

Accredited Certificate in Coach Training

Delivered by Marshall Vere Associates

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This workbook contains information to support your learning and development as you embark upon your coaching journey and has information covered in Day Six, sessions 3 and 4 of 4.

It is designed to be tailored to your needs and as you progress through the programme you will add additional logs, templates, exercises, questionnaires, and reflective practice activities.

It is a requirement of this AC Accredited Certificate in Coach Training that you complete the required 60+ hours of class based training and supervision, 40 hours of self-study and 20 hours of coaching practice (outside of class) in order to receive your certificate.

Further resources and blank templates can be found in the Programme Resources area at <https://marshallvereassociates.co.uk/my-account/>

Your Login is ACCT-1 for self-study 1 and your password is unique to you.

Your Login is ACCT-2 for self-study 2 and your password is unique to you.

Your Login is ACCT-3 for self-study 3 and your password is unique to you.

As a participant in this Accredited Certificate in Coach Training Programme, you are automatically entitled to one year's free student Membership of the Association for Coaching and you are encouraged to access all resources available and to engage in the activities offered to add to your continuous professional development (CPD).

Useful information:

Marshall Vere Associates www.marshallvereassociates.co.uk 01522 595 530

Professional Membership Bodies:

Association for Coaching (AC) www.associationforcoaching.com

European Mentoring & Coaching Council (EMCC) www.emccouncil.org

International Coach Federation (ICF) www.coachfederation.org

The British Psychological Society (BPS) www.bps.org.uk

The Association for Professional Executive Coaching & Supervision (APECS) www.apecs.org

The International Society for Coaching Psychologists (ISCP) www.isfcp.net

Day Six: Constellations, Cards and Connections

Outputs from today – Session 3 and 4 of 4

- Review of Day Six – Sessions 1 and 2
 - Systemic Coaching and Constellations
 - Using Coaching Cards
- Connections
 - Identify Coaching Approaches
 - Discover Coaching Models
 - Understand the background to some techniques
 - Define/articulate your Coaching Approach
- Implement, practise, and demonstrate AC Coaching Competencies
- Feedback on your coaching practice

Connections in Coaching

In coaching, the connection between the Coach and the Client has a vital impact in building a long-term coaching relationship. Both the Coach and Client, regardless of the diverse roles they play are joined and connected as one unit to work on the best interest of both parties, which is the successful completion and attainment of agreed goals and objectives.

The tentacles of those connections stretch even further, and become more complex, when there is the involvement of a Sponsor, Line Manager and Coaching Supervisor in and around those interactions.

We will start to explore a variety of Coaching Approaches and the models that underpin them, whilst appreciating how they are supported by adhering to a Global Code of Ethics and working within a Coaching Competency Framework.

Person-Centred/Humanist Coaching Approach

The person-centred, sometimes known as ‘humanistic’, approach to coaching is based on the work of Carl Rogers in the 1950s. Van Nieuwerburgh (2017, p. 164) explains that Rogers based his thinking on two foundational premises:

- People are their own best experts and therefore best placed to understand their own perceptions and make their own decisions.
- The natural human tendency is to strive towards self-actualisation i.e., to be the best that we can be.

The role of the Coach is to encourage the Client to come up with their own suggestions and decisions, and to support them in removing any obstacles to their growth and development.

A common analogy, one used by Rogers himself (Redwood, 2015), is that of a plant struggling to grow towards the light, and the Coach helping to provide the right conditions for optimal growth.

In a later paper, Rogers (1962) outlines how the Coach can make a relationship a ‘growth-promoting climate’:

- Congruence – the Coach is genuine and authentic.
- Empathy – the Coach feels and demonstrates empathy.
- Positive regard – the Coach has a warm, positive acceptance attitude.
- Unconditionality of regard – the Coach maintains a positive feeling without reservations, evaluations or judgements.

The positive attitude of the Coach towards their Client is fundamental to this approach and might not always be easy to maintain. This is often known as unconditional positive regard (UPR).

Yates (2014) asks, ‘Is it possible to increase your UPR?’ and suggests that there are two elements a Coach can usefully reflect on:

- Be aware of the kinds of things that might make UPR challenging, for example, political affiliation, religious beliefs, personal preferences, values etc.
- Find out where the client’s views have come from and this should make it easier to empathise with them.

Connected techniques

Below are some of the techniques connected with the Person-Centred/Humanist Approach to coaching.

Strengths Coaching

Strengths coaching is about focusing on what others do well instead of fixating on their weaknesses. Strengths Coaches use their understanding of their talents to guide others, and they find great pleasure in helping others discover and capitalise on what they do best.

Asking a client “What are your strengths?” will engage them in a strengths-based coaching approach. Such an approach highlights who your client is at their best.

Strengths are the result of natural talents that have been built upon with skills, knowledge and experience. When an individual knows their strengths, they get to see themselves from a powerful perspective that can catapult them forward no matter their current circumstances. When coaching occurs in this context, it can exponentially expand the value of your client's strengths.

In this approach combining strengths and coaching, both the Coach and the Client focus on the client's strengths. Working in partnership they identify them and discover how using strengths more consciously can increase success. Weaknesses are not ignored. Attention is given to how to manage weaknesses and find ways to use strengths to develop them. The majority of the coaching time is spent understanding, developing and applying the client's strengths to their goals. Why? Because using strengths are the best leverage for attaining peak performance.

In strengths-based coaching, this same positive approach is applied to identifying goals and aspirations. Sometimes it's easier to recognise what a client doesn't want, rather than what they do want. Looking at the opposite of what a client doesn't want enables them to discover their real goals, the ones that will empower them to thrive.

Strengths based Coaches support clients to think of gaps in skill, performance, knowledge, and training differently. Looking at gaps as "fields of opportunity" for cultivating new behaviours, taking calculated risks, ultimately yielding greater influence and positive impact.

Strengths based coaching is a research-based approach. It has been informed by world-class practitioners, researchers, and thought leaders in neuroscience, positive psychology, and appreciative inquiry.

There are many well-researched tools now available which strengths-based Coaches use to measure clients' strengths and help them to develop them further. A range of assessments are tailored for clients and their goals.

Once strengths are known, it's important to calibrate so that they are neither underused nor overused them in a given situation. An experienced strengths-based Coach helps a Client to choose the most appropriate strengths for the situation and helps them to develop their weaker areas by applying their strengths to them.

In summary, using a strengths-based approach increases Client motivation. It provides a greater sense of "can do" empowerment to accomplish their goals.

Wheel of Life

The Wheel of Life is a popular visual tool or worksheet * used in coaching to help clients quickly understand how balanced or fulfilled their life is in that moment.

It usually consists of 8-10 categories or areas considered important for a whole or balanced life. Clients rate their level of satisfaction with each area, then map this onto an image of a wheel. This gives them an immediate overview of their current 'life balance'. Crucially, the life wheel scoring system also allows clients to see right away which areas of their life might need improvement.

* See Additional Resources Section on www.marshallvereassociate.co.uk for a blank version.

Solutions Focused Coaching Model: OSKAR

One really powerful approach to coaching is solutions-focused coaching. At its core is the focus on helping the Client find solutions rather than problems, building on strengths rather than weaknesses and finding positive ways forward rather than examining barriers.

The OSKAR coaching framework is one of the most popular solutions-focused coaching models used by organisations. It 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 framework that can be used use within a team or organisation, to help them focus on a problem's solution, rather than on the problem itself. It can be used to address specific performance or behavioural problems within a team, or with individuals.

OSKAR stands for **O**utcome, **S**cale, **K**now-how, **A**ffirm + **A**ction, and **R**eview.

Here are some practical suggestions for using this coaching model:

Outcome

This can also be Objective. This is what you and your Client 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 is to achieving the desired Outcome, using a scale (often of one to 10.) Bear in mind that he or she might rate himself at 10 immediately, so be prepared to question and check if this is the case.

Know-how

Once you have an idea of where your Client is in relation to where they need 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 the scale to decide how far a particular solution will get them closer to their outcome, and what know-how they'll then need to progress even further.

Affirm + Action

This is where the focus is on what's already working well, or is already positive about your client's actions, skills, behaviours, and attributes. Then the focus needs to be on the actions that need to be taken to progress, and to solve the challenge that has been identified.

