemmas, debates and conflicts.

### **Dialogue for behavioural change**

Purpose: To support personal adaptation of daily behaviour to become ‘authentically rooted’ from within by bringing together insight, strategy and tactics.

How: All the ‘self insight’, plus:

1. Supporting ‘outcome visioning’ both intellectually and emotionally.
2. Clarifying and reinforcing the impact of the change to both the coachee and all the other stakeholders.
3. Establishing how progress will be recognised – within the coachee themselves and by colleagues/other stakeholders.
4. Assessing the commitment to change.
5. Expressing your genuine belief in their ability to achieve what they are committed to.

The authors invite you to review the usefulness of the ‘Well Formed Outcomes’ template we give in the appendix.

### **Integrative dialogue**

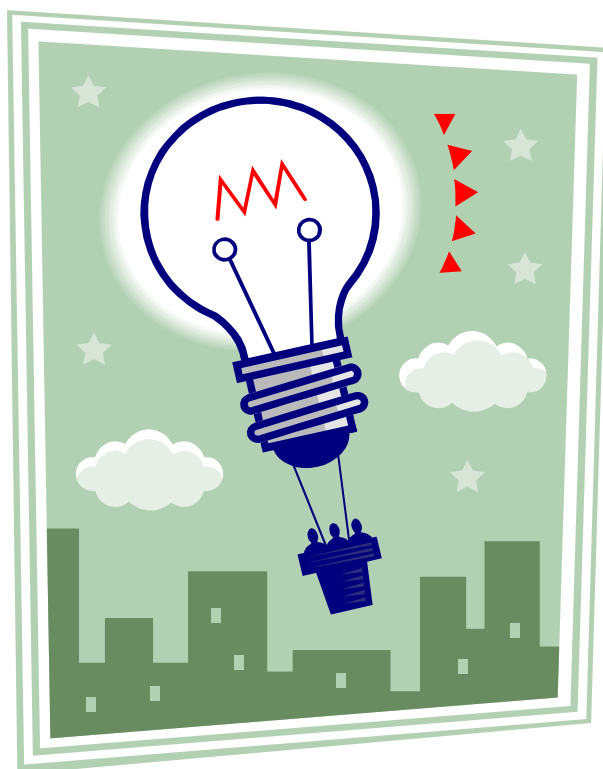
Purpose: Development of a clearer sense of ‘who I am’, ‘what do I want to contribute’ and ‘how I fit in’ by supporting a greater balance and wider perspective of our own life and our own inner dilemmas, inner conflicts, inner debates. Often called ‘a holistic approach to living’.

How: This eclectic, encompassing and occasionally naïve approach supports movement through ‘layers of life’, different perspectives from broad to detailed, identifying common strands and connections as well as recognising anomalies in values and behaviour and also works with the inner restlessness to achieve a balance of acceptance and peace by energising the unique spirit.

David Clutterbuck, also in 2010 wrote an article in *Coaching: An International Journal of Theory, Research and Practice*, pp. 73–81, in which he shares his view of a ‘liberated coach’, i.e. a coach who is not ‘wedded’ to any particular model-based, process-based or philosophically-grounded approach to their coaching skills, but is a coach who enjoys what he calls a ‘Managed eclectic’ approach. This, he argues, enables the coachee to range across all aspect of their life in a relaxed enough manner to allow ‘solutions to emerge to whatever way they will’.

In our wish to share practical aspects of ‘a coaching perspective’, in this chapter we offer one final ‘tool’, David Clutterbuck’s ‘Change Balloon’ (2010, p. 79–80) as a means to aid solutions, priorities and rankings.

Imagine the balloon as something desired, e.g. a new job, a new team, etc. and identify all the desired elements of that outcome. Draw your balloon, labelled with the desired outcomes and attach as 'sandbags' your desired elements. Then imagine the balloon springs a leak and in order to ensure it remains afloat, you must jettison a sandbag...but which one will it be? Gradually, all but one is gone and not only are you left with a priority but you also have a ranking as the basis for considering relative importance of factors in the overall choice.



**Fig 5:2**

## 6 CHANGE AND TRANSITION – MOVING FORWARD

*'It's not the strongest of the species that survives nor the most intelligent but the one most responsive to change'.*

*Charles Darwin – Naturalist and Geologist (1809–1882)*

Within this chapter we look at how we react to change and transitions. We invite you to think of a time of transition in your life. It could be: when you left your first childhood home; became fully independent of parental influence; moved away from friends/former working colleagues; arrived into a new location; experienced a redundancy or a promotion; or when a previously stable relationship began to shift in a direction which was uncomfortable to you. The aim is to bring to your awareness, without going into deep psychological aspects, the need to recognise the difference between 'change' as something imposed from the outside, learning as the acquisition of new skills, knowledge, attitudes, behaviours, and transitions.

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To the authors, transitions involve shifts in our inner beliefs and self perception, which can be anywhere along the spectrum from a mild readjustment or awakening of a new phase of self awareness to a 'shock impact' most often resulting from an external event, whether this be planned or unexpected, wanted or unwanted. The key ingredient in listening to, or personally experiencing a transition, is that an 'Ending' is inevitable and comes at, or close to, the beginning of the transition. This 'Ending' can be something tangible either bad or good, e.g. car being written off, being offered a promotion or something affecting the inner self perception or self belief, e.g. 'I am good/bad at this job' depending on the outcome of the appraisal process or 'my partner loves me'. The 'Ending' heralds in a new view of how we see, hear and feel about ourselves and it is unique to us.

How we deal with change and transition is critical and how we have dealt with change in the past will, to some degree, influence how we deal with new challenges and transitions in our lives. Do you see change in the workplace as a threat or do you relish it?

There are natural life events and life span developments which are worth being aware of and the authors suggest (i) Levinson's (1978) Life Task Development model (ii) Erikson's (1959) Stages of Identity model built on later by (iii) Loevinger's (1976) in his model Stages of Ego Development. Some detail of each of these models is in the appendix.

For the purpose of coaching, when faced with a coachee/employee in the room with us who has just or is about to experience an 'Ending', our coaching skills will return to one of the core principles, that their 'Map of the World' is paramount. Where the change has come from the organisation, the authors urge you to resist the temptation to impose your own personal knowledge and perspective.

Where the external event is within our personal life, we suggest that the Stress Inventory tool devised by Holmes & Rahe (available on the internet) could be helpful to focus awareness on the event or change impacting on us.



Fig 6:1

We hope that as a coach/coaching-style manager your personal work through transitions will mean you are aware of the potential pain, the undefined length of time for feeling ‘in the wilderness’ but also, the opportunity for potential personal growth however long that may be in emerging. Your contribution is likely to be a vital ingredient for that coachee/employee.

In his seminal book, “Transitions; Making sense of Life’s changes.” (2004), the author, William Bridges, shares the Hindu idea of the ‘four natural seasons of life’ in which the leaves must fall from the fruit tree in the autumn, the tree looks ‘dead’ through the winter/ lying fallow period, before new leaves can grow in the spring to blossom and produce fruit through the summer. This metaphor clearly communicates the stages of transitions: the autumn or Ending is before the “apparently empty in-between time when under the surface of the organisational situation, or invisibly inside you, the transformation is going on”.

So, this 'neutral zone' as Bridges calls it, is vitally important for growth. Any failure to accept an 'Ending' and allow a 'Neutral Zone', will impede the third and final stage – new 'Beginnings' and as a result no personal growth will flourish. In such a case, the employee is likely to be that person who will 'become disgruntled, leave, move on' and most probably with the same behaviour which contributed to the external event which triggered the Ending, whether this was work or personal.

