Professional Coaching Models of Practice QQI Level 6 6N3087 Course Manual

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Introduction

Welcome to the Coaching Models of Practice course from DCM Learning.

This course manual is designed to help you to take notes as you work through the interactive modules, exercises and videos that make up this course. This can then be used to assist you in preparing your assessments, as well as being a practical 'aide memoire' for you in your role as a Coach.

You will also see that a number of activities are built into the text in this document. These activities are designed to reinforce your learning and they do not have to be submitted.

At the end of this course, you will have the knowledge, skill, and competence to apply a range of Coaching models either in private practice or within the workplace.

Within this manual you will find your detailed course topics along with additional information to further expand your knowledge and understanding.

NOTE: This manual is for your own use and does not need to be submitted to your tutor.

Introduction to Quality and Qualifications Ireland (QQI)

QQI – Quality and Qualifications Ireland is an independent, State agency responsible for promoting quality and accountability in education and training services in Ireland. It was established in 2012.

QQI's mission is to:

- promote the enhancement of quality in Ireland's further and higher education and training, and quality assure providers;
- support and promote a qualifications system that benefits learners and other stakeholders.

QQI's role as directly stated is to:

- promote, maintain and develop the Irish National Framework of Qualifications (NFQ), a 10-level framework for the development, recognition and awarding of qualifications in Ireland;
- approve programmes offered at a variety of schools, colleges and further and higher education and training institutions. These programmes lead to qualifications (QQI awards) listed in the NFQ, which are recognised internationally;
- regulate and promote the quality of programmes offered by schools and colleges leading to qualifications in the NFQ for the benefit of learners, employers and other interested parties;
- ensure that providers* offering national qualifications provide a positive, high-quality experience to international learners coming to study in Ireland. We will do this by authorising the International Education Mark (IEM);
- provide academic advice on the recognition of foreign qualifications in Ireland through a service called NARIC Ireland – the National Academic Recognition Information Centre. We also provide advice on the recognition of Irish qualifications abroad;
- inform the public about quality assured education and training programmes and qualifications through a database of programmes and a register of providers;
- advise the Minister for Education and Skills about national policy on quality assurance and improvement in education and training;
- manage a national scheme for the quality assurance of English language services (Accreditation and Coordination of English Language Services – ACE)

The National Framework of Qualifications (NFQ)
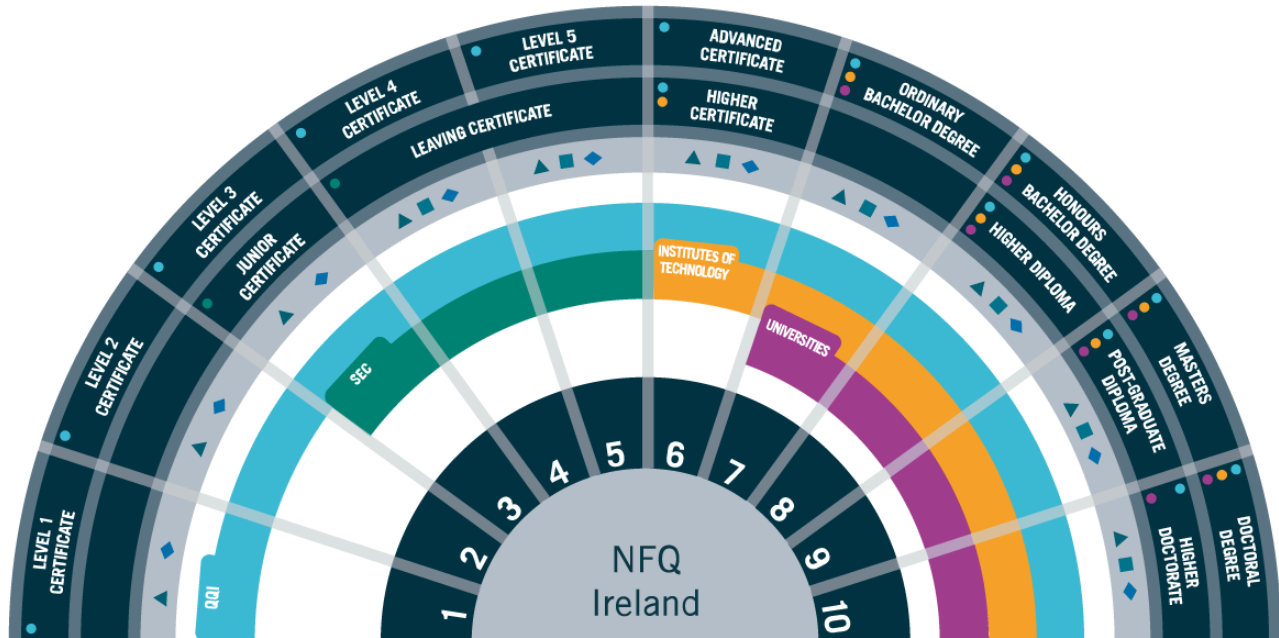
Qualifications frameworks describe the qualifications of an education and training system and how they interlink. National qualifications frameworks describe what learners should know, understand and be able to do on the basis of a given qualification. These frameworks also show how learners can move from one qualification, or qualification level, to another within a system. Over 150 countries are now developing, or have developed, a national qualifications framework.

The Irish NFQ, established in 2003, is a framework through which all learning achievements may be measured and related to each other in a coherent way. The many different types and sizes of qualifications included in the NFQ, are organised based on their level of knowledge, skill and competence. Because all NQF qualifications are quality assured, learners can be confident that they will be recognised at home and abroad.

Quality and Qualifications Ireland (QQI) has the responsibility to develop, promote and maintain the Irish NFQ. QQI also facilitates the recognition of foreign qualifications.

This course is at Level 6 on the NFQ.

Introduction to Coaching

What is Coaching?

The Oxford English Dictionary defines Coaching as:

*(noun): **The process of training somebody to play a sport, to do a job better or to improve a skill***

*(noun): **the process of giving a student extra teaching in a particular subject***

Whilst this is a simple definition of Coaching, during this course you will learn that Coaching in itself may not always be that simple. As you work through each topic on the course, you will learn that there are many considerations that you, the Coach, will have to take into account, when Coaching.

Broadly speaking Coaching is a process that allows an individual or group of people to reflect and gain awareness of who they are, what is important to them, their strengths, challenges, options open to them and what action to take in order to make the changes they want in their work or life.

Unlike training and instruction where the emphasis is on the trainer imparting their knowledge to you, Coaching focuses on helping the Client/Coachee to take responsibility for identifying their own goals, assessing their own strengths and areas for development and identifying their own solutions for moving forwards. This is achieved by the Coach providing a safe, creative and non-judgemental space, asking thought-provoking questions and listening to help the Client/Coachee explore, reflect and make decisions.

People engage in Coaching for a variety of reasons. It can help you to make changes in your life, business or career, improve your performance, enhance your relationships with others or develop specific skills.[1]

To further clarify exactly what is Coaching, here are a couple of definitions from industry experts:

> *"Coaching is unlocking a person's potential to maximise their own performance. It is helping them learn rather than teaching them"*

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[1] "What Is Coaching - Personal Coaching."
https://www.personal-Coaching-information.com/what-is-Coaching.html. Accessed 9 Jul. 2020.

(Whitmore, J, 2004)

"Coaching is 'a process that enables learning and development to occur and thus performance to improve. To be successful, a Coach requires a knowledge and understanding of process as well as the variety of styles, skills, and techniques that are appropriate to the context in which Coaching takes place"

(Parsloe, Eric 1999)

Types of Coaching Applications

You might be interested in knowing the different types of Coaching that exist. This is a good line of thinking to pursue because you will stand a higher chance of succeeding as a Coach if you specialise in one area and give your Client/Coachees your all.

"People come to Coaching for lots of different reasons, but the bottom line is Change, 'if we do not change direction, we are liable to end up where we are headed"

(Whitmore, 2002)

The following table summarises some of the common types of Coaching interventions and their associated application:

Type	Application
Personal / Life	Life planning, life balance, relationships, parenting, health, finance, spirituality etc
Executive and Corporate	CEOs, Top Team, Non-Executive Directors, Strategic Planning, Setting new Directions, Restructuring, Organisational Culture etc
Business	Owners/Managers of SMEs (Small and Medium Enterprises), Professionals in private practice (Business planning, HR issues, marketing, team building etc)
Career	Individuals at different stages of their career (Preparing for promotion, career change, transition, redundancy, retirement etc)

Learning Activity:

From Personal research what other forms of Coaching can you identify?

Type	Application

The Benefits of Coaching

The benefits of Coaching are as wide ranging as the sectors, topics and individuals involved. The benefits fall into three distinct categories, personal/individual, team and organisation.

Categories	Potential Benefits
Personal / Individual	Establish and achieve goals, become more self-reliant, develop better leadership skills, better self-awareness, gain more job satisfaction, higher quality of life and fulfilment, contribute more effectively to their team, take greater responsibility for actions, work more easily and productively with others in the workplace, communicate more effectively.
Team	Improved team efficiency, clearer vision, improved morale, creation of synergies, releasing group potential, reducing tension and conflict, better communication across cultures, greater communication between non co-located teams, stronger equality and diversity awareness across the team, cross functional thinking.

Organisation	Higher ROI (Return on Investment), sustainable learning and development, helps to motivate and empower individuals, more effective communication, improved capacity to change, helps identify and develop high potential employees, demonstrates organisational commitment to HR, recognisable leadership form the management team, increased employee and staff engagement.

Learning Activity:

What are some benefits relevant to you or your organisation that you can identify?

Categories	Potential Benefits
You	
Your Team	
Your Organisation	

My notes on What is Coaching

Coaching - Mentoring - Counselling

What is Mentoring, how is it different to Coaching?

A mentor is a trusted counsellor or teacher. Mentoring is the process of walking alongside someone to learn from them. The term mentor describes a wide variety of relationships and behaviors. The mentor helps with technical skill, career development, and psychosocial functions.

Mentors are often deemed as subject matter experts that can share their knowledge and experience of a specialised topic or field with others in the same sector or organisation with less experience. The support the mentor gives is based on their own experience and learning over time. They are more reliable figures in the eyes of the mentee and are generally more empathetic to their needs. Always willing to share their knowledge, skill and ability. Mentors can help employees gain confidence in performing specific tasks and developing skill level.

Mentoring	Coaching
Longer term skill development process	Short term goal-oriented process
First-hand experience in the line of work or task	No need for first-hand experience, the Coach's role is to focus the mind of the Client/Coachee on behavioural change in order to reach a goal.
A sharing of information in the focus from mentor to mentee	Coaching follows a structured, formal, tool-oriented process
Develop skill within the company for the future	Improve performance that impact the person or organisation now, based on behavioural change

In reality both mentors and Coaches are needed in an organisation, but for different reasons. Mentors may Coach to a degree, but a Coach never mentors.

What is Counselling? How is it different from Coaching?

Counselling allows people to discuss their problems and any difficult feelings. it is a process people seek when they want to change something in their lives and explore their thoughts and feelings in more depth, primarily regarding past experiences.[2]

Coaching is an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance for the future. Coaching differs from counselling by focusing on specific tasks, objectives or goals.

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[2] "What is counselling? - Counselling Directory."
https://www.counselling-directory.org.uk/what-is-counselling.html. Accessed 22 Jul. 2020.
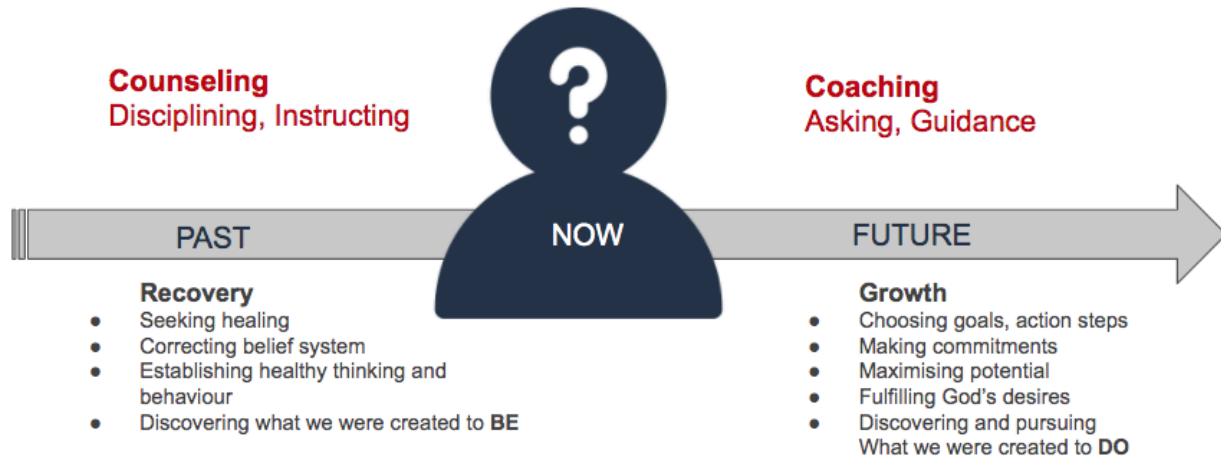
Figure 1.1 Counselling vs Coaching

Counselling	Coaching
Counselling focuses on visiting the subconscious and bringing it to the conscious level, allowing for an emotional or cognitive shift	Coaching focuses on your present and future, working on a conscious level and addressing what we're already aware of and want to achieve
Counsellors are trained in dealing with cognitive and emotional blockages and issues	Coaches are skilled motivators and communicators
Helping people address and resolve problems that make them feel bad emotionally or are impairing their ability to function well.	Helping people achieve their goals. The basic presumption of Coaching is that Coaching Client/Coachees are in a good and willing place mentally and emotionally.

My notes on the Coaching - Mentoring - Counselling

Workplace Coaching

Organisational Coaching has many similarities with personal or life Coaching, and a number of differences. Just as every personal Client/Coachee is unique, so too is the executive or business Client/Coachee, with the added complexities of company culture, performance pressures, motivation for Coaching and other factors added into the mix.

Some organisational Coaching contexts may require the Coach to have an understanding of the business sector in which the company operates; others may require that the Coach have a working knowledge of management practices, appraisal systems, planning tools, and so on.

Executive Workplace Coaching

You will remember from earlier that there are many definitions of Coaching and you were encouraged to come up with one that you were comfortable with, however they are all based on a common theme; that of empowering people by facilitating self-directed learning, personal growth and personal performance.

Executive Coaching is no different, and it is important for both the Coach and Client/Coachee to understand the terminology that exists in this area; the Coach may use terms to explain their niche or speciality area, the Client/Coachee may find it useful to have the boundaries of the Coaching agreement explained in terms that are familiar to them.

It is important to understand the fundamental differences between the two major types of Coaching; equally it is useful to remind ourselves of the similarities. All of the core skills such as listening, observing, reflecting and questioning learned in the context of life Coaching apply equally to executive Coaching.

There are other similarities too such as:

- Confidentiality between Coach and Client/Coachee
- The existence of a Coaching relationship
- A holistic approach from the Coach
- Conducted with an attitude of curiosity
- The Coaching is non-judgmental
- The Coach never assumes!
- The use of the TGROW model is a fundamental tool

Company Expectations

In the majority of situations, the Coach is employed by the company or corporation, perhaps via the Human Resources function, or the CEO or senior manager.