Imagine the Client is already achieving five on your 0-10 scale. That's great. One question the Coach can ask here is, "What actions are you already taking to achieve this score?" If they're already achieving well, what actions could they be taking to do even better? Will it simply be a case of them doing more of the same, or perhaps doing something differently? The focus throughout the session should be on what next steps, however small, are going to work best, and what help others can offer him.

Review

As the name suggests, this is the review process, and it normally happens at the start of each coaching session. This is where the Client and the Coach both review the actions that have been 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 what changes they felt were successful and explore options about what to change next.

Benefits and Weaknesses of OSKAR

A key benefit of using the OSKAR model is its collaborative approach. This involves discovering what your client wants, or feels is achievable, as well as ensuring that the Organisation's desired outcome is achieved.

Another plus point is OSKAR's emphasis on progress and positive achievement. This can be much more motivating than simply highlighting a problem that needs resolving. Focusing on success and moving forward can empower the people you're coaching – higher morale can encourage better working relationships, and greater confidence can inspire creativity.

OSKAR focuses on small achievements and steps. This means that it can be helpful in tough team or organisational situations, where you need to encourage someone to achieve larger goals, one step at a time, while not "taking his eye off the ball."

Another benefit is that OSKAR can be used as a set of tools rather than a single process – you don't need to use all the elements every time. You might, for example, want to focus on Outcome, Know-how and Affirm and, in the short term at least, leave it at that. This means that OSKAR can be especially useful for busy managers looking to engage in short yet effective coaching conversations.

But there is the potential to focus too much on the Affirm element, instead of the solutions that need to be achieved. If you use this element alone, you run the risk of focusing on positive aspects of your Client's performance and behaviour, and not addressing the negative ones.

Another potential difficulty with the OSKAR model is maintaining a balance of dialogue between you and your Client. Although the model encourages a collaborative approach, it's important to be clear throughout the process of the Outcome that the organisation wishes to achieve. If the Outcome is not clear, your Client could lose focus and forget the original purpose of the exercise.

Solutions Focused Coaching Model: The Miracle Question

The miracle question, created by Steve de Shazer one of the pioneers of solution- focused therapy in 1988, is a great 'thought experiment' and a creative way to devise good therapeutic goals.

The miracle question basically asks people to make believe, however fantastical it may be in their particular circumstances, that their life has already dramatically changed for the better:

'Imagine that tonight as you sleep a miracle occurs in your life. A magical momentous happening that has completely solved this problem and perhaps rippled out to cover and infinitely improve other areas of your life too...

Think for a moment and tell me... how is life going to be different now? Describe it in detail.

What's the first thing you'll notice as you wake up in the morning?'

So instead of focusing exclusively on how insoluble their problem is, and how difficult life is because of it, it switches attention to what will happen *after* the problem is dealt with – focusing on the desired future rather than the undesired present. One of the pillars of solution focused therapy.

It jumps right over the mechanics of how, exactly, the problem will be solved into the mechanics of how they will live when it *is* solved.

It's a neat and rather fun way of bypassing rigid constraints, black and white thinking, and unshakeable beliefs that "things can't possibly change!"

Suggested reading on connected themes

Carl Rogers, Nancy Kline, Mihaly Csikszentmihalyi, Richard Boyatzis, Martin Seligman, Abraham Maslow, Marcus Buckingham.

Psychodynamic coaching makes use of the best achievements of in-depth psychoanalytic approach in regard with business processes development. This method produces the most long-lasting effects in creating highly effective teams in business and organisations.

Connected techniques

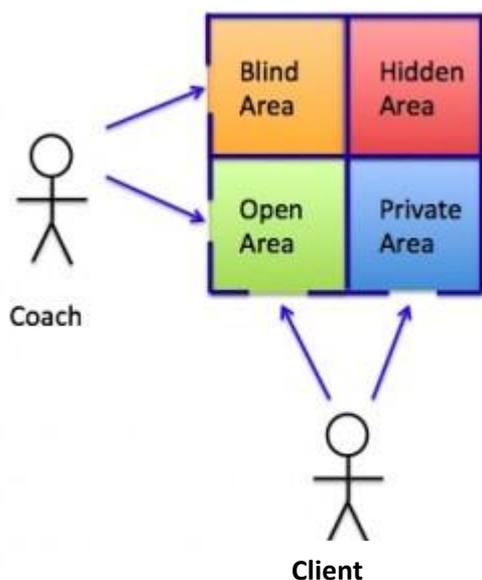
Below are some of the techniques connected with the Psychodynamic Approach to coaching.

Johari Window

The Johari window is a useful tool to apply in coaching work. It can be helpful in explaining to a Client how they can sometimes limit their self-knowledge and restrict their own understanding of their potential.

Perhaps the thing we most remember is that it is named after the juxtaposition of the first names of its inventors, Joseph Luft and Harry Ingram. As a model it can help people understand elements of their behaviour, what they see of themselves, how it could be perceived by others and what isn't being seen by anyone.

The 4 Quadrants



We all behave in a way that is visible to both ourselves and others. This is our **'Open Area'**...the face we present to the world. This is constrained by our beliefs, values and social norms but allows us to function in the world.

We do, however, hide some of the things we believe (our personality and our desires) from other people and this is the **'Private Area'**.

This often protects both ourselves and others from perhaps harmful thoughts and comments. This is normally hidden by the facade that we present in our 'Open Area'.

Good examples of this behaviour are how we limit what we say and perhaps tell little 'white lies' to protect the feelings of others, like saying we can't make a meeting because of a clashing commitment, or the "creation" of another meeting.

People's behaviour can often be interpreted in a manner different to what was intended. That area is called the **'Blind Area'**, visible to others, but blind to the client.

A Coach, along with others will be able to see and comment on both the 'Open Area' (behaviour that the client exhibits) and this 'Blind Area'.

This 'Blind Area' is the area that is open to interpretation or behaviour that the client cannot personally see or misinterprets.

This is typified for example by the Manager who thinks they are helping, but the staff member just sees it as over controlling, micromanaging and interfering. This is an area that a Coach can be helpful in, as the feedback from a Coach is provided without any agenda other than to benefit the Client.

The final area is the '**Hidden Area**'. This is hidden from everyone and is the region that a Coach will help a Client explore. This is where a client can find new resources, new values and potentially some very powerful insights into who they are and what it is that they want.

Self-Reflection potential

Awareness of the framework can help individuals build effective communication with others, such as:

- Asking for Feedback – so others know the individual cares about what they think and that their opinion and views are taken seriously
- Self-Disclosure – taking opportunities to share things about oneself with others: being prepared to be vulnerable, so people can come to understand
- Self-Discovery – As people share things with others, this is a good time for them to find out more about themselves. As people self reflect more and share more about themselves, they grow as individuals
- The opportunity to work on things together as a Team. Some of the research was originally done in application to team theory, and it can be done as a powerful team exercise

Using the model as a Coach

An awareness of the Johari window framework will allow a Coach to understand, that a client sometimes interprets their behaviour in an entirely different way to the way that of others interpret that behaviour.

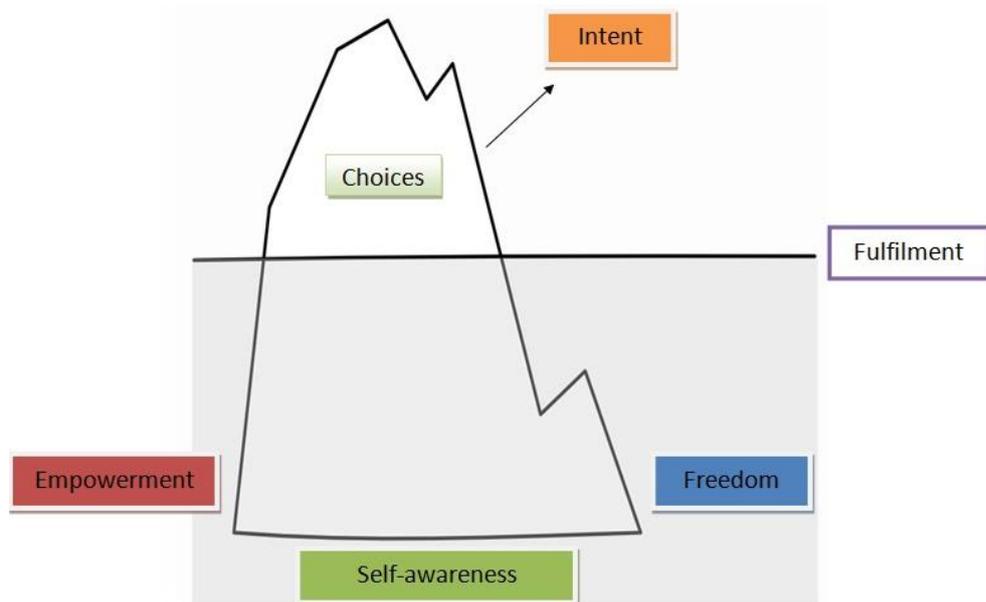
Secondly, a discussion about the 'Hidden Area' can often allow the Client to accept that there are elements of everyone (including themselves) that are hidden from everyone, including themselves.