Bridges's three stage 'Transition model' is summarised diagrammatically below in Fig 6:2

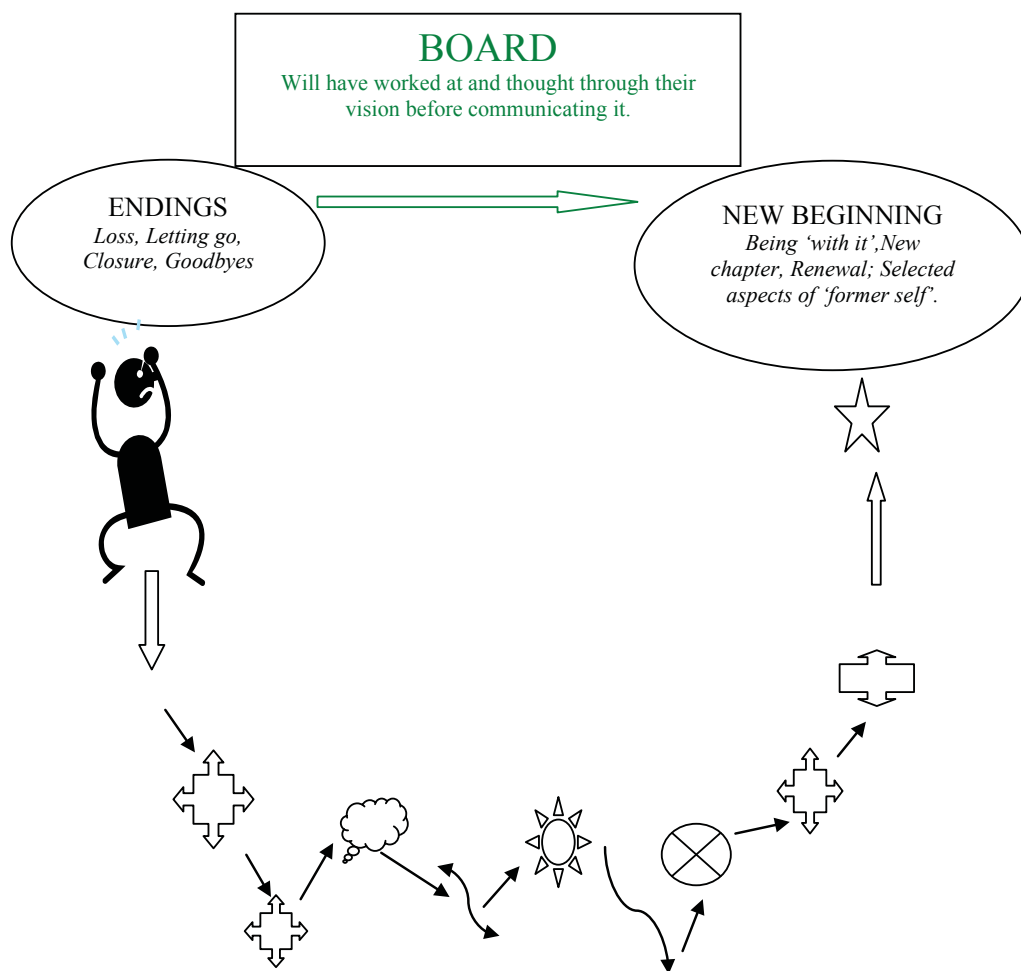


Fig 6:2

## NEUTRAL ZONE

'In-between time': Chaos, The Wilderness, Creativity, Innovation

### Navigating the Neutral zone – what can help?

**Control** (*which parts can you realistically take charge of?*)

**Understanding** (*Tell me how this feels?*)

**Support** (*How best can I/we help?*)

**Purpose** (*what does this tell you about how you want to be/what you want to be known for?*)

The authors acknowledge the work of Joan Bolton-Frost in the content of this diagram.

In his later work, *Managing Transitions: Making the most of change* (3<sup>rd</sup> ed. 2013) Bridges sets out a very useful 'test case', listing possible action to take during a transition and how they may rate within your organisation. He also includes, in the appendix, the leader's role in times of transition which highlights the leader's tasks for supporting people through change. He urges managers to ask "Who is losing what?" and to understand and anticipate staff reactions. He emphasises positive leadership styles and creating 'group space' as being critical factors to successful workplace transitions.

The extent to which such transitions can be disruptive or be taken 'relatively in our stride' is likely to depend on two factors, the personal importance of the change that triggered it, and whether it coincides with a time when any personal development shift is being internally sensed. Bridges is clear that changes in our health, the quality of our key personal relationships and our spiritual world send ripples across our work and careers. Age can also affect the response to a transition imposed through organisational change, e.g. younger people are often highly motivated in demonstrating their competence and achieving and beating targets with these same people moving into a phase of valuing the 'personal meaning in the work and its results' as they gain more years of experience.



Change can significantly affect the group dynamics of teams and either fragment them or consolidate them. In his seminal work *'Developmental sequence of small groups'* in 1965 Tuckman looked at how groups form and work together; later research has built on team dynamic theories stating that well formed and stable teams are more able to withstand change, whereas newly formed or constantly changing teams quickly become fragmented and demotivated. See appendix.

A model used extensively by one of the authors with organisations in the process of change is John Kotter's (1996) *Eight Steps in Transformational Change* model. It is underpinned by communication throughout: it starts with communicating to the organisation or team the need for change, and suggests the creation of a change champion or team as well as having a clearly defined vision for change. Team briefing and face-to-face communication on the progress of the change is critical: whereas e-mails, newsletter and rumour are detrimental to the change process. The change champion should give ownership to the team and be aware of any obstacles that will prevent a smooth transition. Within the timescale there should be short-term gains where the team feels it is focused and achieving change. Kotter's last points centre on keeping people motivated and injecting new energies and finally incorporating the change into the organisation culture. See appendix.

Equally helpful to employees experiencing change is John Fisher's (1999) diagrammatic view of the stages of personal change and how we question our role within that change and also our reaction and resilience to deal with it. The model helps us understand views of change and to appreciate that colleagues may feel very differently about change in the workplace. See appendix.

In case this summary feels too 'therapeutic' in approach, please let us share three other concepts with commercial credibility, which both authors use when working with a coachee in transition.

One of the best-known theories on factors that can affect the amount of energy put, by each of us, into aspects of our lives is Maslow's *Hierarchy of Needs*. Abraham Maslow put this forward in 1943 in his paper, *"A Theory of Human Motivation"*, introducing the terms, Physiological, Safety, Belongingness and Love, Esteem, Self-Actualisation and Self Transcendence. This theory, with its resulting model remains a 'classic' in management and leadership training. His theory emerged from his study of the healthiest and most able 1% of college students, unlike theories from many earlier psychologists whose methodologies were based on the mentally unhealthy and those giving cause for social or other concern.

The second is Sir John Whitmore's Transpersonal Coaching model for leadership development<sup>11</sup>, which engages with both Emotional and Spiritual Intelligence techniques to support what Maslow called 'Self Transcendence'.

Thirdly, work by the organisation, *Lifetimeswork*, introduces their Resilience Engine model. This defines Resilience as "the ability to overcome setbacks and absorb any learning offered by these setbacks, quickly and at the minimum cost".<sup>12</sup> In addition see AQR Ltd and their work on mental toughness with the MTQ48 psychometric test, which determines resilience.

Lastly, by coach Keren Smedley, who works within the NLP and personal change field, a book called *'Live the life you love at 50+'* (2013). Whilst misleading in its title, this work offers psychological models for all ages to adopt when faced with change and transitions in career choice, the workplace, lifestyle choice and areas of health and wellbeing.

# 7 OUTCOME THINKING – COACHES ENGAGING IN BUSINESS GROWTH

*'Success is walking from failure to failure with no loss of enthusiasm'.*

*Winston Churchill – Prime Minister of United Kingdom (1874–1965)*

As leaders and managers of large, complex organisations, there is continued pressure to grow the business, to become bigger, to increase profits and to be a player in the global market. This chapter looks at how and to what extent coaches should engage in this process.

The downside of the philosophy of driving business entirely for profit is that bigger is not always better and often, the pressure of growth and change, as discussed in chapter 6, can lead to dysfunctional teams and stressed employees. It can put organisations into 'thinking straightjackets' where *process = growth* and *growth = progress*.

It is the role of the coach, either internal or external, to ensure that the coachee is fully aware of their role within the organization's strategy and operational tactics. Depending on the speed of changes affecting the organization, these outcomes may require flexibility of thinking and action.

What the coach brings to the coaching space is their skills, as discussed in chapter 2, to support performance and goals, as discussed in chapter 4, which are aligned to desired outcomes.

In *The Masterful Coaching Fieldbook; Grow Your Business & Multiply Profits* Hargrove, R. (2007) sets out five myths and perceptions of some leaders towards coaching as:

- Coaching is an HR function and not a leaders' role
- Coaching aims to fill leadership gaps and skills deficits
- Coaching is not goal orientated but a separate, abstract activity
- Coaching is a special event in the corporate calendar
- Coaching is not for winners but for losers

In dispelling these myths, the authors' experience in coaching allows 'space' for the coachee to vocalise and visualise thoughts about their working environment. Scoular (2011) argues that coaching provides an 'energy surge' in businesses which help with, among other things: *job leaps* where hierarchies are collapsed and workloads are spread; *time stretches* where the 40+ hour week is not enough to do the job; and *space stretches* where global working necessitates vast knowledge of cultural and business differences.