The 'paymaster' therefore is not the Client/Coachee themselves. On a practical level this means that the Coach is agreeing the terms and conditions of the Coaching contract with a third party and agreeing expectations of the Coaching.

Other issues that should be considered:

- Fee and payment of same
- The paymaster must understand and agree to the process, including the importance of Coach/Client/Coachee confidentiality
- Expected number and duration of sessions
- Location of Coaching sessions

Progress May Be Tracked by a Third Party

In some, but not all cases, the outputs or general development of the Coaching sessions may be tracked by a third party, for example, a HR representative or the Client/Coachee's manager. In this instance, the Coach must agree in advance the nature of the report, whether it is written or verbal, the key indicators, and so on. The third party must understand and respect the confidentiality of the Coaching sessions and know that time will be spent discussing non-work items.

Coach Needs a Broader Range of Skills

Depending on what specific area or sector you are operating in, you may need expert knowledge and equivalent experience in order to perform to the highest standard and deliver a positive outcome for the Client/Coachee.

It is not to be presumed however that a Coach cannot or should not Coach anyone at a level above that at which they operated themselves. Many successful executive Coaches depend on other skills and attributes that enable them to work successfully in an organisational context, but clearly some relevant experience is desirable!

More Preparation Time Required

Prior to commencing Coaching in an organisation, the Coach is well advised to prepare adequately by getting to know such things as:

- General information about the company / organisation
- Specific information about the Client/Coachee
- Current / desired performance
- Position and level in the company
- Personal history within the company

Not Always Voluntary

Your Client/Coachee may not have identified Coaching as a development opportunity themselves, and in some cases may be attending by compulsion rather than desire. They may have a cynical attitude towards Coaching or feel that the output recommendations of the Coaching are unlikely to

be implemented. The Coach needs to be aware of this possibility and have strategies in the toolkit to help overcome such resistance.

Approach

A more structured approach may be necessary in executive Coaching. Scheduling will need to take into account the Client/Coachee's work or business calendar, and the time and location should take into account the need to eliminate, or at least minimise the possibility of interruptions.

Demand for Coaching in the Workplace / Organisations

The demand for Coaching is increasing steadily all the time, with a parallel emergence of specialism within the profession; it is worth investigating briefly how and why this has come about.

The working world has intensified for many individuals within it, and perhaps more so for the more senior levels. As stated, the need for a 'sounding board' is often required for such executives, as well as their need to be economical and efficient with their time and energy. Effective Coaching can help significantly in these and other areas.

Other factors that influence the demand for Coaching in organisations are listed below:

- The need to develop 'high potentials'
- The need for effective succession planning
- Team building and leadership requirements
- Requirements to inspire company loyalty
- Changes in work culture
- Competition - survival of the fastest
- The concept of 'cash rich time poor'
- The impact of more women in the work-force
- The constant drive for efficiency

Change in Work Culture

"The only constant is change" is a well-known cliché that still contains currency. There are so many drivers for change; technology, competition, globalisation, regulation, the list goes on. Coping with change, or even better, driving change in a positive and effective way is a key success factor for many executives and organisations alike.

The pace of change is accelerating and the speeding up of communication, trade and capital flows generates unpredictable and constant change.

Establishing the Context

The essential questions of Coaching transfer easily to the executive, corporate or business world and can equally apply to a team or an individual. These are:

1. Where are you now?
2. Where would you like to be?
3. What steps are needed to get there?

Coupled with suitable Coaching tools such as the Organisational Analysis Tool or the Autobiography, the Coach can come quickly up to speed on where the Client/Coachee and their organisation are at.

It is also useful to clarify your Client/Coachee's expectations in the early stages, and to explain the difference between Coaching and mentoring.

Workplace Client Profile
A good place to start for workplace coaching is a "Workplace Client/Coachee Profile" This document will help establish the initial wants of the Client/Coachee before moving onto a more distinguished method of outlining topics and goals.

The example below is a useful template to use for this purpose;

**Workplace / Corporate Coaching
Client Profile**

Note to the client: Please take time to answer the following questions. The information provided will set a good foundation for us to move forward.

General Information

Name: _____

Mailing Address: _____

Telephone Number: _____

E-Mail Address: _____

Work Information

Job Title: _____

Years in the company: _____

Coaching

What do you want to make sure you get from the coaching process and relationship?

_____

_____

_____

_____

What do you want from me as a coach?

_____

_____

Job

What do you want from your job?

_____

_____

_____

_____

_____

What are your key job goals?

_____

_____

_____

_____

What key knowledge or skill are you developing?

_____

_____

_____

_____

How do your job goals support your personal goals?

_____

_____

_____

_____

What else can you do to advance the company's objectives?

_____

_____

_____

_____

Personal

What do you contribute that is unique?

_____

_____

What special knowledge do you have?

_____

_____

What do you believe in?

_____

_____

What do you do when you find yourself up again an obstacle or barrier?

_____

_____

_____

_____

What activities have meaning and spirit for you?

_____

_____

What needs are personally most important to you?

_____

_____

What two steps could you take immediately that would make a difference in your current situation?

_____

_____

The Coaching Relationship

When you are most stuck what can I say that will retain you to action?

_____

_____

What will make this coaching relationship rewarding for you?

_____

_____

What approaches encourage or motivate you?

_____

_____

What approaches discourage or demotivate you?

_____

_____

What else would you like me to know about you?

_____

_____

_____

_____

_____

Common Coaching Scenarios

This section looks at some of the more common scenarios when Coaching in the organisational context.

For example, a newly appointed Manager:

The newly appointed manager will be enthused, absorbed in learning, and getting to know people as well as the organisation and its stakeholders. Equally they could be facing stress and work overload, or their work-life balance may have gone out of kilter.

Coaching Context	Common Themes in Coaching
Newly appointed Manager	Managing Multi/Global Business Sites Change Management Performance Management Relationship Management Stress Management
Middle Management	Career Management Time Management Stress Management Leadership Skills Goal Setting
Senior Management	Developing Vision Strategic Planning Recruitment/Selection and Promotion Change Management Succession Planning
Employees	Poor Performance Team Development Customer service Sales Coaching Assertiveness Coaching

	Managing Challenging Relationships
	Influencing Skills
	Interview Preparation
	Preparing for Appraisals
	Clarifying Objectives
	Examining Organisational Objectives
	Aligning own goals with organisational goals
	Receiving Feedback

My notes on Workplace Coaching

The Coaching Framework

Coaching is used to support the development of current and future organisation employees, managers and executives. It is an individually customised process that seeks to raise the individuals awareness of the impact of his or her style and behaviors, maximize the individual's unique strengths, provide him or her with new tools and strategies for achieving desired results, and help them transform or minimize unproductive behavior. This is achieved within a framework that typically follows the steps below, though the process is invariably adapted to the individual's needs.[3]

It is often recommended that each step is specific and specialised according to the type of Coaching, demands of the individual and the organisation, as well as the interaction between the learner and the assigned Coach.[4]

Figure 1.4 Coaching Framework

The Coaching framework outlined above falls into a number of sessions which we will cover in more detail during the course. The Coaching relationship usually lasts between 4 and 6 sessions of around 50 minutes per session. Sessions are dedicated to specific parts of the framework.

Session	Framework stage
Intake session	Stage 1 - 3
Session 2 - 3	Stage 3 - 4

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[3] "The Coaching Process - Executive Coaching." 27 Jun. 2012, https://www.exe-Coach.com/the-Coaching-process.htm/. Accessed 22 Jul. 2020.
[4] "The Leader as Coach - Harvard Business Review." https://hbr.org/2019/11/the-leader-as-Coach. Accessed 22 Jul. 2020.

Sessions 4 – 5	Stage 5
Session 6	Stage 6

✏️ **My notes on The Coaching Framework**

Record Keeping

It is the responsibility of a Coach to ensure that you adopt a systematic and detailed method of record keeping. This can be achieved by ensuring continued competence and adhering to recognisable and acceptable standards of practice. In general it is good practice to consider that records are an aide memoire for the Coach. In addition, records provide evidence that due consideration has been given to the Client/Coachee and that the Practitioner is engaging in their professional responsibilities.

The need for record keeping is echoed by the demands of the private sector, educational and organisational settings.

The Purpose of Record Keeping

- To improve continuity between sessions

- To provide a record for the use of the Coach, and in some cases, the Client/Coachee.

- To facilitate assessment, planning and evaluation of progress.

- Consideration needs to be given to the influence of different theoretical models in the process of record keeping, how this might affect Coaching or therapy and the relationship with the Client/Coachee.

- To allow the collection of basic statistical information for the purposes of departmental audit where Coaching or therapy is provided within an organizational context. This may include before and after outcome measures

- To provide a record that is clear, complete and up to date.

A typical Coach will ensure the following documents are stored appropriately and made readily available upon request of the Client/Coachee/Client/Coachee;

- Signed Coaching agreement
- Intake Session
- Coaching Plan
- Wheel of life
- Goal Settings sessions
- Coaching feedback[5]

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[5] "How should coaches manage record keeping - The ...." 23 Sep. 2014, https://theperformancesolution.com/coaches-manage-record-keeping/. Accessed 12 Aug. 2020.

Being a Good Coach

In this section we will examine the core skills required to be a good Coach.

From the perspective of the Coach there are 5 core skills that should be mastered:

- Building Rapport
- Listening
- Using Intuition
- Asking Questions
- Record Keeping
- Giving Feedback (reviewed in module 7)

Coupled with the Coach's experience, personality, and the use of the many Coaching tools, proficiency in each of the skills will ensure that the Coach is performing at the best of their ability.

Establishing the Context for Coaching

Before we discuss the above we want to give this module a general theme of awareness! As a Coach your levels of awareness must be high in three main areas, self-awareness, awareness of others and environment awareness.

- **Self Awareness**
  Being self-aware is the ability to see our true selves without blinders. This is the first step in being true to one's self. It requires empathy, patience, strength, humility and love. One of the hardest things to do is see one's self as fallible but that is what we are.

- **Awareness of others**
  An understanding and consideration of your awareness of others needs to be strong as a Coach.. Whilst you may assume a Coach works primarily one to one, you may be required to work with a group of individuals. another aspect of importance to consider is how you will have an impact on someone or a group of people, and you would want for that to be a positive impact, to empower, motivate and encourage the individual.

- **Awareness of Environment**
  An important aspect of environmental awareness would be to consider the learning environment for the individual, is the facility fit for purpose, is the individual comfortable? Is it appropriate to step away from the workplace, will this impact on the session? Do you need to consider privacy or confidentiality? Taking these elements into consideration will ensure a safe and encouraging working environment for both you as a Coach and the individual as a learner.

Learning Activity:

List what factors you feel will be relevant for a Coach when it comes to Awareness of:

Awareness	Factors
Yourself	
Others	
Environment	

Awareness in the above areas will enable you to utilise the knowledge, skills and attributes required of a Coach.

Learning Activity:

What KSAs will a good Coach need to have (remembering the Coach does not have to be a subject matter expert for the field of work undertaken by the Client/Coachee).

Knowledge	Skill	Attitude & Attributes

Prior to using the listening, intuition, questioning and feedback skills, the Coach must first build rapport with the Client/Coachee. Without this solid foundation, even the best use of the skills may yield little, and the Coaching relationship will suffer.

Rapport building is often interwoven with the development of the Coaching contract. The successful practice of both will ensure a healthy start to the Coaching relationship.

My notes on Being a Good Coach

Building Rapport

Rapport is defined as 'the state of being relaxed with, and responsive to, another person'.

The ability of the Coach to build rapport with the Client/Coachee is critical to the well-being of the Coaching relationship, and therefore to the likelihood that the Client/Coachee will be successful in achieving their goals.

When you meet someone for the first time how do you feel about them? Are you immediately at ease, or are you unsure, rather cautious, and even suspicious? What is the explanation for 'connecting' immediately with some people, and taking an immediate dislike to others? These questions raise interesting issues about the establishment of rapport in a Coaching context.

It is suggested that at an unconscious level we are influenced, either positively or negatively, by a person's appearance, language, voice or behaviour, and furthermore that we have 'sensed', to a greater or lesser degree, our common interests. This typically happens within minutes of the first meeting.

Experience indicates that the more different from us the person appears, the less comfortable we are. We may even perceive threat in some situations, whether that be a physical threat, or a threat to our self-esteem, individuality, or whatever.

If we intend to improve our awareness and understanding of this behaviour there are specific steps we can take. By doing so we can create the strongest possible rapport with people and establish higher levels of trust and effective communication with them.

Building Rapport

Within seconds of meeting someone we begin the process of 'marking people down', depending on their appearance, voice, and body language. This process comes from our need to establish if this person is a friend or foe, and is an unconscious process.

This may be the explanation of why dress, appearance and stance have such significance in rapport, as these provide the initial data that we use to ascertain a response to the person. It is said that people like people who are like them. As Coaches we need to learn to adapt to many different Client/Coachee styles. We need to break the habit of marking down.

Judgement

This is the moment when we place the other person into a box that is designated as good, bad, interesting and so on. The need for stereotyping and generalisation affects most of our relationships. However, while we are doing our thing, other people are doing it to us!

The message for us therefore is that we need to put our best foot forward in the rapport stakes if we are to make our mark. Within the first few minutes of meeting us, it is probable that people will have decided if we are credible professionals. It is in these early moments that we lay the foundations for a successful Coaching venture…or not!

Confidentiality

The issue of confidentiality needs to be addressed from the very start of the Coaching relationship. The material that the Coach and Client/Coachee work on is no less than the details of the Client/Coachee's life or business, and demands to be treated with the utmost sensitivity and respect.

Some Coaches consider it appropriate to make a statement of confidentiality, such as, "As your Coach, I will not disclose the details of our conversation without your permission".

'The foundation for all Coaching conversations is a feeling of warmth and trust felt between the Coach and the Client/Coachee. Great Coaches are fabulous to talk to, and the Client/Coachee will experience them as warm, attentive and easy to relate to. This is due to the Coach's ability to build rapport with other people'

(starr, 2003)

Eye Contact

The first point of contact in most new meetings is via the eyes.

Eye contact, or lack of it, also has an impact during the 'discounting' process; poor eye contact can turn people off. Experience tells us that it can communicate a lack of interest, whether real or not, intended or unintended.

We can communicate very powerfully with our eyes; however some people have difficulty maintaining eye contact. Others, meanwhile, overly use eye-contact and appear to stare. This can be mistakenly interpreted as aggressive, and can cause the receiver to feel uneasy. Personal appearance is important too. Appropriate dress, general hygiene and style of hair can help with the initial impact we make.

The Handshake

We also make assumptions about a person from a handshake, or indeed other forms of greeting. A handshake can initiate feelings in someone about us as soon as the first contact

For example, a limp, loose, 'disinterested' handshake can evoke in us assumptions that the other person is unemotional and distant, or disinterested.

The handshake can be used to signal a person's intention to dominate, or it can imply a desire to reduce anxiety and resistance.

The Power of Your Smile

It is critical to smile when meeting a Client/Coachee for the first time. Smiling conveys an attitude of openness and acceptance to the person, inviting them to also be open.

It helps them relax and move to a positive place. A good Coach smiles naturally, but it may take practice for some of us. Make a habit of smiling, and remember to smile with your whole face!

Intelligent Questions

It is not often we get the chance to be really listened to and we tend to think very favourably about anyone who listens attentively to our story. By asking intelligent questions we can help enhance the Client/Coachee's feeling of safety, as the person they are talking about is themselves!