This allows the Coach to then move the Client into the frame of mind that allows them to start considering what possibilities are hidden away, just waiting to be discovered and exploited. This approach can be a powerful way to help the client see that there is more untapped potential within them, accept that is the case and then agree to spend time looking for that untapped potential.

Psychodynamic Coaching Model: The Iceberg

Since both internal and external changes are constants, it is both empowering and freeing to embrace the process with self-awareness to enable oneself to make choices accordingly. Self-awareness is the foundation upon which life-affirming paths are undertaken.

The Iceberg Coaching Model addresses how a person represents themselves in the world (exposed part of the iceberg) and what their motivations are (unseen, submerged part of the iceberg).



Self-awareness, intent and consequent choices are cornerstones of this model.

Self-awareness

Self-awareness is in green for it comes from the Client's unconditional acceptance of what is and the validation of their personal/professional journey so far, without judgement or prejudice. Self-awareness is not an endeavour to be pursued but a tool to be used while moving through stages of empowerment and freedom towards finally making potential-worthy choices with the support of the coaching relationship.

Intent

Intent is in orange for it represents a person's sense of self, from which emerges their intent for an endeavour they would likely undertake. It is the most powerful catalyst of change that a person has at their disposal. The intent of the Client encloses the whole coaching process.

Empowerment

Empowerment is in red for it represents the Client's intent to move forward with passion and dynamism. It is a place of functioning through one's personal power in alignment with their core values. Empowerment is about taking responsibility for the quality of one's life, doing justice to all personal and professional roles they have undertaken and creating circumstances that allow them to express their empowered self accurately and appropriately.

Freedom

Freedom is blue to represent the limitless sky and to remind the Client to leave encumbrances behind as they go about the journey of their life. Each person is born free, whole and wise. They also have abundant ability to manifest their potential as they choose. However, external elements like conditioning, expectation and judgement can often render them powerless, which, in turn, give rise to disempowering underlying beliefs. Therefore, once they are allowed to be released, the client is able to take charge of their circumstances and make appropriate choices around them.

Relationship between **Empowerment** *and* **Freedom**

The experience of empowerment is one of creating life experiences in alignment with natural potential and personal values. The experience of freedom is one of releasing conditions that are unhelpful and do not support the Client's goals or represent them appropriately. So as the Client frees themselves from hindrances, room is created for changing perspectives through which they can make empowering choices. Both processes of empowerment and freedom must run concurrently to create a balanced, meaningful and purposeful life experience.

Fulfilment

Wholeness, wisdom, freedom and empowerment, and choices made out of those together constitute the experience of fulfilment. It is the measure or yardstick for meaningfulness and effectiveness of an endeavour. It is also the bridge that holds the balance between the inner motivations of empowerment and freedom, and the external choices of action that the Client makes in their life to represent them. That means that fulfilling choices are usually those that are empowering, and freeing and aligned with personal values. Fulfilment is meaningfulness.

Fulfilling endeavours serve both short-term goals as also the life-purpose of the Client.

Choices

Choices are the apex of the Iceberg coaching process. They are the visible element of the inner world of the Client – how they experience their life. Decisions based on self-awareness, personal power, freedom and fulfilment are ones that are both effective and sustainable long-term.

There are three premises that the Iceberg Coaching model makes:

1. Everyone is naturally whole and able.
2. A person's experience of fulfilment and meaningfulness guides them towards choices, decisions and actions that work not only for their own benefit but also that of their personal and professional communities.
3. Once unhelpful influences and beliefs are worked through, anyone can experience fulfilment.

Psychodynamic Coaching Model: Intentional Change Theory

Without continual growth and progress, such words as improvement, achievement, and success have no meaning. – Benjamin Franklin.

How many times have you tried to change something about yourself, only to find yourself slipping back into old habits?

Change is never easy, whether you're trying to change a behaviour, an attitude, or your current circumstances. The process is likely to be more "stop, start, stop, start" than the smooth transition you'd like it to be, as willpower flags and as other priorities vie for your attention.

Change is especially tough if you haven't wholly bought into it – for example, if you're trying to make a change that, deep down, you don't want to make, or if you're making a change that was designed for someone else and that doesn't fully align with your aspirations.

This is why it's helpful to create a personalised change plan. Intentional Change Theory gives a framework that you can use to create a change plan that is tailored to your client – with their own unique strengths, weaknesses, learning styles, dreams, and support networks.

About the Tool

Richard Boyatzis, a professor at Case Western Reserve University, developed Intentional Change Theory (ICT) as part of his work on individual and organizational change. He published it in 2006 in the Journal of Management Development.

The theory outlines five common-sense steps that you need to follow if you want to make a lasting change within yourself. These five steps are:

1. Discover your ideal self.
2. Discover your real self.
3. Create your learning agenda.
4. Experiment with and practice new habits.
5. Get support.

These steps guide you through the process of mapping out your plans, putting them into practice, and making them part of your life.

Applying Intentional Change Theory

Let's look at each step in detail and explore how to follow each one through.

1. Discover Your Ideal Self

There is often a gap between who we are and who we ultimately want to be. So, the first step in making an intentional change is to define your ideal self.

Start by forming a clear sense of what you'd like to achieve. Think about your hopes and aspirations and clarify them into short- and long-term goals.

Pay attention to what excites you during this process. Discard goals that you don't feel enthusiastic about and keep exploring until you find ones that you'd truly like to achieve. Remember that they might be drastically different from what you're doing now.

Write down all of your dreams, however far-fetched they seem. At this stage of the process, it's helpful to see all of your hopes and aspirations, even if you later decide that some of them are not immediately achievable.

Next, think about what kind of person you'd like to be. Be specific: would you like to have more empathy? Arrive at work with more energy? Have more patience? Visualise the person that you'd like to become in detail and write this down.

2. Discover Your Real Self

Your next step is to define your real self – the person you are right now. This can be a challenging step, because many of us have trouble seeing our strengths and weaknesses clearly. However, it's essential to uncover both the good and the bad: you'll struggle to reach your goal if you are not clear about your starting point.

Start by defining your own strengths and weaknesses. Use tools such as the StrengthsFinder , Personal SWOT Analysis , and Myers-Briggs to uncover more about your real self.

Alternatively, start with a simple list. What do you like most about yourself? What needs to change? Explore your current attitudes, assumptions, behaviours, and habits.

Also, ask for feedback from family, friends, colleagues, and your boss, explaining that you'd like their opinion on your strengths and weaknesses, so that you can work on these.

3. Create Your Learning Agenda

Now that you've defined who you are and who you'd like to be, you can create a "learning agenda" to align reality with the vision. Your learning agenda (also known as a personal development plan) will also help you stay on track.

First, define what you need to do to move from your current self to your ideal self. Who can help you along this path? What resources do you need? Brainstorm the ways that you can access the information or training you need.

Then, identify your learning style . When you know this, you can learn more effectively – both on your own and in a group. For example, if you know that you prefer to learn by reflecting on information, schedule time to do this after a class or at the end of a study session.

4. Experiment and Practice New Habits

Once you're heading in the right direction, it's time to practice. This will help you turn the changes you've made into new habits. Whether you're adopting a new skill, starting a micro-business, or changing an attitude or belief, do something – however small – **every day** that reinforces the changes you've made.