She also cites *time shrink* as alluding to time horizons being nearer and the difficulties in work/life balance and the consequential *fragmented support structures* such as family not being local, no community interaction, single parenting, lone living and isolation having significant impact on employees. Lastly, she states that CEO's are not 'just' running the company, they are juggling accountability to shareholders and boards, being mindful of sustainability, along with the political arena, image management and media spotlight.

It is these concepts that coaches and their coachees are working with together, having real issues around team leading, strategic thinking, managing people, networking, succession planning and continued professional development. Within these paradigms coaching can provide a safe place to explore notions of choice, anxiety, limiting beliefs and transitional change.

There are many performance and solutions focused coaching models in the market, too numerous to mention, so we mention just four that the authors use or have used in the past.

Firstly, **G.R.O.W.** originating from Alexander's model, developed in the 1980s is perhaps one of the most popular models of process questions used by coaches and which forms the backbone of Sir John Whitmore's 2002 book. It stands for Growth, Reality, Options and Wrap-up and has, as do the other models, a set of process questions behind each heading.

**O.S.K.A.R** modeled by McKergow and Jackson (2007) stands for Outcome, Scaling, Know-how, Affirm and Review.

And **A.C.H.I.E.V.E** modeled by Dembkowski & Elridge (2003) sets as its process, Assess the situation, Creativity, Hone goals, Initiate goals, Evaluate the options, Valid actions and Encourage momentum.

Coaches will work with their own preferred models, ones that work for them and their clients or, as their experience develops adopt a managed, eclectic approach as mentioned in chapter 5.

As also mentioned in chapter 4, in terms of setting business targets, SMART is often used by organisations as a measurement of success. Whilst it is a relevant framework on which to hang a project it is not without its critics in being taken too literally and driving process rather than supporting people.

S = Specific – the who, what, when and where

M = Measurable – the how much, how many questions – what does success look like?

A = Attainable – (or in some models Achievable) the steps, skills and resources needed

R = Realistic – are the goals being set realistic, challenging but possible?

T = Timely – can the goals and activities being set be accomplished in an agreed and defined time?

Van Deurzen and Hanaway (eds.) in *Existential Perspectives on Coaching* (2012) link SMART with cognitive behavioural coaching (CBC) and cognitive behavioural therapy (CBT) as a behaviourist perspective where coachees seek purpose and meaning. It is suggested that where coach and coachee can, early on in the coaching relationship, agree SMART goals they can effectively “cut to the quick” and relate organisation goals within personal development.

There are critical opinions of goal setting in coaching sessions, one being that there is too much emphasis placed on goals and problem focused solutions which lose sight of the coach’s role of giving a client space, unconditional listening and a non-directive manner.

In *Business Coaching*, (2011) Anne Scoular talks briefly about how the science of positive thinking as entered the coaching arena. We discussed this in chapter 4: how beliefs can directly impact on performance.

The main proponents in this field are Martin Seligman and Mihaly Csikszentmihalyi who link Positive Psychology to peak performance for both the individual and the organisation. This side shift away from tick-box business goals harnesses individual’s character strengths and levels of both resilience and positive mind-set to give corporations a positive edge.

Linley (2008) a UK pioneer of positive psychology and coaching defines it as “an approach to psychology which aims to use scientific research to enhance the well being of individuals and their communities”. It is the notion of fitting the individual and their unique strengths with finding solutions rather than presenting an individual with a problem and expecting them to solve it or to achieve goals to which they are not aligned or are indifferent.

Matt Driver in *Coaching Positively: Lessons for Coaches from Positive Psychology* (2011) states a number of themes to which positive psychology can be applied in a coaching capacity: firstly in focusing on an individual's *strengths* rather than their deficits and integrating coaching into that model; secondly, **positive emotions**, i.e. the concentration on positive emotional states which often opens up inner resourcefulness and possibility of action.

Driver cites **resilience** as a key factor in coping with work pressure and constant change. There are now tools to measure an individual's resilience, which coaches can use and work with as mentioned in Chapter 6.

He also mentions an individual's **mindset** in helping coachees to 'frame' and 're-frame' situations that they find themselves in. Therefore if a project is not as successful as was planned or it misses deadlines should the coachee say: "I am a complete failure" **or** "this project had many variables which were out of my control". The coaching session could go on to explore these "variables".



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The themes of **relationships and trust** are critical to the coaching relationship where deeper levels of insight can be gained if that trust exists. Lastly, Driver mentions **personal growth** for both the coachee and the coach in realising their own personal strengths and what they can bring to the coaching process.

Shifting the focus to business growth there are a number models which can be useful when coaching, an example is **ORBIT**<sup>13</sup> which enables both individuals and teams to engage in strategic planning for the organisation whilst recognising skill gaps and resource limitations. **ORBIT** is a diagram when enables projections to be set out for a period, usually five years, with detailed projected income, turnover, resources, planned growth and strategies. Equally, the single page planner is a matrix which allows leaders and team to set business growth goals against activities over a period of time.

There is a significant movement for large organisations to look beyond growth and goals to commitment and community. See Tim Lebrecht<sup>14</sup> on branding and market position of companies which actively engage sustainability and community benefit thus finding that their businesses grow.

We hope that both this Chapter and Chapter 4 have helped to embed understanding that for attainment of business and personal outcomes positive mindsets and positive thinking are crucial. To us, a key purpose of the coaching space is to ensure that the coachees take this on board, recognising that their own thinking is their responsibility and that we, as coaches, help them to reframe it in positive terms.

In the next, and final, chapter we look at the emotions and the limbic brain and how neuroscience is heralded as the way forward to more cognitive, psychologically based coaching.

## 8 NEUROBIOLOGY – THE NOW AND THE FUTURE

*'I am a brain Watson, the rest of me is a mere appendix'.*

*Arthur Conan Doyle – Physician, writer and creator of Sherlock Holmes (1859–1930)*

In 1997, Baroness Susan Greenfield (Professor of Pharmacology at Oxford University) in her book, *The Human Brain; a guided tour*, uses the metaphor of the Amazon rain forest which, at the time of writing, covered 2,700,000 square miles. She invites us to be aware that the neurons in our brain are equivalent to the number of trees in the forest and the connections possible for each neuron to make with another, by both electrical and chemical impulses, is equivalent to the number of leaves on those trees. She summarises as follows (p. 101) “It is virtually impossible to imagine on a global scale the fervour of chemical and electrical activity, even if only 10% of our hundred billion neurons were signalling at any one moment”.

How then as coaches do we harness the human touch and, with science, as Brown & Hales (2013) argue link emotions and trust in brain based systematic coaching. This is the purpose of this chapter.

Increasingly in the past decade, the techniques developed for monitoring brain function causing medical problems have been applied to healthy, high functioning individuals. The resulting increase in literature over the recent two or three years focuses on the natural functioning of our brains as the resource to support a healthy and happy home and work life. There are some basic facts which we need to share to ensure your own self awareness is robust and hence will be a sound foundation from which to inform your own style of coaching. Equally, both authors enjoy ‘brain-friendly’ fun versions in which metaphors help diminish the need to regurgitate scientific words and language and so we give pointers to three different books. Our brain is the most energy-demanding organ in our body and as coaches, it makes sense that we support our coachees and ourselves to manage its power.



Brown, P. and Brown, V. (2012) 'reduce' the brain to three key 'brains within a brain',

1. The Reptilian brain: in evolutionary terms the oldest part of our brain with the responsibility for ensuring our autonomic functions (breathing, blood flow, heart rate, salt levels etc.) are sustained and hence we are only aware of its purpose when things go wrong,
2. The Mammalian or Limbic brain: the set of structures deep in the brain acting as our emotional centre, within which is the Amygdala, whose cells become active when both receiving and transmitting emotions.
3. The Cognitive brain is the Prefrontal Cortex, a far smaller zone of cells which become active when we are thinking logically and systematically forming goals, objectives and devising plans. In his book, 'Your Brain at Work' David Rock, (2009) describes the relative sizes of the Amygdala and the Pre-Frontal Cortex as being the 'fist' and the 'thumb nail' respectively. Both are energy-demanding structures, whereas in contrast the Basal Ganglia, another part of the brain, drives routine activities, assimilates new activities after a few repetitions and is far more energy efficient, e.g. we can think whilst doing any one of the following, preparing a meal, doing the ironing, washing the dishes, gardening, driving a car etc.

Recognition of the crucial contribution of our emotions started with the emergence of *Emotional Intelligence* in the mid-1990s through the work of, chiefly, Daniel Goleman. The impact on organizational behaviours has been significant. Thanks to contributions from neurophysiologists combined with business and organisational consultants and academics, 'intelligent emotions' and 'the Limbic leader' are now the order of the day.