Body Language

Body language lends a great deal to the congruence and authenticity of what we say. Various studies have suggested that if both people in the conversation are totally congruent, some '55% of their communication will be body language, 38% will be based on tonality of voice and only 7% will derive from the words themselves' .

Some people have a need for more space between themselves and others, as Coaches we need to respect our Client/Coachee's comfort zone. We also need to be aware of how comfortable our Client/Coachee is with touching. Some Coaching tools use touching, for example anchoring, but one should always seek permission before doing so.

Communication skills

To be an effective communicator and to get your point across without misunderstanding and confusion, your goal should be to lessen the frequency of these barriers at each stage of this process with clear, concise, accurate, well-planned communications.
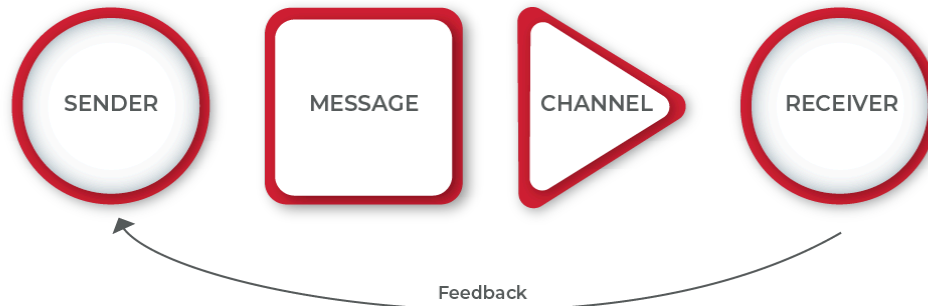
Let's look at the process in action:

Figure 1.2 Feedback Diagram

The purpose of communication is to get your message across to others. This is a process that involves both the sender of the message and the receiver. This process leaves room for error, with messages often misinterpreted by one or more of the parties involved. This can cause unnecessary confusion and counter productivity. In fact, a message is successful only when both the sender and the receiver perceive it in the same way.

By successfully getting your message across, you convey your thoughts and ideas effectively. When not successful, the thoughts and ideas that you convey do not necessarily reflect your own, causing a communications breakdown and creating roadblocks that stand in the way of your goals - both personally and professionally.

In a recent survey of recruiters from companies with more than 50,000 employees, communication skills were cited as the single most important decisive factor in choosing managers. The survey, conducted by the University of Pittsburgh's Katz Business School, points out that communication skills, including written and oral presentations, as well as an ability to work with others, are the main factor contributing to job success.

In spite of the increasing importance placed on communication skills, many individuals continue to struggle with this, unable to communicate their thoughts and ideas effectively - whether in verbal or written format. This inability makes it nearly impossible for them to compete effectively in the workplace, and stands in the way of career progression.

Getting your message across is paramount to progressing. To do this, you must understand what your message is, what audience you are sending it to, and how it will be perceived. You must also weigh-in the circumstances surrounding your communications, such as situational and cultural context.

- **Sender** - To establish yourself as an effective communicator, you must first establish credibility. For example, in the business arena, this involves displaying knowledge of the subject and the context in which the message is delivered. You must also know your audience, be they individuals or groups, to which you are delivering your message. Failure

to understand who you are communicating to will result in delivering messages that are misunderstood.

- **Message** - Next, consider the message itself. Written, oral and nonverbal communications are affected by the sender's tone, method of organisation, validity of the argument, what is communicated and what is left out, as well as your individual style of communicating. Messages also have intellectual and emotional components. Intellect gives us the ability to reason, whilst emotion allows us to present motivational appeals, ultimately changing minds and actions.

- **Channel** - Messages are conveyed through channels, with verbal including face-to-face meetings, telephone and videoconferencing; written including letters, emails, memos and reports.

- **Receiver -** These messages are delivered to an audience. No doubt, you have in mind the actions or reactions you hope your message will prompt from the audience. Keep in mind, your audience also enters into the communication process with ideas and feelings that will undoubtedly influence their understanding of your message and their response. To be a successful communicator, you should consider these before delivering your message, and act appropriately.

- **Feedback -** Your audience will provide you with feedback, both verbal and nonverbal, to your communicated message. Pay close attention to this feedback as it is crucial to ensuring the audience understand your message.

- **Context** - The situation in which your message is delivered is the context. This may include the surrounding environment, or indeed the broader culture that the audience exists within. For example, the corporate culture of the audience, the national cultures, and so on.

Removing Barriers At All These Stages

To deliver your messages effectively, you must commit to breaking down the barriers that exist in each of these stages of the communication process. Let's begin with the message itself. If your message is too lengthy, disorganised, or contains errors, you can expect the message to be misunderstood and misinterpreted. Poor use of either verbal or body language can also confuse the message. Barriers in context tend to stem from senders offering too much information too fast. When in doubt here, less is oftentimes more. It is best to be mindful of the demands on other people's time, especially in today's ultra-busy society.

Once you understand this, you need to work to understand your audience's culture, making sure you can converse and deliver your message to people of different backgrounds and cultures within your own organisation, in this country and even abroad.

My notes on Building Rapport

Listening & Questioning Skills

What do we mean by the word 'Listen'?

The Coach is listening at many levels at once to hear where Client/Coachees are in their process, to hear where they are out of balance, and to hear their progress on the journey of fulfilment. Even in telephone Coaching, it is possible to hear much more than the words of the story. There's a great deal of information conveyed in a conversation's tone and pacing that the Coach can hear, especially after getting to know the Client/Coachee.

Listening is a talent that each of us is given in some measure. People who become Coaches tend to be gifted listeners to begin with. But listening is also a skill that can be trained and developed. Masterful Coaches have taken their abundant gift and brought it to a high level of proficiency.

Most people do not listen at a very deep level. In everyday listening we listen mostly to the words. The focus is on what is said. Think of all the arguments you've been in where the crux of the fight was over the precise words that were used:

"That's not what you said" –

"It's what I meant"….

But "It is not what you said"

We get caught up in our own feelings; we take things personally; we listen at a superficial level as we evaluate and judge what we're listening to.

Aspects of Listening

The two aspects of listening in Coaching, attention and awareness, are what we do with our listening. In other words, they indicate the impact of our listening for our Client/Coachee. As a Coach you need to be conscious not only of your listening but the impact you have when you act on your listening. You may be listening, but if you don't show it, how will the Client/Coachee know?

If you are not aware of your own listening, how can you give the correct signals to your Client/Coachee, to encourage them to talk more, invite them to make decisions, and to help them hear what they themselves are saying?

There are 5 levels of listening:

Level 1:   Ignoring

Level 2:   Pretending

Level 3:   Selective

Level 4:   Active

Level 5:   Empathic

These 5 levels give the Coach an enormous range and, ultimately, a greater capacity for listening.

Learning Activity:

When and and for what reason would you use the different levels of listening? Explain your answer…

Level	Appropriate or not for a Coach	Explain your answer
One		
Two		
Three		
Four		
Five		

Associated Skills of Listening

Highly developed listening skills sit alongside questioning skills as a core requirement of effective workplace Coaches. Listening is something we all feel we do well but like any form of skill it needs to be practiced and developed to get the best from it. A Coach who listens attentively in a Coaching session will feel tired at the end of it because of the effort expended.

The following Coaching skills are generally associated within the context of listening:

- **Articulating**; you may sometimes need to paraphrase what you have heard the Client/Coachee say, perhaps using simpler or less words

- **Clarifying**; if you are not certain of what the Client/Coachee is saying, wait for an opportune moment and ask for clarification. If the Client/Coachee says something unexpected and dramatic then you may have to interject immediately

- **Meta-View**; listening for the underlying connective personal meaning for the Client/Coachee in what they are saying, objectively

- **Metaphor**; the use of metaphor can be powerful for the Client/Coachee, but choose ones that you feel they will respond to. For example, asking "are you drifting in a fog" might get a better response that "are you confused"

- **Acknowledging**; it is important to acknowledge the facts, feelings and emotions of the Client/Coachee as they describe events. For example, saying "that must have been awful for you" can be very comforting to a Client/Coachee who has never had this acknowledged before.

Active Listening – Our Default in Coaching

The term Active Listening is often used to describe listening that builds rapport, shows empathy, and encourages people to open up. It is designed to get better information, gain a fuller understanding of others' perspective and position, and avoids making assumptions and jumping to conclusions.

How to Actively Listen

The following table shows the essential elements of active listening:

Awareness	Factors
Give full attention	Use eye contact, check for open body language, minimise interruptions, only take notes when you have to.
Ask clarifying questions	If unsure of the meaning of a word, or of what the Client/Coachee has said, ask a clarifying question.
Repeat back context	There's a lot of work involved in listening; you may be taking notes too, so repeat back what you heard to check for understanding. You may need to summarize and/or paraphrase when doing so.
Reflect feelings and observations	Let the Client/Coachee know that you empathise with them by acknowledging their feelings as they describe their situation, or tell their story. If you observe something in their voice, or a physical gesture, as they describe certain things, let them know.

Summarise information	Over the course of a Coaching session, you should summarise what you've heard regularly. A lot of words can be spoken in a short space of time!

The ability to ask great questions is one of the most important skills for a Coach to develop. A well-worded question, asked in an appropriate manner, can significantly shift a person's thinking.

Simple questions often have the greatest impact, because they tend not to interrupt the Client/Coachee's thought processes or conversation flow. They have a clear purpose, and they can influence without controlling. They do not restrict options, convey judgement, create defensiveness within the Client/Coachee, or elicit the 'correct' answer.

Questions that Follow Interest

These are questions that enable the Client/Coachee to move forward in their own thinking and choices, and questions that help to clarify what the Client/Coachee is saying. These questions often begin with the '6 wise men' of *What, Who, Where, When, How and Why?*

Questions that Get Commitment

The following examples illustrate how simply constructed questions can have a significant impact:

- What are you actually going to do?
- How are you going to do it?
- When are you going to do it?

The 'Why' Question

Be careful not to overuse the 'Why' word as there are some associated risks in doing so:

- It feels like a request to 'justify'
- It elicits reasons and excuses
- It can result in defensive behaviours
- It is a vague question.

Powerful Questions

Asking powerful questions will naturally evolve from the listening process. They have the power to force the Client/Coachee to look at something in a different way, to get the Client/Coachee to acknowledge the unacknowledged and to add clarity. Sometimes good questioning will lead the Client/Coachee to realise that they actually do not want the goal they thought they wanted!

Why are these questions powerful? Powerful questions have the ability to:

- Shift the Client/Coachee's thinking from problem to solution

- Elicit creativity in the Client/Coachee

- Challenge the Client/Coachee to think differently

- Generate forward movement

- Empower the Client/Coachee to act

Learning Activity:

List some examples of powerful questions below:

Question	Why is it powerful? When would you use it?

Intuition

One of the benefits of listening at Level 4 and 5 is greater access to your intuition. From your intuition you receive information that is not directly observable, and you use that information just as you'd use words coming from the Client/Coachee's mouth.

Everything in Coaching hinges on listening – especially listening, with the Client/Coachee's agenda in mind:

- Is the Client/Coachee on track with his vision?
- Is he honouring his values?
- Where is he today?

Listening is the entry point for all of the Coaching. In one sense, all the other contexts depend on listening at Levels 4 and 5.

My notes on Listening & Questioning Skills

Emotional Intelligence

There are many different versions of emotional intelligence, along with varying definitions and attributes. In short, emotional intelligence is a combination of self-awareness and self-regulation that affects motivation, social skills and empathy.

When it comes to Coaching, emotional intelligence is essential. When both parties have a high degree of self awareness and self-regulation, communication flows smoothly, allowing Coaching to be facilitated successfully. On the other hand, low emotional intelligence can serve as an inhibitor to those receiving Coaching if they lack self-awareness or are highly resistant and disruptive.[6]

> *"Emotional self-awareness is the ability to recognise your feelings, differentiate between them, know why you are feeling these things, and recognise the impact your feelings have on others around you"*

Ruevan Bar-On, 1997

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[6] "Council Post: Why Coaching Is All About Emotional Intelligence." 20 Dec. 2019, https://www.forbes.com/sites/forbesCoachescouncil/2019/12/20/why-Coaching-is-all-about-emotional-intelligence/. Accessed 28 Jul. 2020.

Figure 1.3 Emotional Intelligence Wheel

Learning Activity:

Research the topic of emotional Intelligence and then write a one page summary with references on why it is important for a Coach to be aware of their own EQ as well as investigating this with their Client/Coachees. Here are some resources to get you sorted

https://coachingfederation.org/blog/work-with-emotional-intelligence

https://coachingoutofthebox.com/coaching-resources/blog/emotional-intelligence-to-personal-and-professional-success/

My notes on Emotional Intelligence

Coaching Competencies

The diagram below shows the 'Coaching Competency Wheel'. It suggests that the Coach should look at their competency in these areas, and work to improve areas of weakness as well as capitalise on strengths. For example, a prospective Coach may well have a strong interest in developing others, but may have some difficulty understanding why some Client/Coachees behave in certain ways.

Alternatively, a Coach may well have excellent interpersonal skills (communication skills, sense of humour etc) but rank poorly on business acumen. Whilst it may be tempting to allow a productive Coaching session to keep going well beyond the allocated time, the Coach needs to be aware of other appointments and/or business things to do.
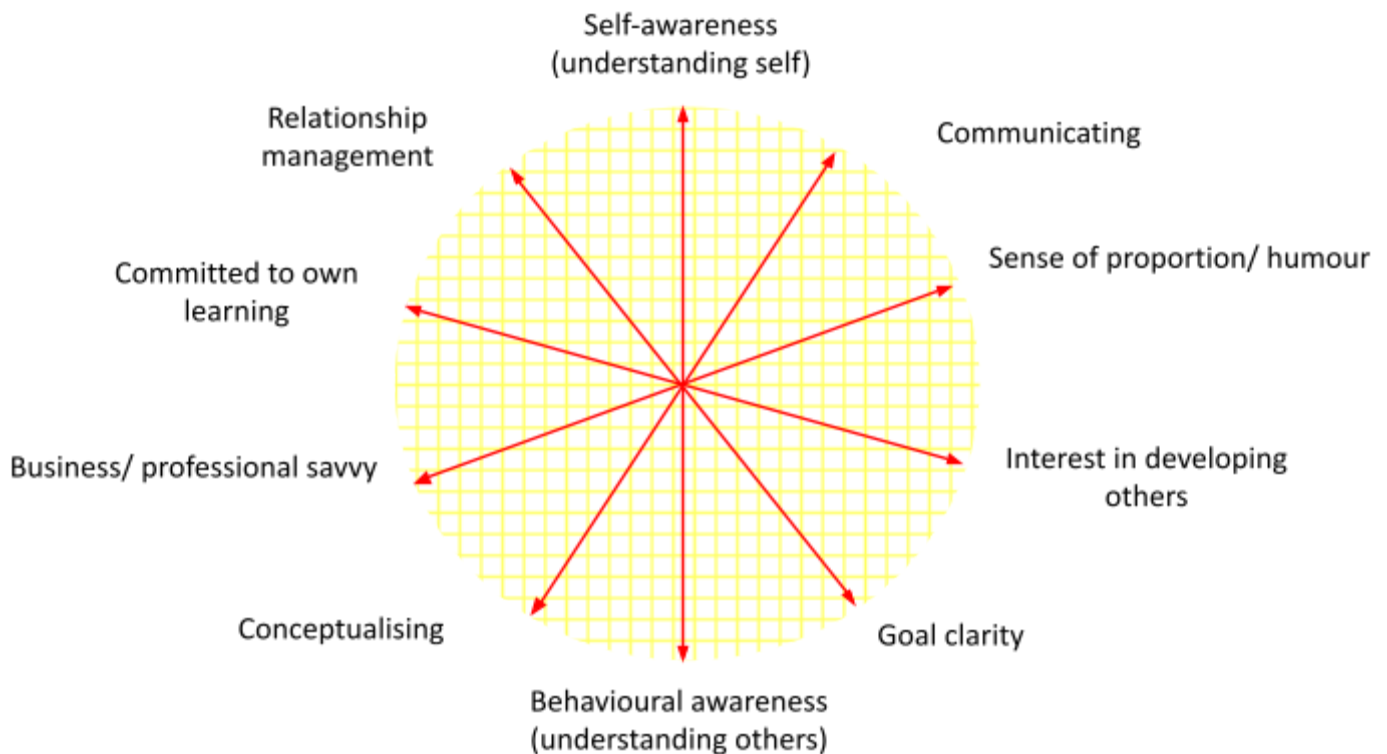

Figure 1.3 Coaching Competency Wheel

In order to explore the Coaching competencies more and be able to evaluate ourselves on how we are doing in each area, it is useful to look at some of the Coaching skills, techniques, and practical things that need to be done effectively by the Coach. We need to challenge ourselves to become at least competent around the wheel, prior to working on further development.