This step is also about experimenting – that is, finding stimulating ways to learn – and then testing your new knowledge, skills, or attitudes.

5. Get Support

None of us gets far alone. Friends, family, colleagues, and our community can encourage us and give support that propels us through challenging times.

As you're going through the intentional change process, draw on the support of the people around you. Tell people you trust about what you want to do, and why you want to do it. Share your learning agenda and ask for their support as you move forward.

Suggested reading on connected themes

Sigmund Freud, Joseph Luft / Harrington Ingham, Catherine Sandler

Behavioural coaching can also be defined as the science and art of facilitating the performance, learning and development of the individual or team, which in turn assists the growth of the organisation.

Behavioural coaching integrates research from many disciplines into a validated, user-friendly model of practice.

Connected techniques

Below are some of the techniques connected with the Behavioural Coaching Approach.

Behavioural Coaching Model: GROW

A popular example is the GROW model (Whitmore, 2017). The Coach may not always explain the model to the Client but uses it to focus their support during a session.

Each letter stands for a stage in the process:

G = Goal

R = Reality

O = Options

W = Way forward (or 'will')

When a Coach uses the GROW model with you, there are often different levels to each stage. For example, when setting goals, they will start by exploring your main career goal, for example, to find a new job. They must then break that down into a goal for the session that will allow you to move forward.

In the reality part of the process, the Coach helps you to really understand where you are right now, analysing what has happened to bring you to this point, how you are feeling about it etc. During this conversation, you might find that the main goal for the session changes.

In order to generate options, the Coach wants you to do the work! You know best what your options are, and it is their job to help you articulate those options clearly, not to suggest options for you.

When it comes to determining the way forward, the Coach will help you to narrow down your options and set a realistic timescale for each specific step you plan to take. Again, they won't suggest actions for you as evidence shows that you are much more likely to take action if you own your action points. However, they will make sure that the actions are as specific as possible and suitably challenging. Action points that are too easy are unlikely to inspire and motivate.

Throughout the process, the Coach will use a range of tools and techniques to encourage you to think about your situation and your goal – encouraging you to look from a different perspective, perhaps even tapping into your subconscious brain.

Building on John Whitmore's GROW model, TGROW follows the same course but adds an element that allows the Coach and client to define a specific area for examination.

This is particularly useful when working with a Client who has so much going on that they don't quite know where to start.

Let's go through the five stages of TGROW:

T - Topic: This stage is designed to be separate and distinct from the goal, which comes later in the process. Rather, it is the means by which the Coach can have the Client focus on one specific area that needs attention; to define the scope and scale of the issue and to put it into the context of the greater whole.

It's critical at this stage that the Coach is disciplined enough to mine down for the exact topic, and to discard (at least for now) unrelated or separate issues. Feeding back to the client in order to ensure that both parties are clear on what the exact issue is, along with other aspects such as timeframe, impact, interpersonal elements (when others may be critical to the resolution of the issue) etc.

G - Goal: Defines the preferred or 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 according to circumstances, mood, outside influences so should be checked periodically throughout the intervention.

R - Reality: Where are we now in respect of the focal issue? Where are we in respect of the desired outcomes (goals)?

O - Options: What are the Client's options in moving forward towards the goal or outcome? 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 or unlock some 'wildcard' options. Engaging with the Client's creativity to find innovative or wacky possibilities can sometimes reveal new routes to success.

W - 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. To smooth the way it might help if the Coach can remind the Client that the whole can be undertaken in many small steps, so the way forward might mean one simple task being accomplished in a set time, with further clearly defined actions to follow from there.

360 Competency Frameworks

This is an incredibly useful tool for Coaches to use, both for setting the overall objective and for gaining feedback about the Client.

A 360 Competency Framework might consist of identifying 6 key leadership principles (see below) and then selecting 6-10 individuals who either work with, report into, or who are responsible for managing your client.

SELF-AWARENESS

- 1 Controls his / her emotions, even in high-pressure situations
- 2 Demonstrates an awareness of how his / her actions and decisions affect others
- 3 Treats mistakes and setbacks as learning opportunities
- 4 Actively seeks feedback from others on his / her performance

What suggestions do you have the help [Subject's Name] improve his / her self-awareness?

DRIVE FOR RESULTS

- 5 Sets challenging goals for him / herself
- 6 Helps others achieve their objectives
- 7 Prioritises his / her work based on the needs of the organisation and its customers
- 8 Achieves his / her objectives even when faced with obstacles and challenges

What suggestions do you have the help [Subject's Name] improve his / her drive for results?

LEADERSHIP

- 9 Translates the company strategy into concrete actions / plans
- 10 Takes team members' ideas and opinions into account when making decisions
- 11 Helps team members resolve work-related problems
- 12 Holds team members accountable for achieving their objectives

What suggestions do you have the help [Subject's Name] improve his / her leadership skills?

COMMUNICATION

- 13 Actively listens to others
- 14 Tailors his / her communication to the needs of the audience
- 15 Communicates clearly and concisely
- 16 Conveys credibility and expertise when he / she communicates with others

What suggestions do you have the help [Subject's Name] improve his / her communication?

TEAMWORK

17 Works effectively in a team

18 Gives constructive and helpful feedback to others

19 Treats others with respect

20 Values and respects differences among team members

What suggestions do you have the help [Subject's Name] improve his / her teamwork?

OPEN-ENDED TEXT BOX QUESTIONS

21 What is [Subject's Name] greatest strength and what can he / she continue to do to grow?

22 What is [Subject's Name] greatest opportunity and can he / she do to improve in the area?

Suggested reading on connected themes

John Whitmore, Miles Downey

Cognitive Behavioural Coaching (CBC) Approach

The basic principle underlying Cognitive Behavioural Coaching is that our thoughts and feelings directly influence our behaviour. Thus, if our thoughts and feelings about an event or issue are negative or self-limiting, our behaviour will be too.

The main goals of CBC are to:

1. Facilitate the client in achieving their realistic goals
2. Facilitate self-awareness of underlying cognitive and emotional barriers to goal attainment
3. Equip the individual with more effective thinking and behavioural skills
4. Build internal resources, stability, and self-acceptance in order to mobilise the individual to their choice of action
5. Enable the client to become their own self-coach.

Basically, the Coach needs to look out for examples of 'thinking errors' and to explore whether they are reasonable assumptions on the part of the client.

One way they might do this is to ask the Client to replace any performance interfering thoughts (PITs) with performance enhancing thoughts (PETs) whenever they come up. Over time this can be a very effective technique.

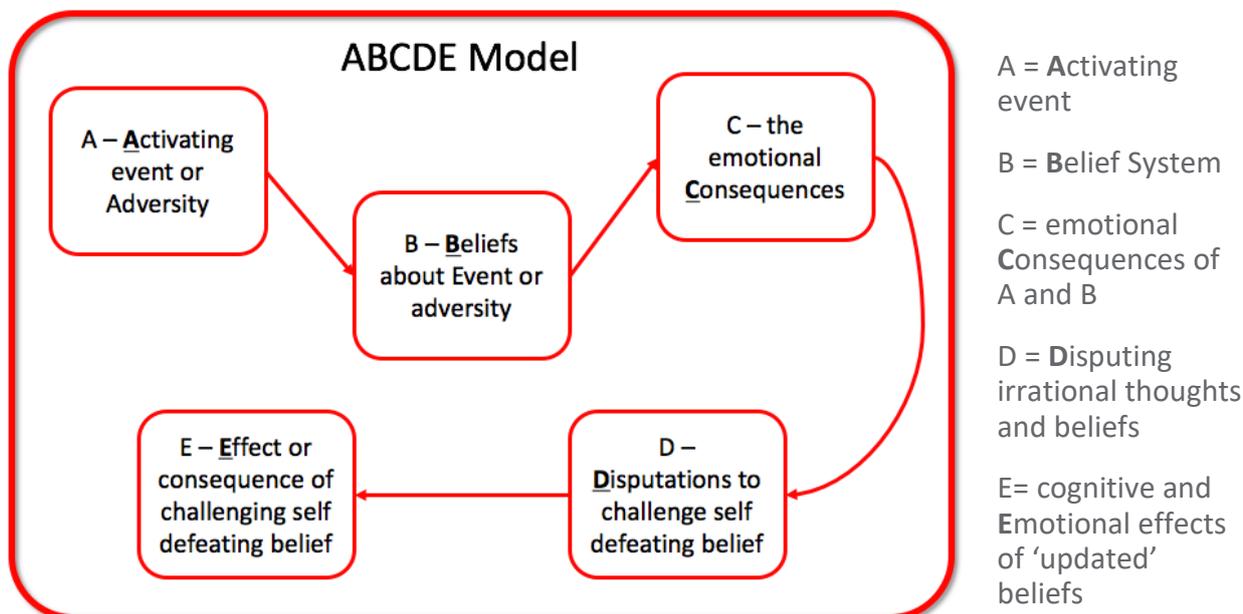
See the example of PITs and PETs below, focused on the activity of making a presentation.