The eight key emotions received and transmitted by the Amygdala or Limbic System are five which drive our survival (Fear, Anger, Disgust, Shame & Sadness, i.e. the mnemonic FADSS), one is the potentiator for a change in perspective, Surprise or Startle and the final two are the 'attachment' emotions, Joy/Excitement and Love/Trust, both of which offer huge potential for leadership. The key for our own lives and our coaching is the enormous power of our emotions and their role as the foundation for 'how we are' and 'how we want to be'.

The next key element of neurophysiology is the contribution made by the different neurotransmitter chemicals to thinking patterns and our moods. They are ‘what they say on the tin’, transmitters between the individual brain cells from which networks or pathways are built up over time. For instance to name just two, oxytocin brings calmness & engagement and is the neurochemical basis of trust while at the other end of the spectrum cortisol is secreted when we are stressed: small amounts result in positive effects, too much for too long brings adverse effects. This leads to another key element, namely that these networks or pathways are not templates; each of us builds our own networks from birth informed by the emotions and environment we experience.

Brown and Brown (2012) state on p. 35, “The evidence from the neurosciences makes it clear that it is early neural patterning formed in the experiences of key relationships that constructs the patterns of later adult life behaviour.” From the huge potential of ‘all those leaves on the trees in the Amazon rainforest’, our brain, from constructing its networks and pathways, “tends to see the world in terms of what it already knows” and which “simply learns how things are.” It is this that “shapes our own reality” (p. 35).

The notion of the ‘Real me’ and ‘Self’, Brown and Brown suggest, “can be nothing more than his or her own past.” And “In knowing the past, you can begin to model the future.” (p. 35). As the purpose of coaching is to support sustainable change, Brown and Brown argue that the job of the coach is to nourish “actual change in the pathways in the brain.”(p. 36). They go on to share how their coaching practice influenced their clinical work from which six propositions emerged (pp. 56–65):

1. The brain is an integrated system with many specialized, highly differentiated areas.
2. The brain manages the inputs and outputs from the five senses.
3. The brain regulates and is regulated by its emotional system.
4. The brain is the organ for making sense, for managing relationships, and is a remarkable neurochemical factory,
5. The brain has no original templates, only possibilities.
6. The brain hates change.

Utilising this recent scientific evidence on the function of healthy brains, they propose that coaches consider Neurobehavioural Modeling (NBM), describing it as a “framework to guide coaches in using a working knowledge of the brain for creating change and facilitating development in a client.” (p. 65). They feel NBM is “the means by which an executive coach who has working knowledge of the brain and mind interacts with a client {individual or group, brain(s) to brain(s)} for the contractually-agreed purposes of creating (structural) change in (the brain of) the client.”(p. 66). This, they feel, offers both effective and ethical coaching to bring about behavioural change, a modification of the ‘Self’ and embed the gains made into lasting and sustainable change.

In his BBC programme “*The Truth about Personality*”, Michael Mosely took a scientific view of how we present physically when dealing with negative, self limiting thoughts. This negativity, he states, is a dominant feature of which we as coaches should be aware. Self-fulfilling prophecies, he suggests, shut us down and disenable us both personally and professionally.

Research into techniques to reduce negativity, called Cognitive Bias Modification (CBM) has shown that neural pathways become habitual but that unconscious negative bias can be reduced. Hence, as coaches when we see coachees repeating negative and unhelpful behaviours we can support self-awareness and responsibility for change.

Equally, evidence supports the use of meditation and mindfulness to change engrained neural pathways. There is evidence of changes to brain patterns in monks who have spent years meditating, which has led to physiological changes. Many people are now choosing to integrate meditation and mindfulness into their daily lives bringing about calmer and healthier demeanours.

As mentioned earlier, David Rock’s metaphor asks the reader to think of the Pre-frontal cortex (the thumb nail for logic etc. as against the fist size of the Amygdala, the brain’s emotion powerhouse) as a small theatre in which the actors on stage represent information that your brain needs to decide how to process. The audience represents information from your inner, personal world, e.g. thoughts and memories, as well as actors waiting for their turn on the stage.

To understand a new idea or make decisions, you need to bring the right actors onto the stage, give them the best lighting conditions to enable you to make evaluations, prioritize, make decisions etc. Once the job is done, the conclusion may be ready to be banked as a memory and hence be returned to its place in the audience. Rock discusses ideas, e.g. creating visuals for complex ideas, listings, allocating specific times to specific information management tasks, etc. to help us maximize the limited resources available in the Pre-frontal cortex. As well as managing these energy-hungry information processes which give valued results, every brain, just as every theatre company, has its unruly actors who have to be kept off the stage until their contribution is needed and this inhibition is also one of those energy-demanding processes. Very quickly, Rock, through his use of this theatrical metaphor and 'stage scenes' builds and reinforces techniques taught on many management courses.

Giving a different representational view of the neurophysiological principles Steve Peters, coach to several very successful Olympians, in his highly amusing book *The Chimp Paradox* (2012) calls the Limbic Brain the Chimp. This Chimp has a personality of its own which has to be managed. The parietal part of the brain he refers to as the Computer and the frontal part as the Human. The Chimp interprets information with feelings and emotions using emotional thinking. The Human interprets information by searching for facts and establishing the truth whilst the Computer is the storage area.

Peters gives an example of where the Chimp and the Human disagree e.g. 'the taxi driver and the Chimp' where you have set off too late to get to the train station. The taxi driver is driving safely within the speed limit the Human brain will say "well the driver is driving safely and if I miss the train it is my fault, I left it too late and it's my responsibility." The Chimp, however, will get angry with the taxi driver and may verbalise his frustrations. The Human, if it has the skill, will be able to calm down the Chimp and decide if calm acceptance or frustration is communicated to the taxi driver.

As coaches we need to recognize who is walking into the room – the chimp or the human and to support the human in managing their chimp!

In conclusion we have shared our experience of what has worked for us, as experienced coaches, in the coaching arena working in a range of public and private organisations. We have also selected for you as managers and leaders many coaching models both theoretical and practical for you to apply to your workplace. We hope that you have found our collection interesting, stimulating, thought provoking and useful.

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# 10 APPENDICES

These are the models that we have found useful in our own coaching practices. Please explore them and see which you feel are helpful to you on your own coaching journey.

## **Chapter 1 –**

- 1.1 Examples of our own Coaching Contracts

## **Chapter 3 –**

- 3.1 The Wheel of Life and the Wheel of Business

## **Chapter 4 –**

- 4.1 Frames of Mind model
- 4.2 Negative beliefs
- 4.3 Transactional Analysis – Self-assessment model
- 4.4 Goal setting model
- 4.5 Self-learning contract
- 4.6 Well-formed outcomes

## **Chapter 5 –**

- 5.1 Lewin's Forcefield analysis

## **Chapter 6 –**

- 6.1 Levinsons Life task development model
- 6.2 Erikson's Eight stages of development
- 6.3 Loevingers Nine stages of ego development
- 6.5 Tuckmans team dynamics model
- 6.6 Kotters Eight step to change model
- 6.7 Fisher's Stages of personal change

### **Coaching Agreement Example**

#### **1. Aim(s) of the coaching programme**

To provide one to one independent, coaching support for the facilitation of personal and/or professional development of the individual client against an agreed set of objectives.

## 2. Roles

### The individual client will:

- Make and keep arrangements in good faith and punctually
- Seek development opportunities, self learning, support and encouragement at a pace that suits their needs
- Be prepared to experiment with new ideas, strategies and approaches
- Undertake agreed actions arising from each coaching session

### I will:

- Carefully assess and agree each client's specific needs as appropriate, within the programme boundaries and budget
- Should the coach-client relationship falter irretrievably, I will advise the Sponsor that we are unable to meet the client's needs
- Encourage the client's self support, facilitate their development and autonomy
- Act in the best interests of the client
- Ensure the client identifies his or her own needs for personal and professional development and training.
- Encourage the client to keep the Sponsor informed of the broad trends. Any reporting back, by me, to the Sponsor will be against a pre-agreed structure which is known to the client. My preferred style is to support clients to make their own report back to the Sponsor.
- Maintain strictest confidentiality, unless there are exceptional reasons (such as risk to health, personal safety or infringement of the law)
- Attend client meetings promptly and in a proper state of mind to give full attention to the client
- Maintain and keep adequate records of work to be able (if necessary) to demonstrate an analysis of client needs, options considered, the approach adopted and progress within the programme
- Abide by UK Coaching Round Table Statement of Shared Professional Values – see <http://www.associationforcoaching.com/about/UKCRTshared0208.pdf>
- Refer the client to appropriate professionals for further guidance and support, where identified needs exceed the boundaries of my skills, knowledge, qualifications and capabilities.

