

# Accredited Certificate in Coach Training

Sunday 25<sup>th</sup> October 2020

Delivered by

Helen Bullock

Jeannette Marshall

# Welcome

- Domestics, timings, logistics
- Overview of programme

# Overview of Programme

	Module One	Module Two	Module Three	Module Four
Day One	Foundations of Coaching ✓	Raising self-awareness (1 x 90 minute session ✓ 1 x 180 minute session 1 x 90 minute session)	Creativity in Coaching (2 x 180 minute sessions)	Coaching leaders (2 x 180 minute sessions)
Day Two	Advanced Communication Skills ✓	Wellbeing and Change (2 x 80 minute sessions)	Constellations, Cards and Connections (2 x 180 minute sessions)	Purpose, Planning and Practicalities (2 x 180 minute sessions)
Coaching Skills Practice	6 hours ?	7 hours	7 hours	Ongoing
Self-study	12 hours ?	14 hours	14 hours	Ongoing
Supervision	4 x 45 minute webinars ✓	1 x 45 minute webinar 2 x 1 hour 1:1 sessions	3 x 45 minute webinar	Ongoing

# Day Three: Raising Self-awareness

- Implement, Practise and Demonstrate AC Coaching Competencies
- Raise your level of self-awareness ✓
- Introduction to more tools for your coaching toolkit ✓
- Transactional Analysis (TA) ✓
  - OK Corral - Session 1/4 ✓
  - Drama Triangle - Session 1/4 ✓
  - Drivers Sessions 2/4 & 3/4
- Practical application of coaching skills – Session 4/4

## Competencies:

4. Managing self and maintaining coaching presence
5. Communicating effectively
6. Raising awareness and insight
7. Designing strategies and actions

# Agenda

- Review of Supervision Sessions and Self-study Activities
- Day Three - Raising self-awareness 2 & 3 of 4
  - Revisiting:
    - OK Corral
    - Drama Triangle
  - Introducing Drivers by Taibi Kahler

# Review of Supervision Sessions and Self-study

## Supervision:

- What are your thoughts about 1:1 Supervision?
- What did you like about it?
- What would you like more of?

## Self-study:

- What's going well?
- How far have you got?

# OK Corral

## How Life Positions Influence Behaviour (Work of Anita Mountain and Chris Davidson)

Life Position Or Box	Communicates	Accepts Delegation	Develops	Handles Disagreements By	Solves Problems By	Spends Time By	Is Moved To Act	Feels to Others
I'm OK – You're OK	Openly	Readily	Independently Learns willingly	Seeking clarification and mutual resolution	Consulting others trusting in self	Taking necessary action and producing	On assignment of initiative	Equal
I'm Not OK – You're OK	Defensively Self – deprecatingly	Timidly	Slowly: Needs reassurance and coaching	Perceiving differences in opinion as evidence of their inadequacy	Relying almost completely on others	Brooding Over - compensating In constant activity	Praise or admonition	Inferior
I'm OK – You're Not OK	Defensively/ aggressively	By procrastinating Bickering Bargaining	With difficulty, Learning is blocked	Placing blame on others	Unilaterally rejecting others ideas	Boasting Provoking others Playing persecutor	When forced may demand official instructions	Superior
I'm Not OK – You're Not OK	Hostile/ Abruptly	By trying to beg off Delegating upwards Unwillingly accepts responsibility	With difficulty withdraws and repeats errors	Escalating the conflict Involving a third party	Succumbing to problems	Withdrawing playing a variety of games (mind games)	Reprimands or threats	Despondent Alienated

# Corralogram

How did you get on with the Corralogram?



# Coaching Skills Practice 1

In a group: Coaches and Coachee

Helen will bring a topic and, dependent on the tone/delivery of the questions, Helen will bounce round the OK Corral

Take in turns to ask questions

**30 minutes**

Review how the coaching session went

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# What are Your Drivers?