Performance Interfering Thoughts (PITs)	Performance Enhancing Thoughts (PETs)
It's going to go badly	It will at least be OK
I'm terrible at making presentations	Some have gone well, some less well, but overall I'm reasonable at making presentations
Visions of being unable to speak and of being laughed at	Visions of making the presentation with a mistake or two, but overall going well
The audience will be bored	How do I know? I haven't even given the presentation yet!

Connected techniques

Below are some of the techniques connected with the Cognitive Behavioural Coaching (CBC) Approach.

CBC Model: ABCDE



A – The activating event or adversity that causes the stress, worry or change in emotion. This could be from something trivial to something significant. Recognition is the first step on many change processes and the same in this process. Example: a person presenting in public

B – The belief system which is the cognitive component in the person's reaction to the events. Often, they are limiting beliefs or negative "self-talk". The capacity to recognise the activating event and therefore change the mental "self-talk" becomes a crucial part of the change. Example: The mental self-talk of the person is "*I am really bad at presenting; this presentation will go really badly*"

C – The consequences from an emotional perspective is often repetitive and can create self-fulfilling prophecies. Example: the presenter's nervousness in the presentation creates a poor flow and rapport with the public which makes the presenter even more nervous.

D – Disputation or challenge the irrational or limiting beliefs is required for mental change to take place. Reviewing, challenging and eschewing the current beliefs sets the person up for future success.

When looking at the D section there are three key kinds of disputes that can be used:

1. Empirical / Scientific dispute – Where is the proof or basis for the belief / feelings / thought pattern
2. Functional dispute – Is the belief supporting some other, potentially unconscious goals?
3. Logical dispute – Does the belief system make common sense? Is there any generalisation or other thought pattern influencing these beliefs?

Example: The presenter recognises the thought pattern and changes and sees they are not based on truth or logic and adapts over the time to a view of believing that they can do a decent presentation.

E – Effect of challenging the self-defeating belief system. Psychologists often use this cognitive restructuring, as new mental patterns and habits are created. Example: Presenter gains more confidence as presentations become more fluid and gets more positive feedback, this in turn improves their self-belief and creates a positive cycle of change.

CBC Model: SPACE

SPACE is a psychological model developed in 2002 by Nick Edgerton for use within cognitive behavioural coaching, therapy and stress management. It uses a diagram to portray the interactions involved in psychological process.

It is also an easy to remember acronym:

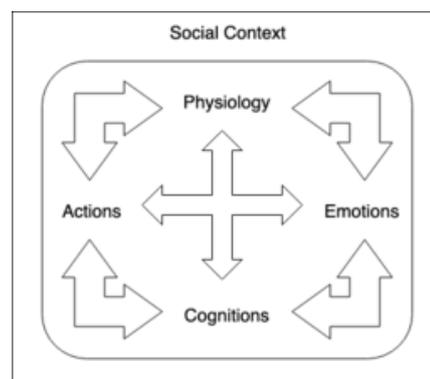
Social context

Physiology

Action

Cognition

Emotion



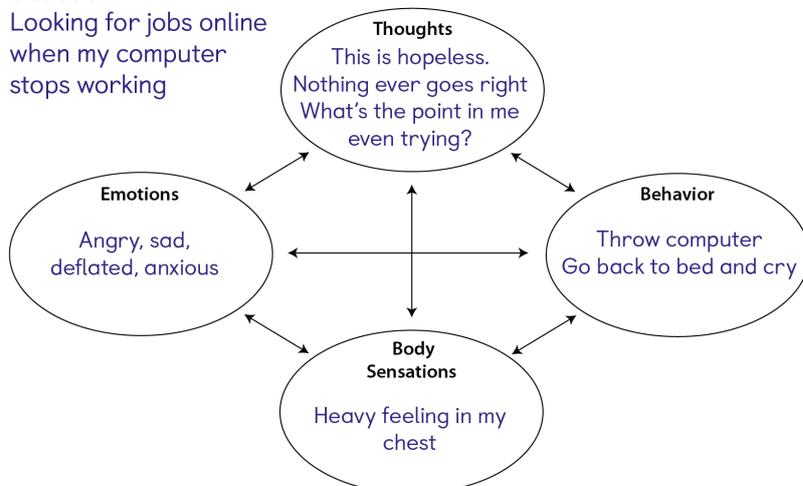
Often different colours are used to denote the different stages when using this model with a client.

1. Prospecting
 2. Blue work – finding examples
 3. Red work – identifying damage
 4. Green work – finding out how this person can manage themselves better
-
1. Prospecting
 - a. Coaching goals
 - b. Identifying patterns: procrastination, peak experiences, your observations
 - c. Contracting and re-contracting – further identification of needs – pattern dealt with give a greater benefit/payback
 2. Blue work
 - a. Presenting and explaining SPACE: Collaborative working
 - b. Identifying specific examples – what stage did you have those feelings?
 - c. Freezing time: Find a good example of the problem occurring/ what was going on at the time?
 - d. Follow client and record – what is happening for you?
 - e. Enquire about the voids – what aspects of SPACE the client won't talk about? Avoid quick fixes! Let the client open up the void for themselves – give them chance to learn more about themselves
 3. Red work
 - a. Identify key stuff
 - b. Identify how the client is disturbing themselves with faulty thinking
 - c. Identify predominant troublesome emotions
 - d. Self-defeating behaviours
 - e. Over arousal – physical disturbances
 - f. Hot thoughts or accounting cognition's
 - g. Slight exaggeration to correct understatement -re-experiencing the emotion may help with closure
 4. Green work
 - a. Invite client to imagine they are back in the same situation or a similar situation and ask them is there something they could do differently?
 - b. Enquire is there anything they could do differently to be more effective?
 - c. Generate new ideas together working around the SPACE diagram

CBC Model: The Hot Cross Bun

Situation:

Looking for jobs online when my computer stops working



PSYCHOLOGYTOOLS®

The Hot Cross Bun Model is a simple formulation that is used in Cognitive Behaviour Coaching (CBC) to develop self-awareness of how our thoughts, emotions, physical state and behaviour all influence each other.

In fact, they are so closely intertwined that it is often hard to be aware of them all.

Consequently, we feel them all in a moment,

as one experience. This formulation shows us how we can get stuck in a cycle. But it also shows us the way out.

This model shows us how adjustments to our physical state, actions, and how we talk to ourselves in our heads all impact greatly on how we feel. If we change all three, then our emotional state will change too.

This is a model that can be used to understand all sorts of problems. We are all affected by what is going on around us or the situations we find ourselves in – that's represented by the big circle surrounding the others. When we are in a difficult situation it can be helpful to break it down and understand our bodily sensations, our emotions, our thoughts, and our behaviour. There are arrows linking all of these aspects to represent how they are all connected to one another: what we think is closely connected to how we feel emotionally and, in our bodies, and with how we respond.

Eliciting and elaborating an example

Focus on a specific example. Consider asking the client to close their eyes and using imagery to enhance their memory for the event.

- *Can you tell me about a recent time when you felt these strong feelings? Where were you? And what were you doing?*
- *What went through your mind when that happened?*
- *What went through your mind when you started to feel that way?*
- *What feelings did you notice in your body?*
- *What did you do when you had that thought?*

Helping clients to understand interconnections

- *So, when you thought that thought, and felt that feeling, how did you respond?*

- *What happens to your feelings when you think in that way? Do they get stronger or weaker?*
- *What were the consequences of acting in that way? How did you feel right away? And later on?*
- *What happens when you avoid something that is making you feel anxious? How do you feel? What goes through your mind?*

Thinking about how to achieve change

Reflect on the mechanisms that might be operating to escalate or maintain the client's response. For example, consider avoidance, safety behaviours, selective attention, unhelpful thinking styles.