**The Sponsoring Organisation will:**

- Do what is feasible to support the client to achieve their desired outcomes.
- Advise the coach of situations that could affect the parameters of the coaching agreement made between the individual client(s) and the coach.
- Work with the coach to achieve mutually satisfactory outcomes for those involved.
- Settle account within 28 days.

Signed:..... Date:.....

Signed:..... Date:.....

This agreement is taken as accepted on receipt of a confirmation email with this attached

**Coaching Agreement Example**

Aims of the coaching programme –

To provide one to one independent coaching support for the facilitation of personal/and or professional development of the individual client against an agreed set of objectives.

Terms and conditions –

- The **client** will make and keep appointments at agreed venues and times
- Enter the coaching process to seek development opportunities, aid self learning and acquire new skills
- Undertake agreed actions as determined by and arising from the coaching sessions.
- Cancellation of an appointment without notice may result in the loss of the session with payment
- All cancellations and re arrangements must be made as soon as practicable on the mobile number provided
- The **coach** will make and keep appointments at agreed venues and times
- The **coach** will maintain the strictest confidentiality unless there are exceptional circumstances i.e. risk to health or possible harm to self or others.
- The **coachee** will be encouraged to discuss, if appropriate, any medication they are taking which may affect the coaching process.
- Unless otherwise stated the session will last between 1.5 and 2 hours
- Should the **coach/coachee** relationship fail, this will be discussed and, if appropriate, the Sponsor organization will be informed

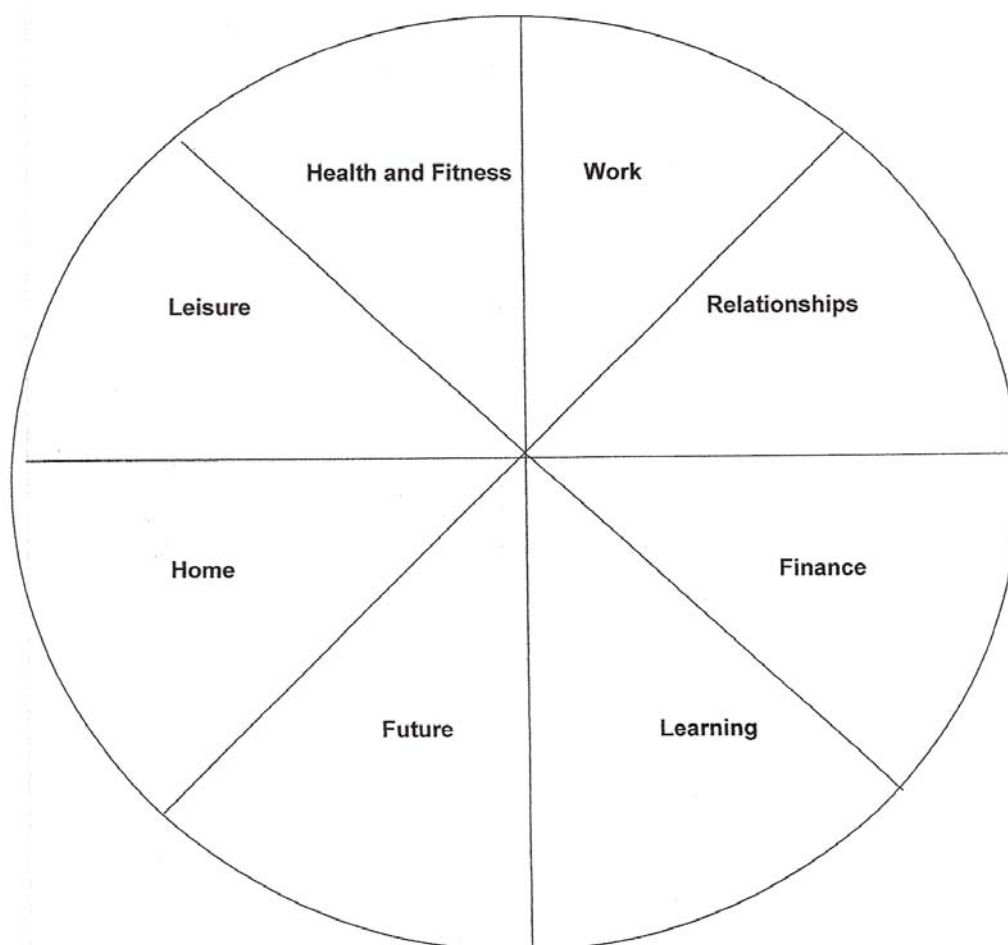
- The **coach** will encourage the **coachee** to keep the Sponsor and/or line manager informed of coaching progress.
- The **coach** will maintain and keep minimal records to demonstrate an analysis of client needs, options considered and approaches adopted
- The **coach** is a full member of the EMCC and abides by their Code of Ethics. The coachee will be given a copy of the code.
- The **coach** undertakes at her own expense professional coaching supervision and ongoing professional and personal development.
- The **sponsor organization** will, as far as practicable, support the coachee to achieve desired outcomes.
- Should anything affect the parameters of the coaching relationship the **sponsoring organization** should advise the coach as soon as possible.
- The **sponsoring organization** will settle accounts within agreed times, usually 28 days.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### Appendices for Chapter 3.

THE WHEEL OF LIFE



The Wheel of Life is powerful because it gives you a vivid visual representation of the way your life is currently, compared with the way you'd ideally like it to be. It is called the "Wheel of Life" because each area of your life is mapped on a circle, like the spoke of a wheel. The concept was originally created by Paul J. Meyer, founder of Success Motivation® Institute, Inc.

#### ***1. Brainstorm Life Areas***

Start by brainstorming the 6 to 8 dimensions of your life that are important for you. Different approaches to this are:

The roles you play in life, for example: husband/wife, father/mother, manager, colleague, team member, sports player, community leader, or friend.

Areas of life that are important to you, for example: artistic expression, positive attitude, career, education, family, friends, financial freedom, physical challenge, pleasure, or public service.

Your own combination of these (or different) things, reflecting the things that are your priorities in life.

### ***2. Write These Down on the Wheel***

Write down these dimensions on the Wheel of Life diagram, one on each spoke of the life wheel.

### ***3. Assess Each Area***

This approach assumes that you will be happy and fulfilled if you can find the right balance of attention for each of these dimensions. And different areas of your life will need different levels of attention at different times. So the next step is to assess the *amount of attention* you're currently devoting to each area.

Consider each dimension in turn, and on a scale of 0 (low)–to 10 (high), write down the amount of attention you're devoting to that area of your life. Mark each score on the appropriate spoke of your Life Wheel.

### ***4. Join Up the Marks***

Now join up the marks around the circle. Does your life wheel look and feel balanced?

### ***5. Think About Your Ideal Level***

Next it's time to consider your ideal level in each area of your life. A balanced life does not mean getting 5 in each life area: some areas need more attention and focus than others at any time. And inevitably you will need to make choices and compromises, as your time and energy are not in unlimited supply!

So the question is, what would the ideal level of attention be for you in each life area?

Plot the "ideal" scores around your life wheel too.

## **6. Take Action**

Now you have a visual representation of your current life balance and your ideal life balance. What are the gaps? These are the areas of your life that need attention.

And remember that gaps can go both ways. There are almost certainly areas that are not getting as much attention as you'd like. However there may also be areas where you're putting in more effort than you'd ideally like. These areas are sapping energy and enthusiasm that may better be directed elsewhere.

Once you have identified the areas that need attention, it's time to plan the actions needed to work on regaining balance. Starting with the neglected areas, what things do you need to start doing to regain balance? In the areas that currently sap your energy and time, what can you stop doing or reprioritize or delegate to someone else? Make a commitment to these actions by writing them on your Wheel of Life worksheet.

### **Tip:**

You can use the Wheel of Life as preparation for [goal setting](#) or coaching. It helps identify the areas you want to work on and is a great way of visualizing your current and desired life. Once you are working on improving your life balance, it's also a useful tool for monitoring your life balance as it changes over time.

### **Key Points**

The Wheel of Life is a great tool to help you improve your life balance. It helps you quickly and graphically to identify the areas in your life to which you want to devote more energy, and helps you understand where you might want to cut back.

The challenge now is to transform this knowledge and desire for a more balanced life into a positive program of action.

THE WHEEL OF BUSINESS



Then follow the Wheel of Life instructions for completing your wheel and thinking about the results in order to create your plan for actions.