Learning Activity:

During the course you will be given instruction on how to complete this exercise:
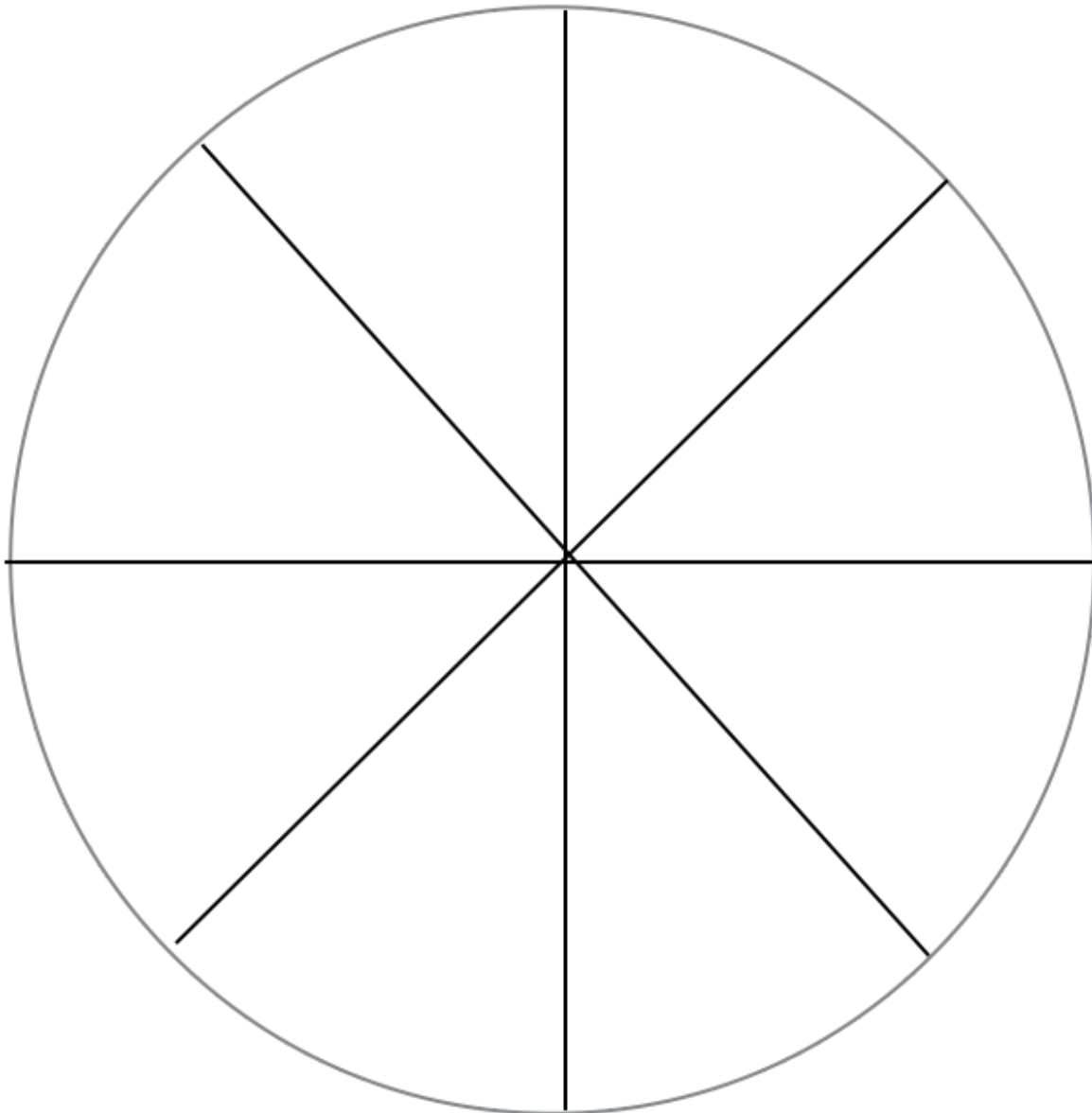
My notes on Coaching Competencies

Barriers and Enablers to Coaching

Enablers

Coaching enablers, if used appropriately ensure the success of your Coaching sessions in-turn enabling the organisation to work towards positive change. So what are the key enablers a Coach should pursue?

- **Creating the right culture** - Many organisations talk about really valuing teamwork but the reality is somewhat different. Creating a right culture is about establishing an environment where people who work in teams are recognised, supported and encouraged for their efforts and achievements.

- **Encourage finding solutions** - It is really easy to jump in and solve problems for others. After all, it stops you being held up and gets the problem off their plate. If you encourage individuals to find their own solutions, you encourage positive working ethics and behaviours.

- **Failure** - Nothing of any significance is ever achieved without some degree of balanced risk taking. With balanced risk taking comes some risk of failure and you need to be willing to accept that there will be some element of failure.[7]

Barriers

Whilst effective Coaching can play a valuable part in organisations, there are barriers to it being considered and used operationally. These perceived or actual barriers in organisations are valuable to understand and more importantly addressed in order to increase the likelihood of success for any Coaching strategy or localised implementation. [8]

- **Belief and Self-Awareness** - Everyone has a belief system, whether they are aware of it or not. A Coach should be clear on what their own belief system is, and understand that the Client/Coachee has one too, though it may differ completely. As you begin to understand your belief system, you will inevitably begin to ask if yours is acting in your best interests. If you find that it is not, then it may be time to choose another.

- **Self-Esteem -** Furthermore, a Coach must look out for the Client/Coachee's self-esteem, which can be a factor in their overall well-being, and therefore can be a factor in their ability to achieve their goals, or indeed to identify suitable goals.

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[7] "4 Key Enablers Of Effective Team Working | Career Success ...."
https://goalsandachievements.com/4-key-enablers-of-effective-team-working/. Accessed 6 Aug. 2020.
[8] "Barriers to Coaching and Mentoring - Accipio."
https://www.accipio.com/eleadership/mod/wiki/prettyview.php?pageid=90. Accessed 22 Jul. 2020.

Self-esteem can be defined as: Appreciating one's own worth and importance and having the character to be accountable for oneself and to act responsibly towards others. Personal effectiveness is very much determined by self esteem; how we value ourselves as human beings, and how positively we view our current ways of thinking, feeling and behaving. Self esteem can be changed however. We can do something concrete about how we are thinking and feeling about ourselves at this point in time.

- **Lack of understanding of the value of Coaching** - Another major barrier getting in the way of a Coaching is a lack of understanding of what Coaching can achieve and misconceptions about what it is all about.Many still see Coaching as a time-wasting activity and only necessary when employees are performing poorly, what is often called "remedial Coaching". They don't fully understand the benefits or the need for managers to get involved, seeing it as the preserve of executive Coaches outside the company. Any successful Coaching programme requires strong management, promotion, communication and a high level of internal Coaching expertise to support managers. Without this investment, Coaching results are unlikely to measure up to expectations.

My notes on Barriers and Enablers to Coaching

Fulfilment and Values

Imagine you could do what brings you the greatest joy: be with people you love, use your natural talents, exploit your gifts to their fullest. That would indeed be fulfilling. It is a picture of a person living according to what he or she values most.

The link between values and fulfilment is so obvious it may be invisible. Helping Client/Coachees discover and clarify their values is a way to create a map that will guide them through the decision paths of their lives. When you clarify values with the Client/Coachee you learn more about what makes the Client/Coachee tick: what's important and what's not. Client/Coachees discover what is truly essential to them in their lives. It helps them take a stand and make choices based on what is fulfilling to them.

- **Honouring values -** Honouring our values is inherently fulfilling even when it is hard. If authenticity is a very high value for your Client/Coachees, they may find there are times when they must suffer discomfort in order to live according to that value. The discomfort will pass and a sense of integrity or congruence with their values will remain.

  When the value is not being honoured, however, the Client/Coachee feels internal tension or dissonance. Because human beings are flexible and resilient, it is possible to absorb a tremendous amount of discord and keep going. But there is a very high price to pay, a sense of selling out on oneself, and the result is an unfulfilling life; a life of toleration rather than fulfilment.

- **Values, Morals and Principles -** Values are not morals. There is no sense of morally right or wrong behaviour here. Values are not about moral character or even ethical behaviour, though living in a highly ethical way may be a value. Your Client/Coachee's value of receiving recognition is neither positive nor negative. It is either being honoured in their life or not. Values are not principles, either, like self-government or a code of moral standards. There is nothing inherently virtuous in your Client/Coachee's values. What is to be admired is not the value itself but your Client/Coachee's ability to live that value fully in their life.

- **Values are Intangible -** They are not something we do or have. Money, for example, is not a value, although the things you might do with money could be considered values, such as fun, creativity, peace of mind, service to others, and so on.

  Travel is not a value, nor is gardening, but both are examples of cherished activities that honour certain values, such as adventure, learning, nature, spirituality. And yet, though values are intangible, they are not invisible to others. You can walk into a room of strangers and get a sense of what people value by what they wear, how they stand in the room, how they interact with others, and with whom they interact. You also know

something about their values in the room; power, friendship, intimacy, connection, independence, fun, and more.

As a Coach you will be able to help Client/Coachees clarify their values as you hear about their lives, their actions, the things they choose, the things they don't choose. You will see them when they honour their values and when they don't, and you'll both learn something either way. It's one of the reasons why the values clarification process is something you return to from time to time.

- **Describing Values -** Ask Client/Coachees to describe the values they set in their own life, perhaps clustered together, using their own words. This way the values rise naturally out of the life context. Values are extracted from the Client/Coachee's life, rather than off a checklist. When Client/Coachees are presented with a list, it's often tempting to go shopping for values: "This would be nice to have…….this would be well admired." Because people have a tendency to judge their values, they tend to list values they think they should have, like spirituality or integrity, and exclude values that society says are not so admirable, like personal power and recognition.

- **Values and Choices** - In Coaching, the values help determine the "rightness" of choices. They also illuminate unfortunate choices. Client/Coachees can look back over decisions they've made and see where their values were honoured or ignored. Knowing the Client/Coachee's values makes a tremendous difference in the Coaching too.

- **Decisions** - Values can be used at the Client/Coachee's decision point. As the Client/Coachee chooses various action steps, their values become the litmus test for action. When the Client/Coachee is considering an important life decision, ask how this course of action will honour the top ten values and to what extent. Making decisions based on the Client/Coachee's top values will always lead to a more fulfilling decision. It may not be the easiest, or the most enjoyable, or the most fun. It may require sacrifice and even have painful consequences. But on balance, over time, it will be the most fulfilling because it represents who the Client/Coachee is. Again and again we have seen Client/Coachees make decisions based on their bank balance, their fear of creating discomfort, or their worry about others' displeasure. They make decisions based on what is easiest at the moment, or decisions that minimise the size of the waves. Such decisions never work out for their fulfilment because they have sold out on themselves and their values.

My notes on Fulfillment and Values

Getting Started

The Coaching Environment

Meeting in the right environment is a key component for successful, trust based relationships with Client/Coachees. It is also part of setting and managing the boundaries and has benefits for all.

Paying attention to creating the right environment in which Coaching can take place is worthwhile and is an essential part of the role of a good mentor or Coach.

This subject regularly creates a good discussion point between the Coach and Client/Coachee/Client/Coachee. Points of view emerge such as "at a Client/Coachee's place of work" vs "online", "neutral ground" such as a coffee shop, pub, hotel lobby or meeting room. Then there's "dress in a suit" versus "dress down".

The physical environment:

- Place – where you can both be comfortable
- Access – meets both your needs
- Safety – no need to preach about health and safety as common sense should prevail
- Location – geographically possible for both of you, assuming you are meeting face to face
- Online - technological advancements mean geographical barriers are no longer an issue

Basic standards you should look out for when choosing an external and neutral environment:

- Accessibility to transportation;
- Disability access
- Ease of access - buildings accessed by long flights of stairs or narrow entrances which may impede use of equipment should be avoided wherever possible;
- Sufficient light and air movement, wherever possible avoiding environments in which extremes of temperature cannot be modified;
- Sufficient space
- Sufficient comfortable seating for all
- Sufficient table(s) or desk(s) for all to use for taking notes and completing session sheets
- Freedom from noise in adjacent areas during Coaching sessions;
- Non-offensiveness to any cultural sensitivities
- Access to toilets and water;

It is important that intended venues for Coaching are checked in advance to ensure that these basic facilities are provided.

Remote Locations/ Online Coaching sessions

For some training needs, such as for staff in a foreign country and in very remote rural areas, face-to-face Coaching in a neutral or workplace environment may not be possible and reliance for Coaching will be placed on the Coach's ability to work with a software to enable online training.

Here are some recommended softwares;

- Go To Training
- Zoom Calls
- Google hangouts
- efrontlearning

The emotional environment:

- Feeling safe – in the words of Stephen Covey, "trust is the highest form of human motivation"; disclosure comes from trust you create and hold as a Coach
- A confidential space – your relationship is built on trust and confidentiality
- Where you can't be overheard
- A neutral place – your Client/Coachee may request a suitable place outside of their work environment
- No distractions – turn off mobiles; another BIG reason for staying out of the workplace
- Rapport - being in rapport is an essential part of building and maintaining a trust based relationship[9]

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[9] "Creating the right environment for mentoring and Coaching ...." 3 Jul. 2015, http://www.amandadudman.co.uk/blog/2015/7/3/creating-the-right-environment-for-mentoring-and-Coaching . Accessed 6 Aug. 2020.

My notes on The Coaching Environment

The Intake Session

The purpose of the intake session is to:

- Agree parameters of the Coaching relationship and establish ground rules
- Build Rapport
- Investigate the reason for the Coaching

The Intake session will cover stage 1 to 3 of the framework.

Figure 1.4 Coaching Framework

Session	Framework stage
Intake session	Stage 1 - 3
Session 2 - 3	Stage 3 - 4
Sessions 4 – 5	Stage 5
Session 6	Stage 6

A typical Intake session should include the following steps: -

- **Step 1** - Confirm Coaching arrangements and the Client/Coachee's own understanding of the terms and conditions under which Coaching is being offered, and provide an outline of the Coaching process. For example, the importance of a collaborative relationship between you and the Client/Coachee, how Coaching is skill based, and so on.