- *If we make a change in one area, it can break the vicious cycle. Where do you think would be a good place to start?*
- *If your thoughts, feelings, body sensations, and behaviour in that situation are all linked, where do think would be the most helpful place to try making small changes to improve how you feel?*

Suggested reading on connected themes

Stephen Palmer, Arnold Lazarus, Windy Dryden

Gestalt Coaching focuses on the present. Living now is more central than dwelling in the past – or imagining a future divorced from the present. The process starts from the surface and follows the experience of each individual - not seeking out the unconscious but staying with what is present and aware.

Awareness is seen as curative and growth producing. The goal is to help individuals stay present with their experience. Staying present is remaining in the here and now. Grounding ourselves in the present is more effective than going back to the past and getting lost in an uncertain future.

Because of our groundedness, we accept emerging events as natural.

Presence

Is what we, as Coaches, bring to the relationship. Presence is being grounded in who we are, what we know, and where we came from to bring us to the here and now. Coaches have the opportunity to model ways of dealing with challenges and problematic concerns. Also, we invite our clients to try out potential solutions through creative experiments.

Presence can create a trust that makes one feel safe and supported. This support can provide a safe ground for experimenting, with options for change, within the context of the coaching relationship. Consequently, such experiments can lead to taking effective action in the world.

Experience

Experience is more than just ideas and memories, though they are certainly important. It also includes emotions, perceptions, behaviour, images, thoughts, and body sensation. Gestalt Coaching aims to support experiencing in all of these ways, vividly in the present. The way to clear experience is by focusing on both techniques to heighten our awareness of experience, as well as to the awareness of the things that block us.

We describe experience as to what is occurring rather than intellectualise and analyse. “Expressing” it rather than talking “about” it.

Creative Experimenting

Gestalt Coaching’s experimental methodology requires that Coaches constantly explore their curiosity against the client’s experience and modify these ideas accordingly. The Coach needs to be highly creative and flexible, while concentrating on the client’s process. The collaborative efforts of the client and Coach often produce a fascinating process of discovery. Creative experimenting provides an opportunity to try on new ways of being in the world. By playing out possibilities for problem solving, we may begin to experience ourselves in new ways. Giving full expression, these new ways will create excitement and aliveness to our moment-to-moment experience (living phenomenologically).

Techniques for exploring creatively may be suppressive or expressive. In other words, asking someone to feel more of their stuckness may give way to awareness of their stuckness and energize toward change (suppressive). Or having someone act out the specific symptom, behaviour, inhibition, feeling, thought, etc... outwardly may help someone realize the power in such expressions (expressive).

Relationship

Relating is central to human experience and survival, and relationality is the central healing mechanism in Gestalt Therapy. One becomes fully alive when one is in congruent relation to oneself and achieves good relationships with others. Presence, dialogue, authenticity, and visibility of the Coach characterise the coaching relationship in Gestalt Coaching. The coaching relationship helps individuals become more aware of what they are doing, how they are doing it, the choices they have available to them to mobilise change so they can value and accept themselves. In turn, this helps them to recognise the value of such processes when engaging with co-workers or their clients.

Based upon the existential philosophy of Martin Buber, Gestalt Coaching embraces the concept of “I and Thou”. We can say that authentic relating occurs when we are open to be known by others, and open to know others. In other words, “I want you to know my truths, and I want to know your truths.” We meet by differentiating ourselves as a distinct “I” and a distinct “You.” The courage to be “a part of” is an essential element of the courage to be as “oneself”, and the courage to be as “oneself” is an essential element of the courage to be “a part of.” Through this way of being, we can encourage and invite opportunities for true meeting and healthy merging to occur in our coaching practice.

Profound Respect

Gestalt coaching approaches – an individual, a team, a partnership, or an organization – in a deeply respectful manner. This greatly influences the Coach’s attitude toward resistance and change. Gestalt coaching acknowledges that there is always some element of health in how a client seeks to stay the same - or even continue to engage in destructive behaviours - and that the process of growth can actually be speeded by acknowledging the resistance.

Coaching becomes a balance between support and challenge to be the most effective that we can be. With profound respect also comes trust. Trust is a vital element in the coaching relationship, a safe container to work within. This safe container can create an atmosphere for creative experimenting and giving way to new behaviours, attitudes, feeling, etc.

Social Responsibility

Gestalt coaching acknowledges responsibility for self and for others and its principles extend into the broader social realm. In demanding respect for all people and a high regard for the differences among them, it supports a humanistic, egalitarian approach to social life and encourages people to live these principles in the community at large. Social responsibility is grounded in “real” hearing and “real” responding – real being with – the real basis of responsibility. It is grounded in the awareness that it is the whole existence of a person who is addressed and claimed, and that one’s social relationships are an essential part of this whole personal experience.

Connected techniques

Below are some of the techniques connected with the Gestalt Coaching Approach

Chairwork

Chairwork is an experiential method developed through psychotherapy that is based on the belief that it is healing and transformative for people to speak from their inner voices, parts, or selves and for them to enact or re-enact scenes from the past, the present, or the future.

Chairwork has roots in psychodrama and Gestalt therapy. It can take several forms, though it typically entails two chairs and role play. Two common chairwork scenarios are:

- **Empty chair:** The client acts as though a person from their life is in the empty chair, and speak to them as if they were there.
- **Two chairs:** The client moves back and forth between two chairs, either acting out both parts of the role play, or having an imagined conversation with two different parts of themselves.

Chairwork can be effective in efforts to better understand the point of view of others when there are communication issues, or the client is unassertive.

How does chairwork work?

Clients work directly with their Coach to identify a challenge – either internal, or with someone else. Clients work through the conflict using role play techniques.

What are the goals of using chairwork as a coaching intervention?

Chairwork invites clients to more directly confront what they're dealing with. It is designed to reduce a variety of issues, including self-criticism, rumination, shame, indecision, and unresolved feelings towards others.

Structure of chairwork sessions

The Client and the Coach identify a problem or a challenge that they wish to address or overcome.

The Coach then sets up two or more chairs, and the Client uses them as anchors for dialogues with people or figures from their past, present, or future, or to deal with their own internal critical dialogue.

With support and guidance from the Coach, the Client creates a dialogue and grows to process experiences and emotions, and learns to more confidently assert themselves, understand the viewpoint of others, forgive, and hold others accountable.

Metaphor

As a tool for coaching, the client's metaphors give an insight into their unique perception of their situation and their goals. When the client tells you that they can 'see light at the end of the tunnel', that is what they are experiencing.

1. Listen to the client and understand the images they try to convey through their use of metaphors.
2. Use their metaphors to help them delve into the situations they discuss.
3. If the client does not come up with a metaphor, try to provide one that could give insight into their mindset.

Clean Language Model

This is a technique that builds on the Client's metaphor and is based around twelve questions. Although you can bring in other questions, it's amazing how much can be accomplished with just these twelve.

Clean Language questions are special because, used together, they only ask the client to add to their understanding of themselves. They do not reframe or make suggestions. Because of this, clean questions can be used in a remarkably wide range of circumstances — to solve problems, to plan, to create new ideas, and as a method for research and interviewing.

Twelve Basic Clean Language Questions

DEVELOPING QUESTIONS

And is there anything else about (that) [x] ?

And what kind of [x] (is that [x]) ?

And where/whereabouts is [x] ?

And that's [x] like what?

And is there a relationship between [x] and [y] ?

And when [x], what happens to [y] ?

MOVING TIME QUESTIONS

And what happens just before [event x] ?

And then what happens ? / And what happens next ?

And where could/does [x] come from ?

INTENTION QUESTIONS

And what would you/[x] like to have happen ?

And what needs to happen for [x] to [intention of x] ?

And can [x] [intention of x] ?