Other Wheel labelling options with suggested questions to help you score are:-

### **Business Direction & Management**

1. How well does your organisational structure support the business objectives?
2. How free are your people to be able to demonstrate personal “entrepreneurialship”?
3. How effective do you regard the strategic planning?
4. What level of confidence do you have in your leadership style?

### **People Management**

1. How strongly would you say the individuals working with you identify as a team?
2. What impact is your performance management approach having on results?
3. What progress are you & your business making in organisational development?
4. How well does the organisation prepare itself for implementing change?
5. How would you rate your effectiveness in use of time?



**Operations, Finance and Technology**

1. How satisfied are you with the “back office”?
2. How effective are processes behind operations?
3. How effective is the managing cash position?
4. How effectively is technology being applied?
5. How well do you embrace technological advances?
6. How satisfied are you that technological improvements enhance operations?

**Market and Customer Focus**

1. To what extent is customer focus paramount?
2. How satisfied are you with the consistency of your marketing message?
3. What changes are you introducing as a result of new learning around your marketing message?
4. How well is the business achieving quality and quantity of sales throughput? Take “quality” in this case as return on effort?

**Connection**

1. How close do you believe you are to your stated purpose in business?
2. How difficult is it to give up a pattern of thinking which I know no longer works for me?
3. How certain are you that people around you show common identity and purpose?

**Balance**

1. To what extent do you feel in control of your daily activities?
2. How satisfied are you with how you manage your time commitments?
3. What was the impact when I last gave up personal time for business activity?

**Readiness**

1. What level of effort are you prepared to give yourself to prepare for change?
2. To what extent are those around you ready for change?
3. How confident are you that you have the necessary energy and health to achieve what you want to achieve?
4. What level of confidence do you hold in your skills and competency to achieve the goals?

## Confidence

1. What is the most significant influence on your level of confidence?
2. What impact on your business performance would an increased level of confidence bring?
3. How well do you maintain your confidence in your own abilities?
4. How well do you maintain confidence in the abilities of the team?
5. What impact would an increase in confidence in team confidence have on your ability to manage the business effectively?

*(The authors acknowledge the work of Mike Hurley in these questions.)*



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**Appendices for Chapter 4:**

**Frame of mind/moods and Physical responses/behaviour**

Throughout the next 2 weeks (include work and days off), notice your frame of mind and moods and how these influence your physical behaviour. How are they linked?

The chart below may help to record the links you experience. Feel able to create your own if you prefer. Please aim to refine your observations as much as possible, e.g. notice your breathing, muscle tension, posture, body temperature, tone of voice etc. All these affect you and your appearance.

If you have clear recollections of other links not experienced during this 2 weeks, I suggest you note these as well.

<b>Feelings, Frame of mind or Mood</b>	<b>Physical responses and behaviour</b>

Who?..... As at:.....

Frame of mind or Mood	Physical responses and behaviour

Who?..... As at:.....

Frame of mind or Mood	Physical responses and behaviour

**Making positive use of negative beliefs**

*Suggested steps to follow in this process:-*

1. Take three of your beliefs which hold you back
2. Write out what the opposite positive belief would be
3. Then define your new comfort zones and self talk
4. Consider what it would be like to comfortably hold these new beliefs
5. How would your behaviour and results change?

<b>Belief One:</b>	<b>Belief Two:</b>	<b>Belief Three:</b>
Opposite of Belief One:	Opposite of Belief Two:	Opposite of Belief Three:
Comfort Zone for New Belief One:	Comfort Zone for New Belief Two:	Comfort Zone for New Belief Three:
Self Talk for New Belief One:	Self Talk for New Belief Two:	Self Talk for New Belief Three:
New Belief One (what's it like?):	New Belief Two (what's it like?):	New Belief Three (what's it like?):
Behaviour/results for New Belief One:	Behaviour/results for New Belief Two:	Behaviour/results for New Belief Three:

(Adapted from Newcastle College Diploma in Performance Coaching, 2003.)

### **Transactional Analysis**

#### ***Self Perception Exercise***

**Instructions:**

The exercise on the following pages offers a selection of words (colour coded as follows) to represent:-

1. The words you use in conversation
2. Your normal tone of voice
3. Your typical gestures and expressions
4. Your common attitudes

Consider the way you communicate with people on a normal day-to-day basis and tick any of the words, which you feel are typical of you, or accurately describe you. Your decisions should be spontaneous and quick.

Add the ticks in each column and enter the totals in the appropriate box. Finally, transfer those totals to the 'guide' page.

Column A	Column B	Column C	Column D	Column E
<b>The words you use in conversation</b>				
...never	...good	...correct	...great	...can't
...should	...nice	...how	...fun	...wish
...ought	...I love you	...what	...want	...try
...must	...splendid	...why	...won't	...hope
...bad	...tender	...results	...ouch	...please
...always	...poor thing	...practical	...scared	...thank you
...good	...don't worry	...alternative	...hi	...sorry
...ridiculous	...there there	...quantity	...super	...ought
...do	...let me	...where	...mine	...excuse me
...don't	...be careful	...objective	...secret	...after you
<b>Your normal tone of voice</b>				
Critical	Even	Loving	Free	Whining
Condescending	Encouraging	Confident	Excited	Defiant
Sneering	Comforting	Inquiring	Loud	Manipulating
Bored	Sympathetic	Calm	Giggling	Placating
Authoritative	Concerned	Unemotional	Energetic	Apologetic
<b>Your typical gestures and expressions</b>				
Closed	Open arms	Thoughtful	Uninhibited	Pouting
Finger pointing	Accepting	Alert	Loose	Sad
Frowning	Smiling	Open	Spontaneous	Helpless
Rigid	Caressing	Straight	Flirtatious	Immobile
Angry	Consoling	Interested	Wide-eyed	Sullen
<b>Your common attitudes</b>				
Judgmental	Understanding	Open	Curious	Agreeing
Moralistic	Caring	Level	Fun-loving	Compliant
Authoritarian	Giving	Evaluative	Changeable	Ashamed
<b>A column Total =</b>	<b>B column Total =</b>	<b>C column Total =</b>	<b>D column Total =</b>	<b>E column Total =</b>

## Transactional Analysis

### Self Perception Guide

Column A score	<input type="text"/>	<i>Critical parent</i>
Column B score	<input type="text"/>	<i>Nurturing parent</i>
Column C score	<input type="text"/>	<i>Adult</i>
Column D score	<input type="text"/>	<i>Natural child / Free child</i>
Column E score	<input type="text"/>	<i>Adaptive child / Petulant child</i>

### Goal Setting

1. Define precisely and describe what your ideal world/ team/employer/ business portfolio and/or lifestyle will be in three years from today.
2. Check that your description is Balanced. Ensure that you have covered all important aspects of what will be involved for this life.
3. Check that your description is Precise. If you want a good car, name it, describe its year, colour, mileage etc., and what you will see, hear and feel when you are successful. Equally if you are setting a goal of different ingredients in how you earn your income or what you do for a salary, think through and write down as much detail as you can.
4. Check that your description is Challenging and Stretching.
5. Check that your description is Desirable. That it is really what you want.
6. Once steps 1–5 are completed for the 3-year span, repeat each for 1 years time, ensuring that you identify each milestone needed to fulfil the 3 year goals.
7. Repeat for 6 months, 3 months, and one week's time – you now have the makings of an action list.

We suggest you allow an initial two to three hours and revisit it again in a couple of days, redefining as necessary. Share it with anyone who holds a special place in your life, especially if your goals may impact on their choices and lifestyle.

### **Self Learning Contract**

1. What's my experience in...e.g. this field/this job?
2. Where am I now?
3. What do excellent people in this field/job do?
4. If I want to be excellent in this field, what do I need to know?
5. What literature is there in this field that I need to read?
6. How will I get to my goals?
7. How will I know when I've got there?
8. What evidence will I produce for colleagues/friends/significant people in my life to prove that I have?