- **Step 2** - Ask the Client/Coachee what he or she wants to achieve from the Coaching process – in other words, why have they come to see you? Key Question: How Can I

Help You?

- **Step 3** - Following on from 2 above, the Client/Coachee will come up with their agenda or problem list. These are the items which require change, development and action.

- **Step 4** - Once the agenda has been set, work begins in the session on ways of moving forward. In the first session, the Client/Coachee may use the time to clarify thinking as well as identifying action points.

- **Step 5** - Set a Coaching assignment with the Client/Coachee. The assignment is likely to have grown organically out of discussions in the session. However, as Coaching is an overt process, it is important that the Client/Coachee is clear about what he or she is trying to achieve and the steps required to attain the successful outcome.

- **Step 6** - Ask for feedback from the Client/Coachee of their perception of the session. For many Coaches, this can seem a rather scary process. However, Coaching is meant to be proactive and a collaborative process and, as such, it is important the Client/Coachee develops ways of evaluating their strengths and weaknesses as well as having an opportunity of reflecting on the Coaching process and your contribution as Coach. If the Client/Coachee is unhappy about anything in the Coaching relationship, it is better dealt with early on in the relationship rather than left.

The following table can be useful in guiding each Intake Session

Intake Session			
Objective	**Agenda**	**Tools**	**Note**
Introduction to Coaching, build rapport, gain an understanding of what the Client/Coachee would like the Coaching to focus on.	Coaching Agreement and ground rules of the Coaching relationship	Coaching Agreement Document	
	Building Rapport through conversation	Clint Profile Document	This is a discussion, Coach uses their observation skills and EQ skills to gain an understanding of the Client/Coachee and their suitability for Coaching. This will guide the Coach as to the type and technique they will need to employ moving forward to assist the Client/Coachee.
	Answer any questions from the Client/Coachee about Coaching		Maybe create a commonly asked Q&A sheet to send out to the Client/Coachee prior to this session.
	Ask about the reason for coming to Coaching		
	Investigate a vague notion of goals	Wheel	Choice of type of wheel will depend on the topic and reason for Coaching
	Finally ask the Client/Coachee to think over a potential		

	goal between now and the next session		

The Voice of the Client/Coachee

There are three active entities involved in Coaching, the Client/Coachee, the Coach, and the Coaching relationship. Whilst the skill, experience and well-being of the Coach are undoubtedly important, and the Coaching relationship should be strong and healthy, Coaching is ultimately about the Client/Coachee. It is the Client/Coachee's voice that must be heard. The success of the Coaching sessions is measured by how the Client/Coachee feels, acts and communicates.

A study by Passmore (2007), which examined senior executives' Coaching and mentoring experiences in the UK, suggests that they had a very clear view of what they valued in their Coaches and mentors:

- Strong communication skills, i.e. the ability to listen, recall information accurately, challenge while maintaining support for them as individuals, and direct attention through questions
- The ability to establish relationships
- The capacity to empathise with and affirm the Client/Coachee
- Credibility and previous experience
- Knowledge of human behaviour and knowledge of sector

The Coaching Agreement

Each Coach should prepare an agreement relative to their Coaching practice and contractual agreement with a sponsor company. Here is a sample

The Coaching Agreement

Coach: *Client/Coachee*:   *Date*:

This Coaching agreement between us will set out the ground rules for our Coaching relationship and clarify expectations.

There are 3 elements to Coaching:

- *The Client/Coachee*
- *The Coach*
- *The Coaching Relationship*

These elements will be treated with dignity, respect and confidentiality.

- *In undertaking to meet with you I am committing myself to meeting you on the dates and times that we agree.*
- *I will ensure a safe and confidential environment to help you develop your self-awareness and take responsibility for managing your learning.*
- *For our Coaching relationship to work well it will be important for you to come to your Coaching sessions prepared to explore and analyse the aspects of your life that you want to change.*
- *In Coaching we will look at those things that interfere with your progress and stop you reaching your full potential. In particular we will explore those attitudes, behaviours, values and beliefs that hold you back and stop you from doing the things you want to do.*

To get the most out of your Coaching sessions you should be:

- *serious about wanting to change*
- *ready to manage the negative thoughts, feelings, attitudes, behaviours and actions that hold you back*
- *prepared to try out new ideas or ways of doing things, and reflect and learn from the experience*
- *prepared to listen to feedback and act on it where appropriate*
- *prepared to spend time in between sessions working on any actions that you have agreed.*

Confidentiality

The Coaching service is confidential unless you give me information that you want me to discuss with other people.

Whilst I might describe what I do in Coaching, that is, my interventions/or my approach, I will not disclose your name or the content of our discussions with other persons.

Cancellations

If either of us wishes to change the time of a session we agree to give one another at least 48 hrs notice in advance if possible.

If you miss the session without notifying me, you will still be charged the full rate for the session.

Some Coaching can be done by email and by phone where appropriate; such sessions will be clearly agreed and charged at the normal rate.

Duration and Termination

We will meet at times and locations that are agreed mutually, and at a frequency that allows you time to make changes through actions, and also helps to keep a focus on the Coaching. Please give me 5 working days notice if you want to terminate the agreement at any time.

Records

During the Coaching sessions I will take notes, for example any actions that you have agreed to work on. I will keep these notes in a confidential file throughout the Coaching.

My notes on The Intake Session

Intake Session Tools

The Wheel of Life

The wheel of life is a broadly used Coaching tool. It can be applied in the early Coaching sessions, and is particularly useful in personal Coaching where the Client/Coachee is coming with a non-specific change in mind.

The eight sections in the Wheel of Life represent balance. Regarding the centre of the wheel as 0 and the outer edge as 10, rank your level of satisfaction with each life area by drawing a straight or curved line to create a new outer edge. The new perimeter of the circle represents the Wheel of Life.
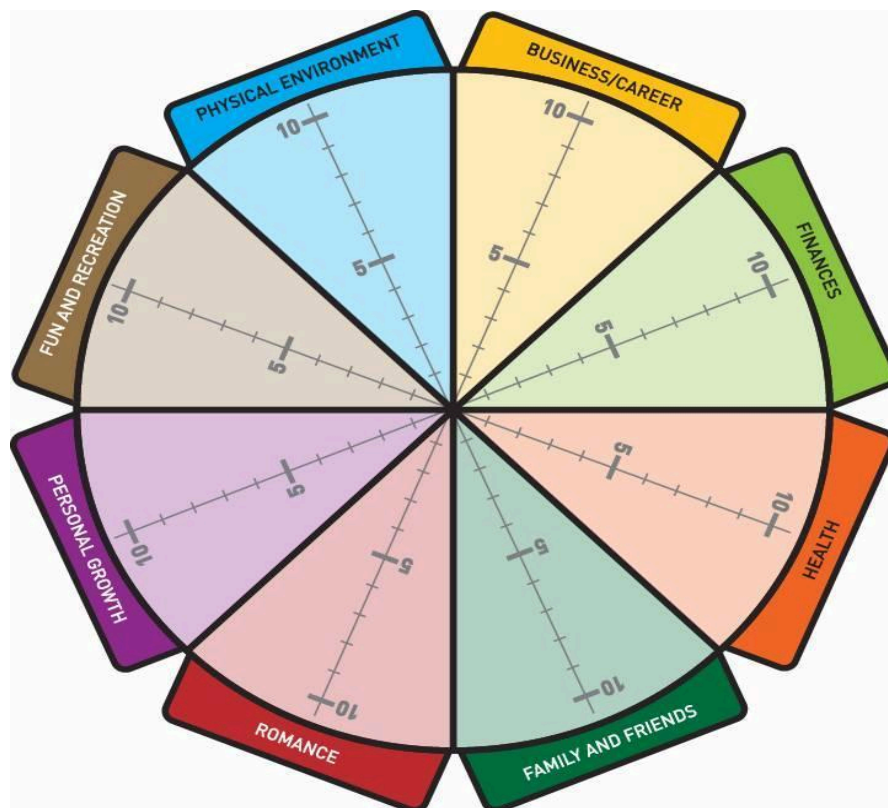
Figure 1.5 The Wheel of Life

The Wheel of Life was introduced in module 1 as a primary tool in personal Coaching. It can be equally effective in executive Coaching; remember the executive or manager or employee is first and foremost a person. A person with feelings; with a whole other life other than his or her work life.

The Wheel of Life can reveal many things that a more narrowly focussed executive tool might not. It is wise to suggest it's use to the Client/Coachee at the appropriate time, and back up your suggestion with the potential benefits.

Management Competency Wheels

At some point during the Coaching of an executive or manager it may be appropriate to suggest the use of this specific management wheel.

Give the following directions to the Client/Coachee: The eight sections in the Wheel represent balance. Regarding the centre of the wheel as 0 and the outer edge as 10, rank your level of satisfaction with each competency area by drawing a straight or curved line to create a new outer edge. The new perimeter of the circle represents your Management Competency Wheel.
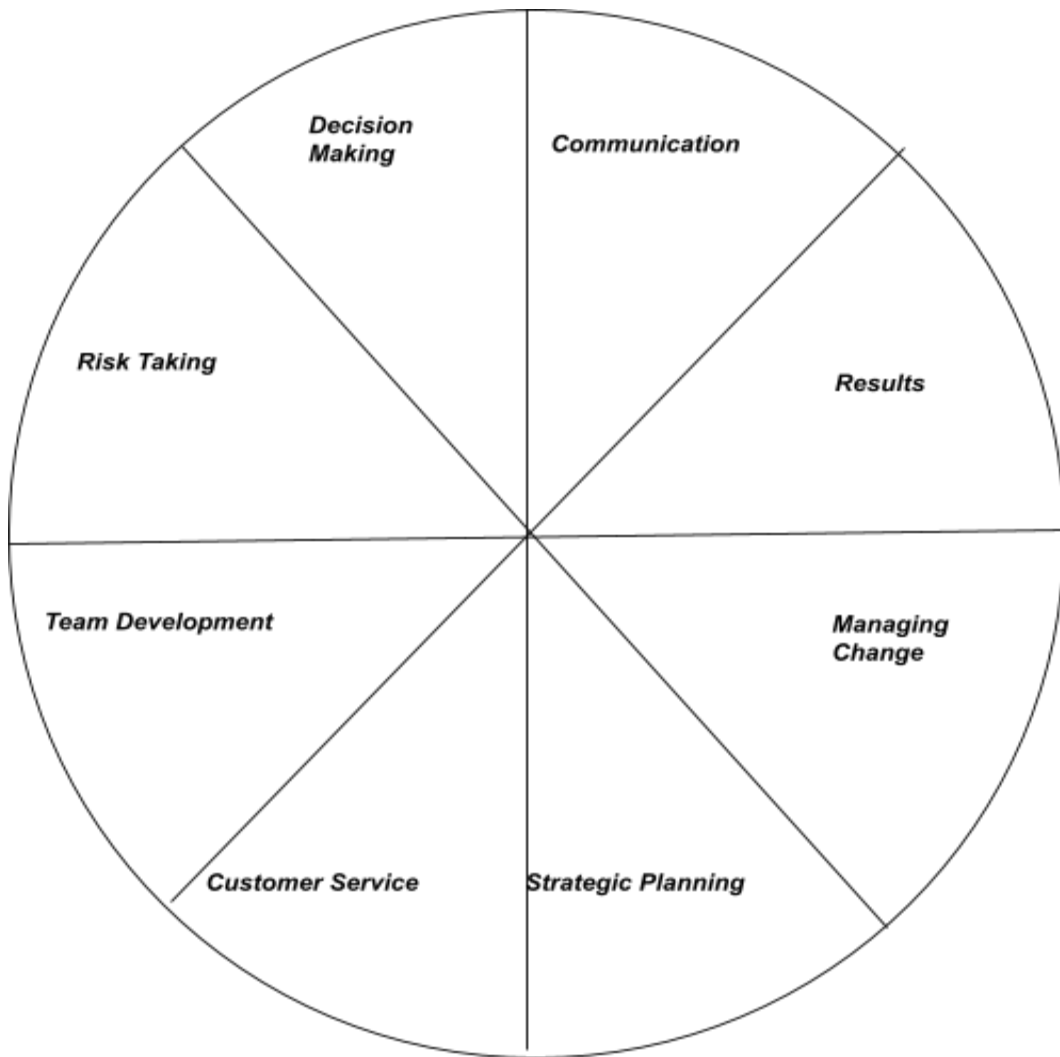

Figure 1.6 Management Competency Wheel

Job Performance Wheels

This can be useful at all levels of management and leadership, and like all the wheels, can be adapted to suit the circumstances.

Score your sense of satisfaction with the labelled aspects of your job performance. If one does not apply, replace with a more appropriate label. Use the Scale of 0-10 to assess your performance. Identify areas you wish to improve, and determine what actions you will take to improve your scores. Note the items on the following page.

Figure 1.7 Job Performance Wheel

The Management/Leadership Wheel

This wheel is useful for Client/Coachees in the higher levels of management and in executive positions. As always, labels can be changed to suit the Client/Coachee.
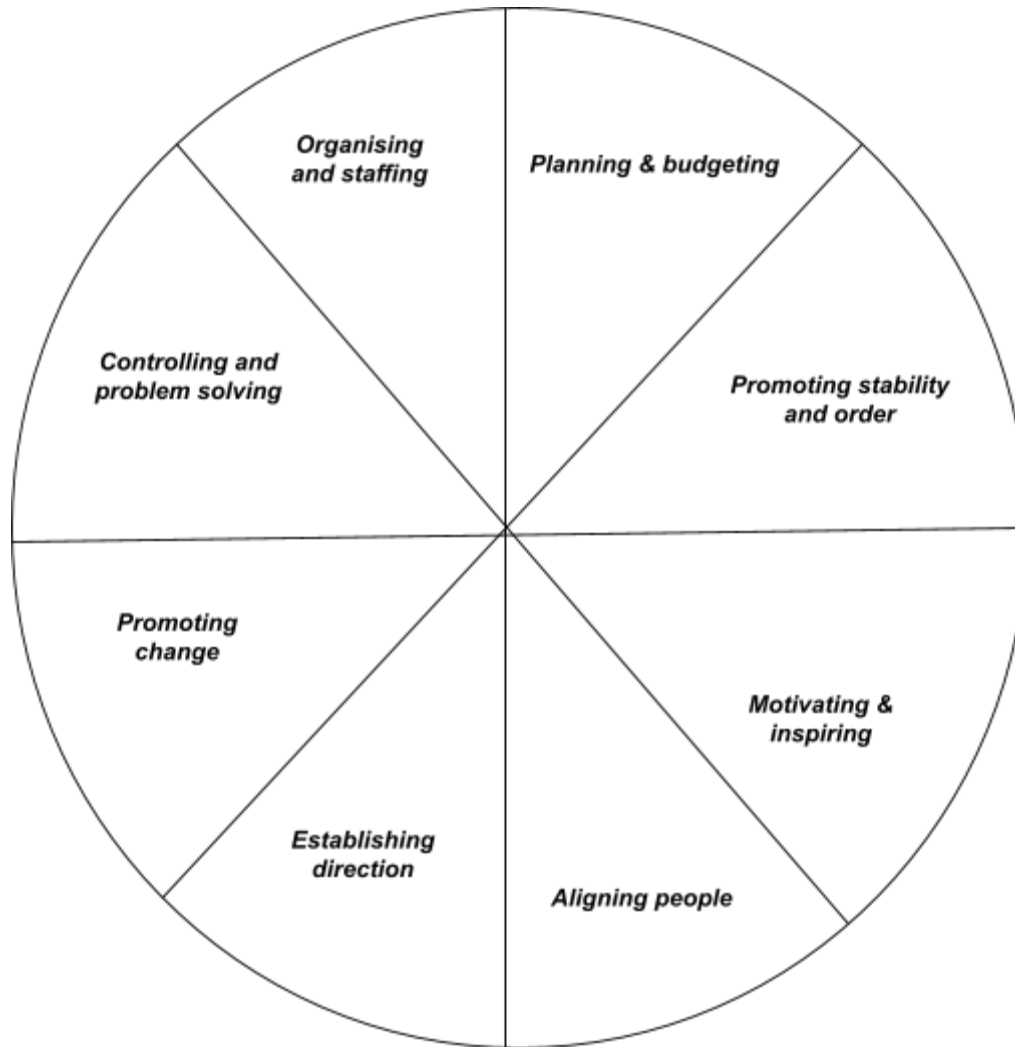

Figure 1.8 Management/ Leadership Wheel

My notes on Intake Session Tools

Evaluation

Evaluation is used to measure the expected changes and impact of the Coaching over time. Evaluation is important to determine if your Coaching is on track to meet the Client/Coachees desired outcome, to understand "what works" and to identify if the Coaching is meeting the expected changes and impacts.