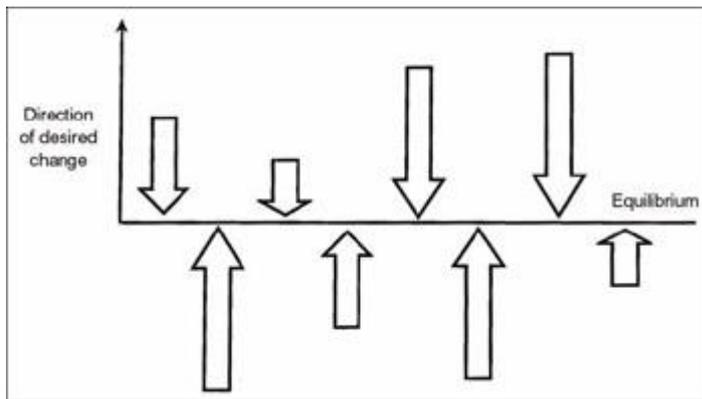
[x,y] = client's exact words

Force Field Analysis

In coaching, force field analysis can be used to identify how the Client will achieve the desired end position. Once the Client has identified the change that needs to take place, he or she can use this technique to detail those factors that will support the change and those that will prevent or hinder it from taking place. This process will feed into the action plan, in terms of helping the Client identify the specific things that he or she needs to ensure happen.

How to use this tool

Explain to the Client that force field analysis assumes that we are in a state of equilibrium, held in place by forces that are pushing in the opposing directions of for and against. When we want to make a change, we can map the opposing forces, review their various strengths and then decide which forces can be manipulated in order to make the change successful.



To create a force field analysis, ask the Client to draw a line across the paper and to draw a different coloured arrow for each force pointing at the line.

All the forces for change should be placed beneath the line, pointing upwards, as the direction of change is towards the top of the page.

All the items that are against the change are placed above the line,

pointing down. The length of the arrow will represent the relative strength of the force.

In order to make the change happen, the Client will need to decide which forces he or she can alter and in what way. There are several options available to them:

- To increase the forces for the change “ ie, make the arrows longer by increasing their strength.
- To decrease the forces against the change “ ie, reduce their strength and diagrammatically reduce their length.
- Introduce new forces for the change, so that the line is pushed upwards in the direction of change.
- Take away the forces against the change, which means that the forces for it will take on increased power and push upwards.

Suggested reading on connected themes:

Fritz Perls, Peter Bluckert, Dorothy Siminovitch, Kurt Lewin

'Systems coaching' is an intervention that involves coaching intact teams, rather than individuals.

It uses psychological tools and techniques to focus on the 'links' between the team members, as opposed to focusing on the individuals themselves.

As well as being a valuable development intervention for any team, systems coaching can resolve specific challenges such as creating a shared vision, managing change or breaking down 'silos' in cross-functional teams.

Connected techniques

Below are some of the techniques connected with the Systems Coaching Approach

Constellations

Please see previous information on Systemic Constellations in Coaching.

ORSC Methodology

We are all part of many different systems. In our organisations, our teams, our families, our intimate relationships and the wider society.

Everything is interconnected. If something changes in one area of a system, it will have effects in places that often we won't expect. ORSC is a methodology that combines 'systems thinking' with coaching and is based on five core principles of Relationship Systems Intelligence (RSI)

Principle 1: Each relationship system has its own unique identity or 'personality'

Principle 2: Every member of the relationship system (team or partnership) is a Voice of the System

Principle 3: Relationship systems are naturally intelligent, generative and creative

Principle 4: Relationship systems rely on roles for their organisation and execution of functions

Principle 5: Relationship systems are in constant state of emergence

Organisations and teams will often experience a lack of Relationship Systems Intelligence as any of the following:

- dysfunctional or toxic communication patterns
- low group morale
- conflict avoidance, or poor conflict resolution
- low creativity, productivity or team synergy
- ineffective or confusing communication
- role confusion, or poorly occupied roles

When we can make the paradigm shift, from engaging individuals, to recognising and working with the Third Entity, a whole new world of opportunities emerges. Improving our Relationship Systems Intelligence catalyses the capacity of the group to move beyond the personal, to a powerfully productive group identity.

Whatever we may have already learned about coaching, facilitation or leadership, it becomes even more effective when coupled with ORSC principles.

Intercultural Coaching

Due to increasing internationalisation, intercultural coaching is becoming more and more important.

An Intercultural Coach helps manage challenging and complex processes during expatriation, international collaboration or fulfilling specific tasks in a multicultural context.

Intercultural coaching offers the possibility to respond to the individual needs of a client, taking into account his / her professional situation and position, previous experience and personality.

- Intercultural coaching is based on the Client's individual resources and experiences, and strengthens his problem-solving skills
- Voluntary cooperation, neutrality, discretion and confidentiality as well as mutual trust between Coach and Client as a necessary foundation for coaching.
- Coaches usually work systemically. This means they consider the Client's environment, interdependencies as well as his or her own impact and position in this system. The Coach leads the Client through the development process and activates his or her potential through target-oriented exercises and interventions to find the Client's own solutions.

Intercultural coaching can give support in the following situations:

- Complex upcoming tasks in an intercultural setting
- Tasks in the context of international rollouts
- Leading and managing of multicultural teams
- Conflict mediation in intercultural settings
- Setting up or integrating international affiliates following internationalisation
- Integration of employees from other cultures and countries
- Expatriation of managers or professionals and their families

Systems Coaching Approach: Team Coaching Model

Team Coaching is defined as the art of facilitating and challenging a real team to maximise its performance and enjoyment in service of meaningful organizational goals.

Foundation

Establish the foundation for the initiative: strategic objectives, nature of team dynamics, timeline.

Team Coaching

Foundation	Diagnostic	“Kick off”	Coaching sessions	Assessment and sustainability
Establish the foundation for the initiative; strategic objectives, nature of team dynamics, timeline	“Discovery interviews” with the Team, along with any diagnostic assessments to be used (e.g. 360, psychometrics)	Create a contract with the Team, including agreed measures of success	Frequency of sessions, approach to the sessions, usually over 6-9 month period	Repeat diagnostic assessment Reflect on sustaining the Team to internalise coaching practice



Diagnostic approaches

- Often initial 1-1 confidential meetings with Team members to find out what works well about the team, what doesn't and why; to establish their ideas on approaches that will work, and how they could be measured
- Going into a Team development initiative of any kind without these having the opportunity to engage with the team is very hard

In terms of “diagnostic assessment” approaches, personality and behaviour assessments like Insights are good tools for improving a team's understanding of its own dynamics, and they give team members a better understanding of why they react to their colleagues in certain ways. This new understanding helps them think about how they can relate to one another more effectively, at the same time that it breeds tolerance by helping people understand that different approaches may be valid in different situations.

360 reviews of team members is also a potentially useful starting point to help people understand themselves and how they work with others.

“Kick-off”

- Focus on the wider organisational aspect, as well as the team challenge
- Create Team contract, including the metrics and assessment for the programme (individual and team)
- Determine areas of focus and commitment for the sessions

Ongoing Coaching sessions

- Group size – 6 to 8 is the ideal size for a team, with a maximum of around 11/12
- Frequency – around once monthly
- Duration – often around 6 months, though can be shorter or longer
- Decision on how to run the sessions in terms of level of formality. Action Learning set approach focuses on improving questioning and reflection of team members and is proven to be a quick trust builder, but some sessions may be more formal than others, where a Coaching tool is used, like Insights or Belbin, or a Team Coaching wheel

What happens between sessions

- Individuals often receive 1-1 coaching support in between sessions
- A sustainable way of encouraging ongoing coaching support is through peer coaching which helps keep focus between sessions, and accountability developed with peers
- Members of the team are encouraged to exchange with direct reports and gain feedback

Assessment and sustainability

- It's important to review the “distance travelled” of the Team coaching project for the whole Team and the individuals in it, and the strongest way to do this is to repeat the baseline assessment, whether it's a 360 or psychometric
- It's important to look at ways beyond the Team Coaching project that the reflective practice of the Team is sustained, e.g. regular reviews using Learning set principles, ongoing peer coaching

Suggested reading on connected themes:

John Whittington, Peter Hawkins, Francesco Pimpinelli

Intuitive coaching (sometimes referred to as Mind-Body-Spirit coaching) provides a powerful way to work with the whole body. Focusing on the mind/body connection this approach uses an innovative integration of Gestalt principles, mind-body traditions, leading-edge neuroscience, and personal coaching techniques. Working with Clients to help them discover how the body defines their scope of possibility, how they can use it to create massive shifts, and why being in direct contact with life through their body is so important.