- Be Strong
- Be Perfect
- Try Hard
- Hurry Up
- Please People

Competencies:

4. Managing self and maintaining coaching presence
6. Raising awareness and insight

# Drivers Changing Minds — Taibi Kahler

Driver	Imperative	Identification	Benefits	Challenges	Action
<b>Be Strong</b>	I must be invulnerable at all times.	Aggressive or assertive attitude, demonstrating strength in attitude.	Good for getting things done, especially in a crisis.	Withdrawn under stress as they hold emotions in.	Praise for consideration of the feelings of others.
	I must not cry or show any weakness.	Objective language, distancing themselves from their feelings.	Does not take things personally or get sucked into emotional situations.	Refusal to acknowledge they are stressed.	Put them in slightly vulnerable situations and praise their handling and exposure of emotions. Only make them as vulnerable as they can handle without going into Fight-or-Flight.
	I cannot express emotions.	Avoids 'I' language and any talk about emotions.	Generous, always helping others before self.	Bottled-up emotions that may explode outwards onto others or be held in and do internal damage.	Be considerate about their emotions. Show that you recognize them and that it is ok for them to have feelings.
	I must help others but not myself (I do not need help).	Frozen face and body, hiding emotions.  Will take on all tasks without complaint.		Can get into 'who is the strongest' competitions with others, especially those who also have powerful 'be strong' drivers.  Expecting others to be strong. Contempt for the weak.	Show them that they are not to blame for things, including their own internal issues.  Help them receive with good grace as well as give to others.  Help them see where their strength appears as a threat to others.

# Drivers Changing Minds — Taibi Kahler

Driver	Imperative	Identification	Benefits	Challenges	Action
<b>Be Perfect</b>	<p>I must be perfect, wonderful, correct in every way.</p> <p>I must succeed in everything I do.</p> <p>I must get top marks and win.</p>	<p>Exact language, including qualification when they are not sure, such as 'probably', and absolutes when they are, such as 'absolutely'.</p> <p>Always neat and well-groomed. Never completely satisfied with what they do.</p>	<p>Hard-working, with excellent quality output.</p> <p>May achieve great things.</p>	<p>Fears of failure and losing control, and subsequent over-compensation.</p> <p>Over-work. Not finishing things for fear of criticism.</p> <p>Expecting others to be perfect too.</p>	<p>Laughter.</p> <p>Praise, including for less-than-perfect work.</p> <p>Reframing of what 'perfect' really means to 'enough'.</p> <p>Be very specific with criticism (and praise).</p>
<b>Try Hard</b>	<p>I cannot refuse requests.</p> <p>I must at least try.</p> <p>I must improve and always get better.</p> <p>Wherever I am is not good enough.</p>	<p>Not satisfied with what has been done.</p> <p>Language that uses the verb 'try' (rather than 'will').</p> <p>Tense and anxious in appearance.</p> <p>Will often side with the underdog, seeking to right wrongs.</p> <p>May well not achieve goals (although these are often high).</p>	<p>They always give of their utmost in all situations.</p> <p>Persistence in difficult and time-consuming situations.</p> <p>Helping others.</p> <p>Working toward noble causes.</p>	<p>Craving praise, but never satisfied when it is given.</p> <p>Find criticism very hurtful, especially for not trying enough or not considering others.</p> <p>Effort of trying leads to physical burn-out.</p> <p>Lots of 'trying' but no real result.</p> <p>Fear of completion (run out of things to try).</p> <p>Expecting others to try harder.</p>	<p>Use their need to improve to help them to not try too hard.</p> <p>Praise for completion of specific items. Do not praise just for effort.</p> <p>Help them move from 'trying' to 'succeeding'. Start with the language they use.</p> <p>Stop them moving to another task before the first is complete.</p> <p>Help them distinguish between that which is achievable and that which is not realistically possible.</p>