A good Coach depends on being able to help the Client/Coachee achieve set goals and outcomes during the Coaching process. Every Client/Coachee is individual and it's in the nature of Coaching that different Client/Coachees get different things out of our service. This has a really big impact on evaluation, in that no set absolute criteria for results can be established across all our Client/Coachees. This fact makes the combination of monitoring and evaluation such a powerful tool for offering high-quality Coaching.

In Appendix 1, you will find a Honey and Mumford questionnaire designed to find out your future Client/Coachee's preferred learning style(s). Over the years your Client/Coachee has probably developed learning habits that 'help' them to benefit more from some experiences than from others. Since your Client/Coachee is probably unaware of this, this questionnaire will help your Client/Coachees to pinpoint their learning preferences so that the Coach is then in a better position to select learning experiences that suit their style to better facilitate the Coaching process. [10]

The learning preferences range from;

- Active
- Reflective
- Theoretical styles

As detailed in the learning style general descriptions.

completion of the questionnaire will also enable you to evaluate and determine the Coaching model which would work best.

Learning Activity:

Complete the Honey and Mumford questionnaire for yourself, you might be surprised by the results.

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[10] "Coaching Evaluation - Deliver highly effective coaching with ...." 9 Mar. 2020, https://clevermemo.com/blog/en/effective-coaching-evaluation/. Accessed 12 Aug. 2020.

My notes on Evaluation

Follow Up Sessions

After the intake session the Coach will move to the first full Coaching session listed below as sessions 2 - 3 and stage 3 - 4 of the framework.

Figure 1.9 The Coaching Framework

Session	Framework stage
Intake session	Stage 1 - 3
Session 2 - 3	Stage 3 - 4
Sessions 4 – 5	Stage 5
Session 6	Stage 6

At the end of the intake session the Client/Coachee was left with a vague notion of a goal that will now be investigated further through a goal setting session. Below you will find a general structure for all full Coaching sessions.

Step	Suggested Actions
1.	**Review the Client/Coachee's mood and current situation** This means checking how the person feels, what has happened and where they believe they are now. However, this should not become a focus of the session.
2.	**Check on the assignment process since the last session**

		What does the person believe they have learnt? What went well? What could have been done differently?
3.		**Make an "issue" list for the current session** The Client/Coachee may choose something from the original and ongoing agenda, or want to develop something they have discovered from undertaking the assignment. The person may also wish to add a new item to the existing ones.
4.		**Work on a chosen agenda item from the list in session** This means the Client/Coachee needs to choose one item to work on.
5.		**Ask and help the Client/Coachee to set the next assignment** As the session progresses, it is likely to form the basis of the Client/Coachee's next assignment.
6.		**Ask for feedback on the Coaching session** As with all sessions, a simple request for feedback is made of the Client/Coachee to ensure that the Client/Coachee takes responsibility for their session.

The GROW Model

Probably the most widely known and used model is the GROW coaching model, originally identified by Sir John Whitmore, which is introduced in many coach training programmes and mentioned in many coaching books.

GROW represents four stages in the coaching conversation:

Step	Explanation	Items to Consider
Goals	Coach and Client agree on a specific aim, objective and topic for discussion.	• situation • vision • objective
Reality	Both coach and client invite self assessment and offer specific examples to illustrate their point.	• evidence • awareness • understanding
Options	Coach elicits suggestions from the client by asking effective questions and guides them towards making choices.	• list alternatives • pros/cons • resources
Wrap-up / **W**ill / **W**ay Forward	Coach and Client commit to action, define a timeframe for the objectives and identify how to deal with possible difficulties.	• goals/milestones • barriers • commitment

The TGROW Model

The TGROW Coaching model is a variation of the GROW model, adapted by Myles Downey.

T stands for Topic, in other words it is the broad area that your Client/Coachee wants to address. It would make sense, at the start of the conversation, to understand and clarify the topic and its scale, understanding the bigger picture in terms of why this is important to the Client/Coachee and perhaps their longer term vision. At this stage you may uncover issues which are different to those that the Client/Coachee came to the table with and the focus of the conversation may be re-prioritised.

By having this Topic stage before and separate from the Goal stage it helps to differentiate the bigger picture from the specific goals that may arise from it. It also helps to form a solid foundation

and ensure that goals are not set prematurely before the bigger picture is clarified. For example setting goals before the motivation behind it is checked can lead to irrelevant goals which the Client/Coachee may not be committed to.

TGROW represents five stages in the Coaching conversation:

Step	Explanation	Objective	Example Questions
Topic	This stage is designed to be separate and distinct from the goal, which comes later in the process. It is the means by which the Coach can have the client focus on one specific area that needs attention. It's critical at this stage that the Coach is disciplined enough to mine down for the exact topic, and to discard unrelated or separate issues.		
Goals	Defines the desired outcome of a resolution to the issue defined in the 'topic' phase. This can be broken down into different areas; long-term, medium term, short term, for this session. Goals might seem to be concrete when they are being defined, but the Coach needs to be aware that goals are organic and can change.	• Agree the discussion topic • Agree specific objectives for the session • Set a long-term goal or aim	• What do you want to get? • What would you like to do about it today? • What is your longer-term goal? • What is your time scale? • What would your goal look like if you achieved it – describe it?

Reality	Both Coach and Client/Coachee invite self assessment and offer specific examples to illustrate their point.	• Clients self-assessment of the topic and situation • Investigate specific examples • Check assumptions for validity • Discard irrelevant assumptions and check for self limiting belief and values • Identify obstacles; People, Resources, Environment	• What is the current situation in detail? • How strongly do you feel about this issue – out of 10? • What have you done about it so far? • What have been the outcomes? • What stopped you from doing more? • What obstacles are in your way? • What help do you need to make it happen?
Options	What are the clients options in moving forward towards the goal? This is an area in which a less experienced Coach can be misled by a client into accepting a handful of options, but should be pushing hard to unleash all potential options.	• Make sure to cover a full range of options - get the client to think creatively. • Invite suggestions from the client and challenge the assumptions for validity • Offer suggestions carefully!!! • Ensure decision making and option choice remains with the client	• What are the different ways you could approach this? • What options do you have? • What else could you do? What else? What else? • If there were no limitations what would you do? • What resource do you need? • What are the advantages & disadvantages of these options? • Which of these options appeals to you most?Which options would give you the most satisfaction?

Wrap-up / **W**ill / **Wa**y Forward	Way forward: Once Coach and client have explored some options and discarded the impossible or impractical it's time to decide on the way forward. The Coach should be willing to hold the client accountable for his or her actions, so an exact timeframe is important.	• Get a commitment to act • Identify potential obstacles - internal and external factors • Plan detailed actions within a set timeframe • Agree what support will be given by the Coach.	• Which option will you choose? • How does this meet your objective? • How will you measure success? • What could stop you achieving this? • What support do you need? How will you get this? • How will you overcome this? • What are the key actions and what timescale do you have around these? • What is the next step? • Do you want to be accountable? • If yes, how would you like to be accountable?

My notes on the TGROW Model

Setting Goals using the TGROW Model

Applying the TGROW model in a variety of Coaching situations is a great way of improving performance. It provides a useful structure which helps an individual or a team identify what they want to achieve (Goal), where they are now (Reality), what their options are (Options) and what action they will take (Wrap Up/ will/ Way Ahead).

In this section we will look again at the core skills in more detail, including listening, questioning, building rapport, the TGROW model, and so on. We will also look at the Competencies of Coaching, and integrate this into our learning.

The First Coaching Session

Let's start at the beginning. You are meeting with a Client/Coachee for the first time. What are the objectives of the first session?

It is important for you as a Coach to know precisely what you need to get out of the first session; typically the Client/Coachee will expect maximum amount of guidance at this point. They will want to feel comfortable with you, the process, the agreed actions, everything in fact related to this first experience.

Here are the typical objectives from the Coach point of view; add in any other points that you would particularly like to cover:

- Build rapport

- Client/Coachee's thoughts on personal objectives

- Expectations and ground rules

- Begin establishing long-term objectives and milestones

- Agree actions for period until next meeting

Building Rapport

Recall earlier that building rapport is a core skill that is critical to master in order to be successful as a Coach. We will build on the earlier learning and look at rapport from different perspectives.

The issues related to establishing, maintaining, and building on rapport are outlined below:

Item
Trust: Confidence that the other person is reliable and will respect confidences
Focus: Concentrating on the individual; listening without judging or evaluating

Empathy: Understanding and respecting the other person's feelings, viewpoints and drives
Congruence: Building mutuality of objectives
Empowerment: Supporting, nurturing and believing in your Client/Coachee's capability

Ground Rules

The establishment of ground rules will help in getting off to a good start, and may clear the way for positive rapport-building.

Some ground rules are listed below; you may want to add others that are particular to you, or that you might deem appropriate with your Client/Coachees:

- Expectations - Of the relationship; for learning;
- Responsibilities - To one another; To others;
- Session logistics - Time; Duration; Location;
- Confidentiality
- No-Go areas / boundaries
- Note Taking
- Commitment to openness and honesty; giving and receiving feedback
- When and how to measure progress

Goal Setting starter Questions

As well as the questions outlined above for each stage of the (T)GROW model it is useful to have some 'starter questions' in your Coaching toolkit that you can use early on in your sessions.

The questions, whilst not provocative, will set the Client/Coachee-focused flavour of the sessions, and help the Client/Coachee to focus on change that is positive and forward-moving.

- What do you want to become?
- How do you want to feel at that time?
- What, precisely, is going to change?
- What will happen, what are the steps?

- How will you know you have made progress?

- Where does that feature in your long-term goals?

- What specific help would be most useful?

Note how all of the questions above are open questions therefore eliciting a response from the Client/Coachee of more than a "yes" or a "no".

It's also worth noting that none of the questions above start with the word "why". The reasons for this are that questions that start with the word "why" tend to imply judgement of some sort and this may change the thought process of the Client/Coachee.

For example "Why do you want to take this particular approach?" Whilst it is a valid question that will elicit an open response it may also cause the Client/Coachee to think that you, the Coach, might believe an alternative approach is better.

For this reason, questions starting with the word "why" are best avoided where possible.

Questioning styles for Coaching and Goal setting

Recall that there are several styles of questions, including open and closed, probing, clarifying and so on. The skilled Coach will soon generate an arsenal of questions that will assist the Client/Coachee in being clear about their goals, checking the realities of their situation (within the GROW model), identifying actions, and helping the Client/Coachee feel good about themselves.

The four categories are listed below, with a synopsis of where each style might be used and for what purpose. It would be useful for you to formulate some questions for yourself that you would feel comfortable to use.

Style	Purpose
Probing	Clarifying Creating insight Setting goals
Challenging	Opening horizons Unfreezing assumptions Exploring opportunities
Focusing	Pulling thoughts together Checking reality Setting boundaries

Confirming	Building confidence
	Agreeing action
	Will to succeed

Learning Activity:

Give consideration to specific questions that you will use for each of the Styles:

Style	My specific questions
Probing	
Challenging	
Focusing	
Confirming	

TGROW

T = TOPIC

G = GOAL

R = REALITY

O = OPTIONS

W = WILL/ WAY FORWARD

From TGROW to GROWTH

The TGROW model is the most widely used Coaching model, and is used across the Coaching spectrum. It is useful in the executive/corporate context when augmented by the Time and How elements, as output and results may be more significant and may even be monitored.

Let's remind ourselves of the model and see how it looks in its expanded format:

- Topic
- Goals
- Reality
- Options
- Will
- Time-Scale
- How

The addition of Time-Scale to the TGROW model looks at the following areas:

- Identify key results areas
- Prioritising work
- Urgent/Important
- Balancing short vs long-term goals

My notes on Setting Goals Using the TGROW Model

OSKAR and CLEAR Coaching Models

Aside from the T-GROW model, there are other models you may wish to adopt as a Coach.

The OSKAR Coaching Model

The OSKAR Coaching model was developed by Coaches Mark McKergow and Paul Z. Jackson and published in their 2002 book, "The Solutions Focus: Making Coaching and Change SIMPLE."

It's a Coaching model you can use within your team or organisation, to help you focus on a problem's solution, rather than on the problem itself. You can use it to address specific performance or behavioral problems within your team.

OSKAR stands for

- Outcome
- Scale
- Know-how
- Affirm + Action
- Review.

Here are some practical suggestions for making each of those stages work for you.

Outcome

This can also be Objective. This is what you and your Client/Coachee want to achieve from the meeting or Coaching session – resolving the specific problem or issue.

Scale

This is where you measure or quantify how close the Client/Coachee is to achieving the desired outcome, using a scale (often of 1 to 10.) Bear in mind that they might rate themselves at 10 immediately, so be prepared to be honest about how you rate them too.

Know-how

Once you have an idea of where your Client/Coachee is in relation to where he/she needs to be, the next step is to look at what they need to get there. The "know-how" is the skills, knowledge, qualifications, and attributes that enable them to move forward. Use your scale to decide how far a particular solution will get them closer to the outcome, and what know-how they will need to progress even further.

Affirm + Action

This is where the pair of you focus on what's already working well, or is already positive about his/her actions, skills, behaviors, and attributes. You then need to focus on the actions the Client/Coachee needs to take to progress, and to solve the problem you've identified.

Say your Client/Coachee is already achieving five on your 0-10 scale. That's great. One question you can ask here is, "What actions are you already taking to achieve this score?" If they are already achieving well, what actions could they be taking to do even better? Will it simply be a

case of the Client/Coachee doing more of the same, or perhaps doing something differently? Your focus throughout the session should be on what next steps, however small, are going to work best, and what help you or your organisation can offer.

Review

As the name suggests, this is the review process, and it normally happens at the start of each Coaching session. This is where you both review the action your Client/Coachee has taken, decide what's improved, and look at what needs to happen next to improve even further.