### **Well Formed Outcomes**

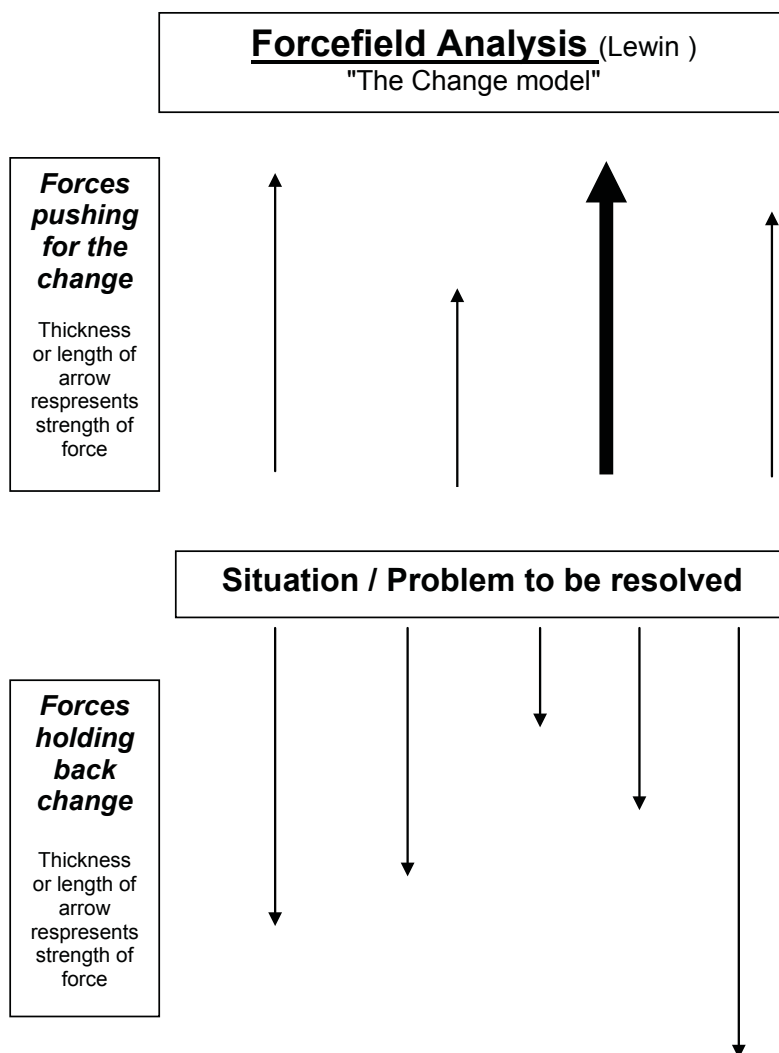
#### **W.F.O.**

This is a structured approach, which has seven stages, to help integrate our psychology and values to ensure we position ourselves, raise our self awareness & take responsibility for the outcomes we set ourselves. However, these questions are equally valid for many other situations, e.g. in business for a team / department or individual member of staff:-

1. **What do I want? (State positively)**
2. **When, where & with whom do I want this?**
3. **What will I hear, see, feel when I achieve this outcome?**
4. **Am I in charge of the changes I seek?**
5. **What may I lose if I achieve this outcome?**
6. **Is the outcome worth what it takes to get it?**
7. **What are the consequences if the goal is achieved?**



## Chapter 5 Appendix



- Write the wish/idea/outcome across the centre of the paper
- Write all the factors pushing this forward above the wish/idea/outcome, placing those strongest nearest the top of the sheet and the others in relative positions of strength. Can use thickness of lines as another way to communicate different strengths.
- Write those factors holding back the wish/idea/outcome, again in positions of relative strength or thickness, below the line.
- Think of those factors pushing forward as “the accelerator” and those holding back as “the brakes”
- If you want to drive the car forward when the brake is on, do you need to push harder on the accelerator or remove the brake?

***Concentrate your efforts on removing the brakes!!***

## Appendices for Chapter 6

### *Life-span Role Development.*

There have been, to date, three main researchers in this field, all American over 1960s–80s. The common ingredient between all three is the recognition that adult life is a series of alternating periods of stability and transitions, each of which pushes the adult into unfamiliar territory.

Erikson (1959) published his “**Stages of Identity Development**”

Approximate Age	Stage	Potential strength to be gained
years	Basic trust versus mistrust	Hope
1–3 years	Autonomy vs. shame & doubt	Will
4–5 years	Initiative vs. guilt	Purpose
6–12 years	Industry vs. inferiority	Competence
13–18 years	Identity vs. role confusion	Fidelity
19–25 years	Intimacy vs. isolation	Love
26–65 years	Generativity vs. self-absorption & stagnation	Care
65 years +	Ego integrity vs. despair	Wisdom

Levinson (1978, 1986) focused on a **Life Task Development Model**

Developmental Period	Age Group	Task
Early adult transition	17–22	Explore possibilities and make tentative commitments.
Entering the adult world	22–29	Create first major life structure
Age 30 transition	29–33	Reassess life structure
Settling down	33–40	Create second life structure
Midlife transition	40–45	Ask: “What have I done with my life?”
Entering middle adulthood	45–50	Create new life structure.
Age 50 transition	50–55	Minor adjustments to middle life structure
		Build second middle life structure
Culmination of middle adulthood	55–60	Prepare for retirement and old age
Late life transition		
Late adulthood	60–65	Create late life structure and deal with declines of old age.
	65+	

Loevinger (1976) presented her **Stages of Ego Development**

Stage	Description
Presocial stage	Baby differentiates self from its surroundings
Symbiotic stage	Baby retains symbiotic relationship with mother
Impulsive stage	Child asserts separate identity
Self protective stage	Child learns self-control of impulses
Conformist stage	Child or adult models behaviour after the group
Self Awareness stage	Self awareness increases as does acceptance of individual differences
Conscientious stage	Person lives by individually created rules & ideals
Individualistic stage	Person focused on independence vs. dependence
Autonomous stage	Adults are fully independent & can cope with inner conflict.

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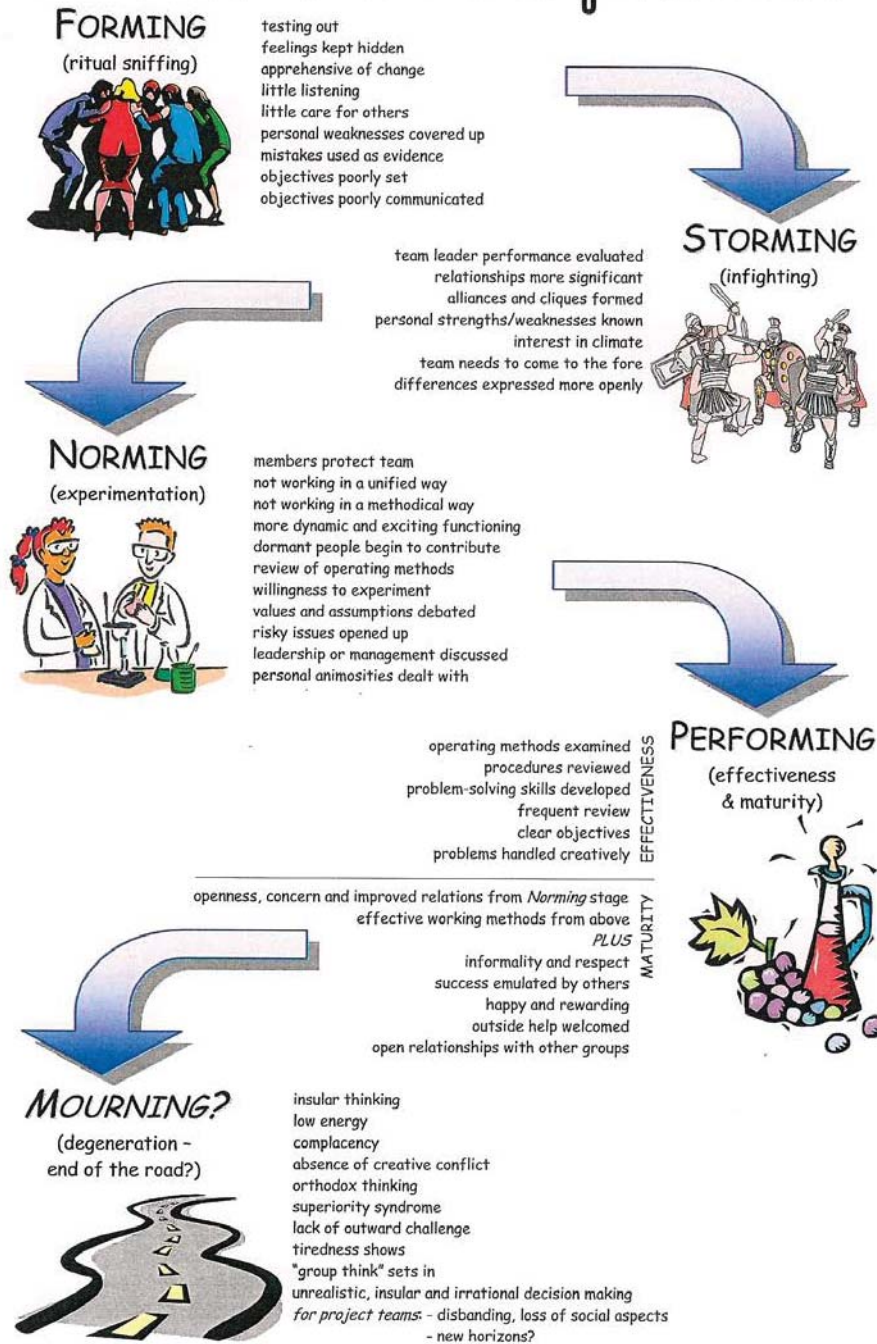