# Drivers Changing Minds — Taibi Kahler

Driver	Imperative	Identification	Benefits	Challenges	Action
<b>Hurry Up</b>	<p>Go faster. Whatever I am doing, it's not being done quickly enough.</p> <p>So much to do, so little time.</p>	<p>Enthusiastic and action-oriented.</p> <p>Many things on the go at once. Often juggling several quite different activities.</p> <p>Time language, using words like 'now', 'schedule', 'timely' and so on.</p> <p>Complaints that there is not enough time.</p> <p>Talking quickly and checking the clock frequently.</p> <p>Impatient (watch for tapping fingers and huffing).</p> <p>May explode into anger if held up.</p>	<p>When given work delivers it quickly.</p> <p>Good focus on output and delivery (when not combined with 'try hard').</p>	<p>Fretting over having 'nothing to do'.</p> <p>Speed over accuracy.</p> <p>Taking on too much and then complaining.</p> <p>Hassling others to do things before they are ready.</p>	<p>Thank them for their time.</p> <p>Ensure they think before they act.</p> <p>Help them to 'be' without 'doing'. Get them to sit quietly and appreciate a single moment.</p>

# Drivers Changing Minds — Taibi Kahler

Driver	Imperative	Identification	Benefits	Challenges	Action
<b>Please People</b>	<p>I must make other people happy.            I know that I have done this when they acknowledge and praise me.</p> <p>Only others can tell me when I have done well. If they do not, I have failed.</p> <p>Other people's happiness is more important than mine.</p>	<p>Ingratiating behaviour, always seeking to please.</p> <p>Always testing that people are happy and satisfied.</p> <p>Smiling and friendly expression.</p> <p>Frames everything as a question that invites approval.</p> <p>Apologetic. Will say 'sorry' for almost anything and even just to fill space.</p>	<p>Comfortable working with other people. Often well-liked and good company.</p> <p>Sympathetic and concerned about others.</p>	<p>Anxious around others. Worrying too much as to how they are being perceived.</p> <p>Always seeking approval. Finds positions of authority difficult.</p> <p>Unable to say 'no' to any request.</p> <p>Finds criticism particularly difficult when it implies they have not pleased others.</p> <p>Worried when ignored. Easily offended (but unlikely to mention it).</p> <p>Can get locked in mutual hugging patterns or competitive pleasing with other pleasers.</p>	<p>Make pleasing themselves a criteria for pleasing you.</p> <p>Be happy when they are happy (but beware of getting in a mutual pleasing competition).</p> <p>Help them accept criticism without feeling put down or a failure. Do not get angry with them.</p> <p>Help them to see when pleasing others turns into dysfunctional subservience.</p> <p>Encourage them to become self-sufficient and praise themselves.</p> <p>Get them to indulge themselves now and again.</p> <p>Separate out some 'space for just me'.</p>

# Coaching Skills Practice 2

In a group: Coach, Coachee and 2 Observers

Coachee talks about how COVID has impacted on them

Coach to manage the conversation (ask questions to gain further information)

Observer takes time to identify Driver Behaviours displayed by Coachee

Take each role in turns

**7 minutes each**

Competencies:

4. Managing self and maintaining coaching presence
5. Communicating effectively
6. Raising awareness and insight

# Coaching Skills Practice 2 Review

- Observer shares findings
- How easy was this to identify?
- How can we use this information in coaching?



# How can we use this information in coaching?

- Helps with thinking patterns (unconscious ones)
- Could cause a clash in communication styles
- The Driver may not be helpful
- The Driver may impact on the working relationships with others

# Summary

- Review of Supervision Sessions and Self-study Activities ✓
- Day Three - Raising self-awareness 2 & 3 of 4
  - Revisiting:
    - OK Corral ✓
    - Drama Triangle ✓
  - Introducing Drivers by Taibi Kahler ✓

## Competencies:

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# Review of Sessions 2 & 3 Day Three

- How did that go?
- What will you take away from today's session?
- Going forward

# Self-Study Activities

- Refer to Checklist Two in your Folder
- 14 hours of self-study
- 7 hours of coaching practice
- Supervision – 1:1 October 2020
- Supervision – 1:1 November 2020
- Next modules:
- Day Three 4/4 – Tuesday 3<sup>rd</sup> November 2020 – 19:00 – 20:45
- Day 4 1/4 & 2/4 – Sunday 22<sup>nd</sup> November 2020 – 09:00 – 13:00
- Day 4 3/4 & 4/4 – Saturday 5<sup>th</sup> December 2020 – 09:00 – 13:00