This process should emphasise the positives or successful outcomes, even if there's still a way to go to achieving the final goal. Ask your Client/Coachee what changes they felt were successful, and offer suggestions about what to change next.[11]

The CLEAR Coaching Model

The CLEAR Coaching model is a simple, five stage model that is intended to be used in each session of a multi-session Coaching program.

It is designed to help individuals achieve transformational change (lasting and fundamental change based on new values, behaviors and beliefs) as opposed to simply helping them achieve a goal (as through solution focused Coaching).

The model is question driven, delivered in a highly conversational way and often used in executive and leadership Coaching. CLEAR Coaching sessions typically last 45-60 minutes.

The five stages of the CLEAR model are:

- Contract
- Listen
- Explore
- Actions
- Review

Contract

Each session begins with a conversation about how the Coach and Client/Coachee will work together in that session, what the Client/Coachee would like to get out of the session, how the Client/Coachee will know when they are making progress and and a reminder of basic rules around Coaching. The contract may be revisited during the session.

Examples of questions that may be used in this stage include:

- What would you like to focus on today?

- What would you like the outcome of our conversation to be?

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[11] "The OSKAR Coaching Framework - From MindTools.com."
https://www.mindtools.com/pages/article/oskar-Coaching-framework.htm. Accessed 7 Aug. 2020.

- How will you know if you've had a good session today?

- What would you like me, as your Coach, to do today to help you?

Listen

After contracting, the Coach asks questions of the Client/Coachee in relation to their chosen area of focus. The Coach looks for clarity and details, connections and starts to understand both what the Client/Coachee thinks about their topic and, perhaps more importantly, how they feel about it.

It's important in this stage to actively listen and to "hold the space" well for the Client/Coachee, but not to be overly familiar or close with them.

Explore

As facts and feelings become clearer the Coach starts to ask more probing and targeted questions of the Client/Coachee, in line with the approach to the Coaching session as agreed in the contracting phase.

In this stage of Coaching, the Coach is looking to help the Client/Coachee understand their emotional connection with the current state, what they want to change and how they might emotionally connect with a different future state.

There are almost infinite list questions that the Coach could use at this stage. To help identify helpful questions, the Coach should be mindful and present in the Coaching session. They should also ensure that the questions they are asking are brief where possible, open, not leading and that they are devised with the intention of helping the Coach learn. Often, the best questions are those which neither the Coach nor the Client/Coachee know the answer to.

Actions

While the purpose of CLEAR Coaching is to achieve transformational change, actions are often needed along the way. In this stage of the CLEAR model, the Coach asks questions to help the Client/Coachee consider actions they could take, explore how they feel about the actions and ultimately commit to actions that are right for them. Again, these questions should be helpful, but the Coach should not guide the Client/Coachee in any specific direction, nor should they rescue the Client/Coachee if they are unable to think of suitable actions.

The types of questions a Coach will ask at this stage are varied and depend on the specifics of the conversation, but some examples may include:

- What do you think you need to do next in relation to this?
- How will you start this process?
- What's the first thing you will do to help make this happen?
- Who might you speak to about this?
- When will you start working on this?
- How will you feel once you've started your actions?

Review

Towards the end of the session the Coach plays back some of the key points from the session, reflecting on the contract objectives and what progress was made. The Coach may ask the Client/Coachee to review the session and ask if there is anything else the Client/Coachee would like to cover.

The review section of the Coaching model helps both the Coach and the Client/Coachee reflect on what has been discussed, and helps ensure that the contract has been adhered to and that, hopefully, benefit has been achieved.[12]

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[12] "CLEAR Coaching Model – The World of Work Project."
https://worldofwork.io/2019/06/the-clear-Coaching-model/. Accessed 7 Aug. 2020.

My notes on OSKAR and CLEAR Coaching Models

The Time Matrix

This is a simple but useful tool to help the Client/Coachee see what is soaking up their time, and to help them prioritise their work. Simply ask the Client/Coachee to list the tasks and items (both recurring and non-recurring) that they have to do in a given time-frame.

Urgent and Important **(The Quadrant of Necessity)** Emergencies Crises Deadline-driven projects People issues	**Not Urgent but Important** **(The Quadrant of Quality and Personal Leadership)** Planning and preparation e.g. Strategic/business, meetings etc. Relationship building
Urgent but not Important **(The Quadrant of Deception)** Emails Telephone calls Reports Meetings	**Not Urgent and not Important** **(The Quadrant of Waste)** Some emails (junk) and telephone calls Trivia and chat Doing unnecessary tasks e.g. photocopying/faxing

My notes on The Time Matrix

Coaching Underperformance & Motivation

Performance Management

Managing people and their performance is a skill that is highly subjective to the individual, within the constraints of company policy, and is built up over time.

The following are some simple points that the Coach can use to help remind their Client/Coachee of the key elements of people management, and to help serve as a 'mirror' to them. The Coach can use them as starting points for conversations with the Client/Coachee or, if the Coach has suitable experience, to assist the Client/Coachee in identifying strengths and weaknesses in their style.

How does the Client/Coachee…

- Establish rapport and build a climate of trust
- Understand the impact of their behaviour/style on others
- Monitor performance of team members
- Prepare for carrying out appraisals
- Give constructive feedback

At a higher level the manager/executive needs to constantly consider the following:

- Task or skill
- Clarify Roles
- Prioritise Objectives
- Set Achievable Goals
- Monitor Progress
- Provide/Request Ongoing Feedback……..

Suggested Questions

To support the Client/Coachee in all aspects of their role, it is useful to have a set of prepared questions specific to the business/corporate/executive context.

The following lists examples by category.

General Questions:

- What is most important to you at this time in your life?
- Where would you like to spend more of your time?
- Are you having a balanced life?

- If you could do anything you wanted without restrictions, what would it be?
- If this were your last week on earth, would you be happy with how you are spending your time?
- How much of your time is spent caring for others?
- Are there areas that need your attention, like your health, a relationship, work, or financial concerns?
- Are you involved with too many activities?
- Is there a secret dream or desire that keeps getting put on the back burner that you would like to devote more time to? If so, what is it?
- What needs less attention? More attention?
- What is your mood at the end of your day?

Questions about Values and Ideals:

- Is there a place you have always wanted to visit? If so where?
- Are there people that you would like to spend more time with? If so, whom?
- Is there a hobby that you have wanted to begin or spend more time doing? If so what?
- If you had one free day to spend spontaneously doing whatever you desire what would you do?
- Is there a class or a workshop you have been meaning to take? If so which one?
- Is there a new sport or physical activity you would like to try? If so what?
- Would you like to learn about a different culture? If so which one? How will you do it?
- Is there a new career direction you would like to explore? If so what? How will you begin?
- Do you "give something back" e.g. Volunteer, tutor, etc?

Questions to assist the Client/Coachee with a work-related problem or concern:

- What concerns you most about this situation?
- What conversation do you feel you should be having?
- How are others affected by this problem?
- How important is this issue in terms of your key results areas?
- How important is it in terms of your own sense of well-being?
- How does it impact on your relations with others/with your team?
- What one small step could you take tomorrow to help you resolve this issue?
- Describe in detail what it would feel like to have this issue resolved.

Questions about Happiness:

- What are you most grateful for?

- Was there an event that changed your life? How?
- What are you most proud of?
- Is there something you wish you could do over?
- What are you most afraid of and why?
- Are you sabotaging your success in some area of our life by not completing things?
- Is there something that most people would not know about you?
- What have you always wanted to do?
- What is the most meaningful experience that you have ever had?

Questions about finance:

- What did your family teach you about money? How did they influence your beliefs?
- What has been your deepest wound regarding money?
- What financial success are you most proud of?
- What are your financial dreams?
- Will you ever be making 'enough' money?

My notes on Performance Management

Maslow's Hierarchy of Needs

There are literally thousands of studies, theories, tools and models in the area of personal development, management and organisational behaviour. One of the most tried and tested models is Maslow's Hierarchy of Needs, and it is often useful to use this with a Client/Coachee. It can help them to understand their motivation, actions and other behaviour; equally it might help explain that of others e.g. colleagues, subordinates, competitors.
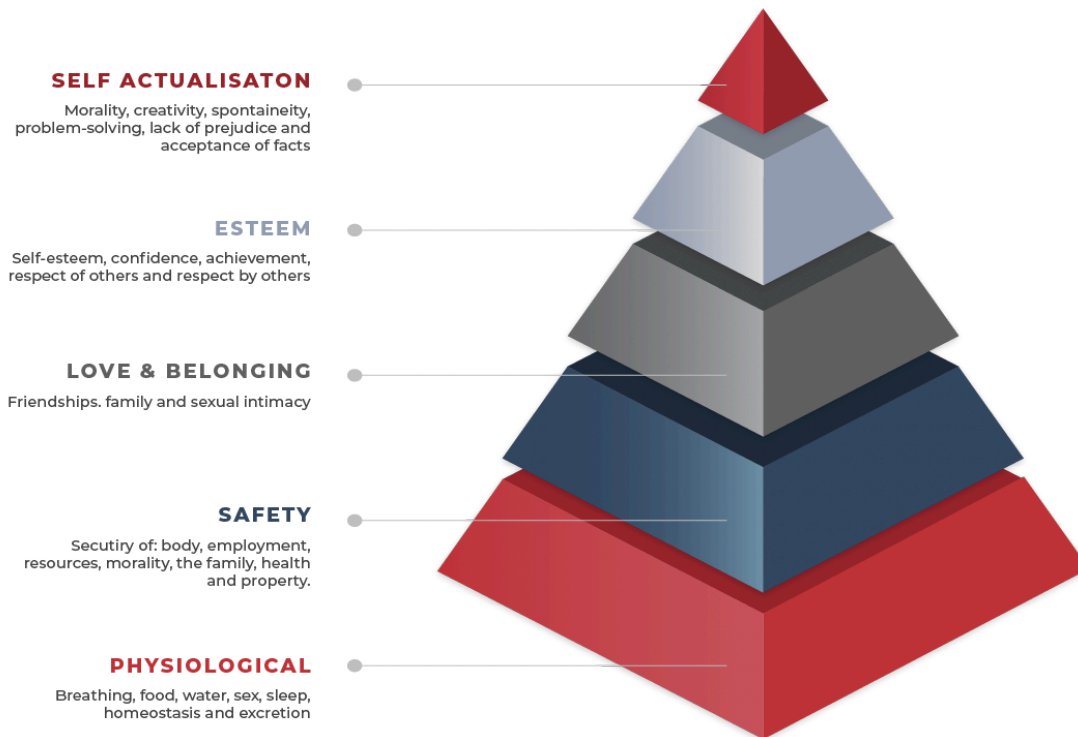
SELF ACTUALISATON
Morality, creativity, spontaineity, problem-solving, lack of prejudice and acceptance of facts

ESTEEM
Self-esteem, confidence, achievement, respect of others and respect by others

LOVE & BELONGING
Friendships. family and sexual intimacy

SAFETY
Secutiry of: body, employment, resources, morality, the family, health and property.

PHYSIOLOGICAL
Breathing, food, water, sex, sleep, homeostasis and excretion

Figure 1.10 Maslow Hierarchy of Needs

The basic premise of Maslow's work is that humans generally need to have their needs fulfilled at the lower levels before they can attempt to meet their needs at the higher levels.

Translating this to the business world, it suggests that a person's ability to thrive in the workplace is based on the fulfilment of their needs elsewhere.
Some examples:

- You can't motivate someone to achieve their sales target (level 4) when they're having problems with their marriage (level 3).

- You can't expect someone to work as a team member (level 3) when they're having their house repossessed (level 2).

✏️ **My notes on Maslow Hierarchy of Needs**

Coaching Under Performance

Organisations often employ Coaching when they identify that an employee or team member is not meeting the required performance levels expected by the organisation. Coaching can be an effective way of alerting staff to the behavioural change needed and setting goals for change and improvement.

Reasons why organisations experience failure of change in the employee behaviour:

- Don't get employee involved
- Don't give specific feedback, talk in generalities
- Concentrate on attitude, rather than behaviours
- Assume the employee understands the problem exists
- Assume the employee knows what has to be done to solve the problem
- Don't follow up to insure the agreed upon action has been taken by the employee
- Don't acknowledge or praise the employee when he or she corrects the problem

Coaching can, if supported by the employer and embraced by the employee, help overcome the above. The following are requirements for successfully eliminating under performance through Coaching…

Employee:

- You must accurately identify what behaviour needs to change
- The employees behaviour must affect results
- There must be maximum engagement form the employee
- Employees must understand they are responsible for their behaviour

Employer:

- Employer must perceive that the Coaching is in their interest and support the intervention
- Employer must be committed to the same things they want employees to do
- Employers must acknowledge and praise employee achievements

It is sad to see that often managers spend time and energy in self destructive behaviour as they try to resolve under performance, but are focusing on non-existent reasons for poor performance. Often managers look at what they can immediately see rather than looking to the root cause problem influencing poor behaviour. When Coaching a manager or the underperforming employee the following Coaching Analysis can help identify the root cause and appropriate intervention.

Coaching Analysis: What is influencing unsatisfactory performance?

Identify behavior discrepancy.		
⇩		
Is it worth your time and effort?	⇨ NO	Don't waste your time on it.
⇩ YES		
Do they know performance is unsatisfactory?	⇨ NO	Give them feedback.
⇩ YES		
Do they know what they're supposed to do?	⇨ NO	Tell them.
⇩ YES		
Do they know how to do it?	⇨ NO	Train them or give them practice.
⇩ YES		
Do they know why they should do it?	⇨ NO	Tell them.
⇩ YES		
Are there obstacles beyond their control?	⇨ YES	Remove obstacles.
⇩ NO		
Do they think your way will not work?	⇨ YES	Convince them.
⇩ NO		
Do they think their way is better?	⇨ YES	Convince them.
⇩ NO		
Do they think something else is more important?	⇨ YES	Explain priorities.
⇩ NO		
Are there positive consequences to them for performing appropriately?	⇨ NO	Give positive reinforcement.
⇩ YES		
Are there negative consequences to them for performing appropriately?	⇨ YES	Remove negative consequences or balance with positive consequences.
⇩ NO		
Do they anticipate future negative consequences for performing appropriately?	⇨ YES	Correct their understanding.
⇩ NO		
Are there positive consequences to them for performing inappropriately?	⇨ YES	Change consequences.
⇩ NO		
Are they performing inappropriately without receiving negative consequences?	⇨ YES	Deliver negative consequences.
⇩ NO		
Are personal problems interfering?	⇨ YES	Accommodate the problem or get employee to solve your problem.
⇩ NO		
Could they do it if they choose to do it?	⇨ NO	Transfer, demote, or terminate.
⇩ NO		
Use the coaching discussion to change their behavior choices.	⇨	

(Coaching for improved work performance, Ferdinand F. Fournies, 2000)

My notes on Coaching Underperformance

Goal Review & Feedback

Goal Setting Review

The following points can be useful in helping the Client/Coachee achieve their goals and make those important changes that will enhance his/her work life.

- Why do you want to achieve your goal?
- Set yourself one small task per day
- Note down your achievements – daily
- The perfect moment is now
- Write down what you want to do

Encourage your Client/Coachee by reminding them that the most difficult thing to do is to get started. However they cannot waste their own life waiting for the perfect conditions or the perfect opportunity.

Promote the writing of goals, ambitions and dreams; by writing it down they can already imagine themselves doing it!

Remember the importance of establishing and maintaining rapport in all Coaching situations, especially when goal setting. The following items are useful reminders for the Coach to help in monitoring their rapport with the Client/Coachee.