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Appendices for Chapter 7:

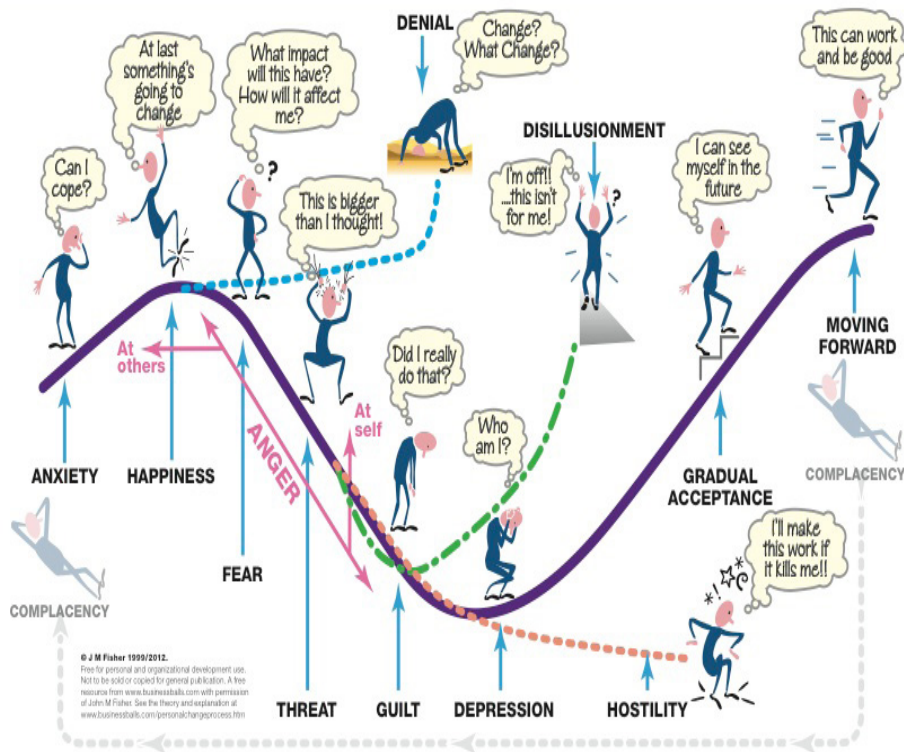
# Team Development



<b>Eight Steps to Transform Your Organization</b>	
<b>1. Establish a Sense of Urgency</b>	
<ul style="list-style-type: none"> <li>• Is your team aware of the policy and other pressures for change? What do you need to convey? How?</li> <li>• What are the strengths, weaknesses, opportunities and threats in the present situation?</li> </ul>	
<b>2. Form a Powerful Guiding Coalition</b>	
<ul style="list-style-type: none"> <li>• Who would you want on a leading group to manage the change? Why?</li> <li>• How will you encourage the group to work as a team?</li> </ul>	
<b>3. Create a Vision</b>	
<ul style="list-style-type: none"> <li>• What is the vision? Why is the change desirable?</li> <li>• What are the strategies for achieving that vision?</li> </ul>	
<b>4. Communicate the Vision</b>	
<ul style="list-style-type: none"> <li>• How will you communicate the new vision and strategies?</li> <li>• How can the leading group pass on the message?</li> </ul>	
<b>5. Empower Others to Act on the Vision</b>	
<ul style="list-style-type: none"> <li>• What are obstacles and how will you get rid of them?</li> <li>• How will you change systems or structures that seriously undermine the vision?</li> <li>• How will you encourage risk taking and non-traditional ideas, activities, and actions?</li> </ul>	
<b>6. Plan for and Create Short-Term Wins</b>	
<ul style="list-style-type: none"> <li>• What quick, visible successes are possible?</li> <li>• How will you achieve them?</li> <li>• How will you recognize and reward employees involved in the improvements?</li> </ul>	

<p><b>7. Consolidate Improvements and Produce Still More Change</b></p>	
<ul style="list-style-type: none"> <li>• Has your credibility increased? How can you use this as leverage?</li> <li>• Who will you hire, promote, or develop to implement the vision?</li> <li>• How will you plan for the inevitable 'knock-on' effects of the change?</li> </ul>	
<p><b>8. Institutionalize New Approaches</b></p>	
<ul style="list-style-type: none"> <li>• How will you make your team's contribution to organisational success highly visible?</li> <li>• Who will succeed you and maintain the change momentum?</li> </ul>	

**The Process of Transition - John Fisher, 2012**  
 (Fisher's Personal Transition Curve)



# 11 ABOUT THE AUTHORS

## Lesley Sage



After many years in the management of learning and development activities in a fast-moving commercial environment, Lesley has been a sole operator since 2005. She has experience of coaching managers, on an individual basis, from many nationalities in industry as well as public and charitable organisations. She was a visiting lecturer in 2008 and 2009 at the University of Wolverhampton Business School, having gained their MA in Coaching & Mentoring in 2007. She has written and facilitated Institute of Leadership and Management (ILM) Levels 3, 5 & 7 Coaching and Mentoring modules. She is able to lead, or be part of a team, undertaking evidence-based research utilising the Critical Incident Technique.

Although not a formally trained ‘Coach Supervisor’, Lesley has experience of ‘Mentoring the development of Coaching Skills’. Her own development is through personal reflection and reading plus active membership of the Association for Coaching and also personal ‘Coach supervision’.

For the technically interested, her coaching style is eclectic, informed through those theories and approaches which have worked for her personally, all of which are rooted in evidence-based research into adult learning. The resulting approach is predominantly an application of GROW, Clean Language, Behavioural and Cognitive approaches, Psychosynthesis, NLP, Symbolic Modelling and Intelligent Emotions as outlined in Neuropsychology. She is a trained counsellor-advisor for the Bar-On EQi profiling system.



Between 2006 and 2013 she was a member of the Independent Monitoring Board (IMB) at one of England's eight High Security prisons and chairman for nearly three of those years.

### **Lynne Walley**



Lynne is a qualified Executive Business Coach and Psychometric Administrator with over twenty years experience gained within the Higher Education sector, where she designed, developed and delivered Corporate Programmes to public and private sector bodies, including in the UK, the National Health Service, the Royal Air Force and Local Government Authorities and both in the UK and internationally, Police Forces.

She is skilled at assessing business needs and designing bespoke courses, whether accredited or non accredited, to achieve clients' business goals and ensure return on investment.

She holds an LLB(Hons) and an MA in Criminology and is British Psychological Society trained at Level A & B. She also is a Myers Briggs Type Indicator (MBTI) Practitioner and an active member of the European Mentoring and Coaching Council (EMCC).

Her coaching style is person-centred and takes a strengths based approach with coachees. She uses a positive psychological approach to coaching aimed at behavioural and cognitive changes in personal development.

Her facilitation strengths lie in engaging leaders with people focused topics e.g. personality traits, coaching skills, leadership styles, change and transition. She is also particularly interested in ethics and value driven behaviours and how they impact on the workplace.

## 12 ENDNOTES

1. [www.emccouncil.org/src/ultimo/models/Downlod/4.pdf](http://www.emccouncil.org/src/ultimo/models/Downlod/4.pdf)
2. [www.associationforcoaching.com/pages/about/code-ethics-good-practice](http://www.associationforcoaching.com/pages/about/code-ethics-good-practice)
3. [www.coachingfederation.org](http://www.coachingfederation.org)
4. Study: SOED (1973). “pleasure or interest felt in something”; “thought or meditation directed to the accomplishment of a purpose”
5. Teaching: SOED (1973) “A thing taught, a doctrine, instruction”. Teach: “To point in a particular direction”; “To show by way of information or instruction”; “To communicate something to a person”
6. [www.businessballs.com](http://www.businessballs.com)
7. [http://summitcounselingassociates.com/pdf/rokeach\\_value\\_survey.pdf](http://summitcounselingassociates.com/pdf/rokeach_value_survey.pdf)
8. [www.ppc.sas.upenn.edu](http://www.ppc.sas.upenn.edu) or [www.positivepsychology.co.uk](http://www.positivepsychology.co.uk)
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