- Check Client/Coachees body language
- Notice their breathing
- Use their language
- Watch for feelings and mirror back

Providing Feedback

Coaching aims to help the Client/Coachees experience a different view of themselves and their situation. Supportive feedback from the Coach can be an important contribution to how the Client/Coachee moves towards that different view.

What stops us from giving feedback?

- It's not the done thing

- Who am I to judge?

- I don't want to dishearten them

- They are doing the best they can

- I don't want to hurt them.

The Benefits of Supportive Feedback

- It can facilitate the Client/Coachee's learning

- It provides another perspective for the Client/Coachee to consider

- It can encourage and motivate the Client/Coachee

- It can lead to insight and/or new ways forward for the Client/Coachee to consider.

Giving Feedback: The Challenges

Most of us only give or experience feedback when something has gone wrong! Negative feedback can stimulate memories of being chastised as a child, whilst positive feedback runs counter to the injunction not to have 'a big head'.

The feelings surrounding feedback can lead to it being given badly and thus reinforcing the anxieties associated with it.

Characteristics of Supportive Feedback

This type of feedback is specific, and relates to something the Coach has observed, e.g. it is usually based on Client/Coachee's behaviour. *(It is difficult to learn from generalised feedback);*

- The *intent* in giving the feedback must have integrity, i.e. to raise the Client/Coachee's awareness;
- The feedback given is one's own perception, and not an ultimate truth, e.g. 'I find you…..' or 'I have a sense that…..', **rather** than, 'You are…..';

The purpose of feedback is to ***raise awareness in the individual such that s/he is able to observe their own behaviour and modify it; so that performance is enhanced**.*

It is incumbent upon the Coach to give feedback to the Client/Coachee in order to achieve the stated purpose; the skill is in selecting how you deliver the feedback to your Client/Coachee.

There are many factors associated with choosing your method, including the following:

- How your Client/Coachee is feeling

- The level of trust between you

- Their general openness to learning and to receiving feedback

- The likely benefits it will have for your Client/Coachee versus the possible drawbacks

My notes on Goal Review & Providing Feedback

Recommended Reading
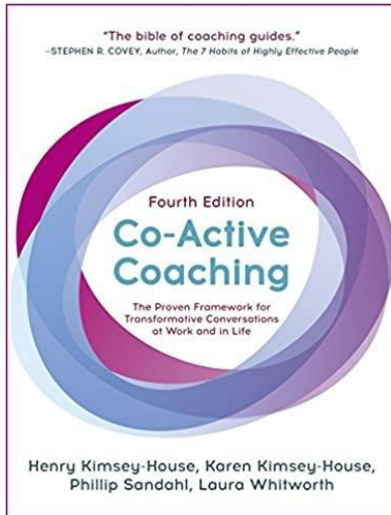
Title: Co-Active Coaching: The proven framework for transformative conversations at work and in life - 4th edition Paperback – 23 Aug. 2018
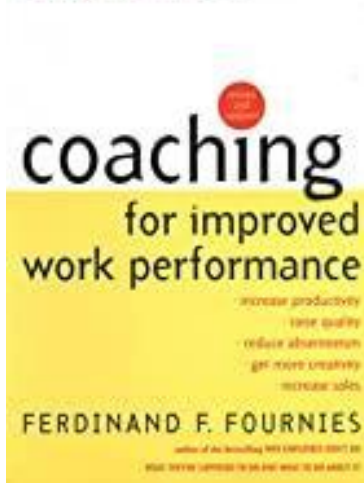
Authors: Henry Kimsey-House (Author), Karen Kimsey-House (Author), Phillip Sandahl (Author), Laura Whitworth (Author)
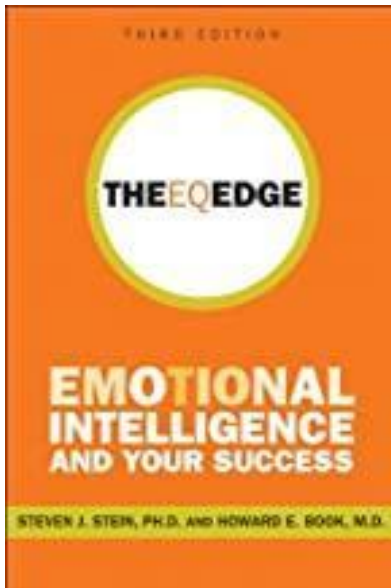
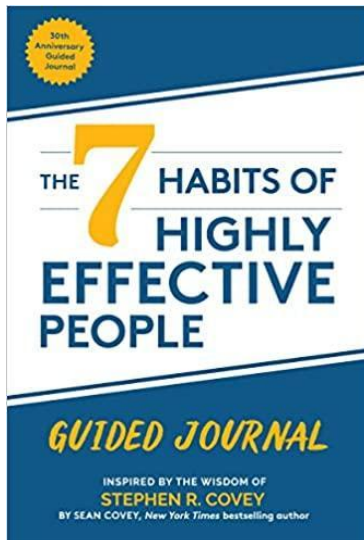**Title:** The EQ Edge: Emotional Intelligence and Your Success 3rd Edition: Emotional Intelligence and Your Success Paperback – 15 Mar. 2013

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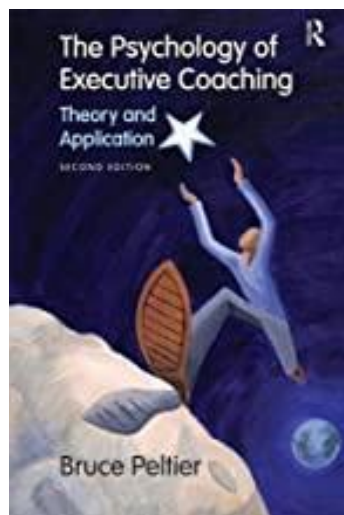
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https://Coachfederation.org

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Assignment Brief

Appendix 1

The Learning Styles Questionnaire

Developed by Honey & Mumford
© Honey & Mumford 2004

This questionnaire is designed to evaluate your preferred learning style(s). Over the years, you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it (✔). If you disagree more than you agree, put a cross by it (x). Be sure to mark each item with either a tick or a cross.

✔ or X	Statement
	I have strong beliefs about what is right and wrong, good and bad.
	I often act without considering the possible consequences.
	I tend to solve problems using a step-by-step approach.
	I believe that formal procedures and policies restrict people.
	I have a reputation for saying what I think, simply and directly.
	I often find that actions based on feelings are as sound as those based on careful thought and analysis.
	I like the sort of work where I have time for thorough preparation and implementation.
	I regularly question people about their basic assumption.
	What matters most is whether something works in practice.
	I actively seek out new experiences.

	When I hear about a new idea or approach I immediately start working out how to apply it in practice.
	I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine etc.
	I take pride in doing a thorough job.
	I get on best with logical, analytical people and less well with spontaneous, 'irrational' people.
	I take care over the interpretation of data available to me and avoid jumping to conclusions.
	I like to reach a decision carefully after weighing up many alternatives.
	I'm attracted more too novel, unusual ideas than to practical ones.
	I don't like disorganised things and prefer to fit things into a coherent pattern.
	I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
	I like to relate my actions to a general principle.
	In discussions I like to get straight to the point.
	I tend to have distant, rather formal relationships with people at work.
	I thrive on the challenge of tackling something new and different.
	I enjoy fun-loving, spontaneous people.
	I pay meticulous attention to detail before coming to a conclusion.
	I find it difficult to produce ideas on impulse.
	I believe in coming to the point immediately.
	I am careful not to jump to conclusions too quickly.
	I prefer to have as many sources of information as possible – the more data to think over the better.
	Flippant people who don't take things seriously enough usually irritate me.
	I listen to other people's points of view before putting my own forward.

	I tend to be open about how I'm feeling
	In discussions I enjoy watching the maneuverings of the other participants.
	I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
	I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
	It worries me if I have to rush out a piece of work to meet a tight deadline.
	I tend to judge people's ideas on their practical merits.
	Quiet, thoughtful people tend to make me feel uneasy.
	I often get irritated by people who want to rush things.
	It is more important to enjoy the present moment than to think about the past or future.
	I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
	I tend to be a perfectionist.
	In discussions I usually produce lots of spontaneous ideas.
	In meetings I put forward practical realistic ideas.
	More often than not, rules are there to be broken.
	I prefer to stand back from a situation and consider all the perspectives.
	I can often see the inconsistencies and weaknesses in other people's arguments.
	On balance I talk more than I listen.
	I can often see better, more practical ways to get things done.
	I think written reports should be short and to the point.
	I believe that rational, logical thinking should win the day.
	I tend to discuss specific things with people rather than engaging in social discussion.
	I like people who approach things realistically rather than theoretically.

	In discussions I get impatient with irrelevancies and digressions.
	If I have a report to write I tend to produce lots of drafts before settling on the final version.
	I am keen to try things out to see if they work in practice.
	I am keen to reach answers via a logical approach.
	I enjoy being the one that talks a lot.
	In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
	I like to ponder many alternatives before making up my mind.
	In discussions with people I often find I am the most dispassionate and objective.
	In discussions I'm more likely to adopt a 'low profile' than to take the lead and do most of the talking.
	I like to be able to relate current actions to a longer-term bigger picture.
	When things go wrong I am happy to shrug it off and 'put it down to experience'.
	I tend to reject wild, spontaneous ideas as being impractical.
	It's best to think carefully before taking action.
	On balance I do the listening rather than the talking.
	I tend to be tough on people who find it difficult to adopt a logical approach.
	Most times I believe the end justifies the means.
	I do not mind hurting people's feelings so long as the job gets done.
	I find the formality of having specific objectives and plans stifling.
	I am usually one of the people who puts life into a party.
	I do whatever is expedient to get the job done.
	I quickly get bored with methodical, detailed work.
	I am keen on exploring the basic assumptions, principles and theories underpinning things and events.

	I'm always interested to find out what people think.
	I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
	I steer clear of subjective or ambiguous topics.
	I enjoy the drama and excitement of a crisis situation.
	People often find me insensitive to their feelings.

Scoring the Learning Styles Questionnaire

You score one point for each item you ticked (✔). There are no points for items you crossed (X). Simply indicate on the lists below which items were ticked.

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80

Totals

Activist	Reflector	Theorist	Pragmatist
☐	☐	☐	☐

In order to interpret these four scores, please consult the norms given on the next page.

Understanding Your Learning Styles

Since the maximum score for each style is twenty, at first sight you might conclude that the highest of your four scores indicates your predominant learning style. This, however, is not necessarily so. Before coming to a conclusion you need to view your scores in relation to those obtained by other people who have completed the questionnaire. Norms, as they are called, have been calculated for various groups of people and you need to decide with which group to compare your scores. If in doubt use the general norms below which are based on the scores obtained by well over a thousand people.

The norms are calculated on the scores obtained by:

    A.   The highest scoring 10% of people.
    B.   The next 20% of people.
    C.   The middle 40% of people.
    D.   The next 20% of people.
    E.   The lowest scoring 10% of people.

The general norms are as follows:
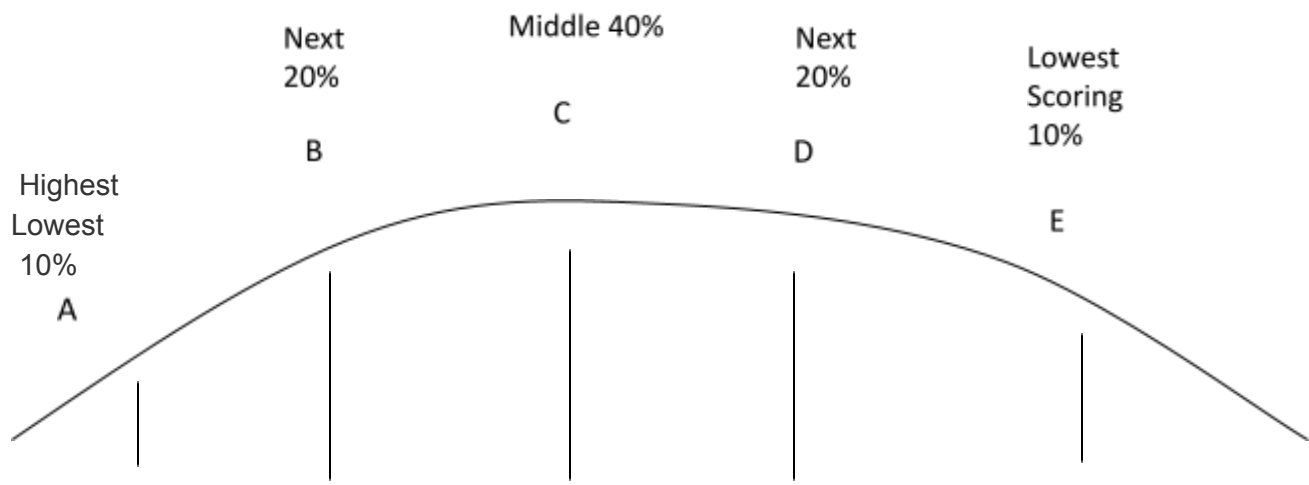
	Very Strong Preference	Strong Preference	Moderate Preference	Low Preference	Very Low Preference
Activist	13-20	11-12	7-10 (mean 9.3)	4-6	0-3
Reflector	18-20	15-17	12-14 (mean 13.6)	9-11	0-8
Theorist	16-20	14-15	11-13 (mean 12.5)	8-10	0-7
Pragmatist	17-20	15-16	12-14 (mean 13.7)	9-11	0-8

Learning Styles – General Descriptions

Activists
Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not skeptical, and this tends to make them enthusiastic about anything new. Their philosophy is:'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

Reflectors
Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theory models and systems thinking. Their philosophy prizes rationality and logic. 'If it's logical it's good'. Questions they frequently ask are, "Does it make sense"? "How does this fit with that"? "What are the basic assumptions"? They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximize certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities "as a challenge". Their philosophy is: 'There is always a better way' and 'if it works its good'.

Learning Styles – Suggested Strengths and Weaknesses

Activist

Strengths	Weaknesses
● Flexible and open minded ● Happy to have a go ● Happy to be exposed to new situations ● Optimistic about anything new and therefore unlikely to resist change	● Tendency to take the immediately obvious action without thinking ● Often take unnecessary risks. ● Tendency to do too much themselves and hog the limelight. ● Rush into action without sufficient preparation. ● Get bored with implementation/ consolidation.

Reflector

Strengths	Weaknesses
- Thorough and methodical - Thoughtful. - Good at listening to others and assimilating information. - Rarely jump to conclusions.	- Slow to make up their mind and reach a decision - Tendency to be too cautious and not take enough risks - Non assertive - not particularly forthcoming with little 'small talk'

Theorist

Strengths	Weaknesses
- Logical 'vertical' thinkers. - Rational and objective. - Good at asking probing questions. - Disciplined approach.	- Restricted in lateral thinking. - Low tolerance for uncertainty, disorder and ambiguity - Intolerant of anything subjective or intuitive - Full of 'shoulds,oughts and musts'.

Pragmatic

Strengths	Weaknesses
- Keen to test things out in practice. - Practical, down to earth, realistic. - Businesslike – gets straight to the point. - Technique orientated.	- Tendency to reject anything without an obvious application. - Not very interested in theory or basic principles - Tendency to seize on the first expedient solution to a problem. - Impatient. - On balance, task orientated, not people orientated.