An Intuitive Coach is a professional who follows principles and teachings of traditional coaching, such as goal setting, creating action plans, working on blockages, habits and beliefs. But, moreover, they enable Clients to connect to the deepest parts of themselves, using the sensation in the body and encompassing movement to help them tap into their inner reserves to explore options and create solutions.

Intuitive coaching enables Clients to answer some of the primary questions:

- Why I am here?
- Who do I want to become as a person in my lifetime?
- What do I want to create?

Intuitive coaching, therefore, plays a huge role in the coaching process as it allows Coaches to support Clients to realise the starting point of their transformational journey.

Connected techniques

Below are some of the techniques connected with the Intuitive Coaching Approach

Somatics

Somatics comes from the Greek word “soma” meaning the body in its wholeness, not just skin and bone, but the body in its aliveness. Somatic coaching involves seeing the client as a whole person, more than their intellect, more than their capabilities - working with who they are as a whole, vital, interactive, living being; acknowledging we have been shaped over time, from birth (maybe before) onwards.

Our neurology, psychology and biology are intertwined like the weave of a fabric and cannot be separated out. Somatic coaching considers these factors which have, literally, shaped you.

We’re not talking about body language; we’re talking about the habituated patterns which define things like capacity to move forward or retreat; competence to engage and include or resist and reject; ability to influence and impact or stay in the shadows and wait for direction; stamina in the face of prolonged pressure; care and concern for self and others. Perhaps you recognise yourself?

You know you’d like to be better at picking up the phone and networking to expand your business; you recognise a deep-seated inability to state eloquently what you care about and, in the process, inspire others to follow you in that cause; you really want your

relationship to be fulfilling yet part of you holds back, protecting a fragile self that doesn't want to get hurt.

Resolving such challenges involve working with **all** of you, not just the intellect. You probably already *know* what to do, it's the "how" that somatic coaching addresses so well.



Paying attention to the whole self enables greater possibility – moving from wanting to work-out consistently to fulfilling that goal, even having fun in the process!

Whatever concern you bring to work on, a somatic approach will be beneficial. To resolve depression, you will need to learn how to be happy, involving your emotional self and your physical body; to communicate more effectively you will not only need to cognitively learn the skills and techniques but also train your body to deliver the words in a more commanding way; to improve relationships you will need to communicate more effectively and have a vision of how you want the relationship to evolve over time.

Every aspect involves your intellectual self, emotional self and physical self. In this way we focus on what you want to embody, how you want to show up in the world, impacting others by design rather than by accident. By bringing attention to the body, being aware of your breathing, posture, and internal experience, the body becomes a resource rather than simply a vehicle for the head. As such, it becomes a powerful and invaluable resource as the leader of our own lives, families or the leader of others in organisations.

Some somatic coaching questions:

- *What is going on for you now? What sensations, or feelings in your body?*
- *What's that feeling? Where do you feel that in your body? Maybe place your hand there...*
- *Do you notice your posture (or shape) as you say that? What might your posture be saying?*
- *Can you breathe into that place – what is that like?*
- *Would it help to take a deep breath? – maybe take a few, slow deep breaths (and breathe with them)*
- *As you step into that space or place, what do you want to say? What is your felt sense?*

- *As you step out of that space or place, what do you notice or become aware of?*

Mindfulness

Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us.

The Definition of Mindfulness

Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us.

Mindfulness is a quality that every human being already possesses, it's not something you have to conjure up, you just have to learn how to access it.

The Types of Mindfulness Practice

While mindfulness is innate, it can be cultivated through proven techniques. Here are some examples:

- Seated, walking, standing, and moving meditation (it's also possible lying down but often leads to sleep);
- Short pauses we insert into everyday life.
- Merging meditation practice with other activities, such as yoga or sports.

The Benefits of Mindfulness Practice:

When we meditate it doesn't help to fixate on the benefits, but rather to just do the practice, and yet there are benefits or no one would do it.

When we're mindful, we reduce stress, enhance performance, gain insight and awareness through observing our own mind, and increase our attention to others' well-being.

Mindfulness meditation gives us a time in our lives when we can suspend judgment and unleash our natural curiosity about the workings of the mind, approaching our experience with warmth and kindness—to ourselves and others.

8 Facts About Mindfulness:

1. **Mindfulness is not obscure or exotic.** It's familiar to us because it's what we already do, how we already are. It takes many shapes and goes by many names.
2. **Mindfulness is not a special added thing we do.** We already have the capacity to be present, and it doesn't require us to change who we are. But we can cultivate these innate qualities with simple practices that are scientifically demonstrated to benefit ourselves, our loved ones, our friends and neighbours, the people we work with, and the institutions and organisations we take part in
3. **You don't need to change.** Solutions that ask us to change who we are or become something we're not have failed us over and over again. Mindfulness recognises and cultivates the best of who we are as human beings.

4. **Mindfulness has the potential to become a transformative social phenomenon.** Here's why:
5. **Anyone can do it.** Mindfulness practice cultivates universal human qualities and does not require anyone to change their beliefs. Everyone can benefit and it's easy to learn.
6. **It's a way of living.** Mindfulness is more than just a practice. It brings awareness and caring into everything we do—and it cuts down needless stress. Even a little makes our lives better.
7. **It's evidence based.** We don't have to take mindfulness on faith. Both science and experience demonstrate its positive benefits for our health, happiness, work, and relationships.
8. **It sparks innovation.** As we deal with our world's increasing complexity and uncertainty, mindfulness can lead us to effective, resilient, low-cost responses to seemingly intransigent problems.

Mindfulness Is Not All in Your Head

When we think about mindfulness and meditating (with a capital M), we can get hung up on thinking about our thoughts: we're going to do something about what's happening in our heads. It's as if these bodies we have are just inconvenient sacks for our brains to lug around.

Having it all remain in your head, though, lacks a feeling of good old gravity.

Meditation begins and ends in the body. It involves taking the time to pay attention to where we are and what's going on, and that starts with being aware of our body

That approach can make it seem like floating—as though we don't have to walk. We can just waft.

But meditation begins and ends in the body. It involves taking the time to pay attention to where we are and what's going on, and that starts with being aware of our body. That very act can be calming, since our body has internal rhythms that help it relax if we give it a chance.

How to Sit for Meditation Practice

Here's a posture practice that can be used as the beginning stage of a period of meditation practice or simply as something to do for a minute, maybe to stabilize yourself and find a moment of relaxation before going back into the fray. If you have injuries or other physical difficulties, you can modify this to suit your situation.

1. **Take your seat.** Whatever you're sitting on—a chair, a meditation cushion, a park bench—find a spot that gives you a stable, solid seat, not perching or hanging back.
2. **Notice what your legs are doing.** If on a cushion on the floor, cross your legs comfortably in front of you. (If you already do some kind of seated yoga posture, go ahead.) If on a chair, it's good if the bottoms of your feet are touching the floor.
3. **Straighten—but don't stiffen— your upper body.** The spine has natural curvature. Let it be there. Your head and shoulders can comfortably rest on top of your vertebrae.
4. **Situate your upper arms parallel to your upper body.** Then let your hands drop onto the tops of your legs. With your upper arms at your sides, your hands will land in the

right spot. Too far forward will make you hunch. Too far back will make you stiff. You're tuning the strings of your body—not too tight and not too loose.

5. **Drop your chin a little and let your gaze fall gently downward.** You may let your eyelids lower. If you feel the need, you may lower them completely, but it's not necessary to close your eyes when meditating. You can simply let what appears before your eyes be there without focusing on it.
6. **Be there for a few moments.** Relax. Now get up and go about your day. And if the next thing on the agenda is doing some mindfulness practice by paying attention to your breath or the sensations in your body, you've started off on the right foot—and hands and arms and everything else.
7. **Begin again.** When your posture is established, feel your breath—or some say “follow” it—as it goes out and as it goes in. (Some versions of the practice put more emphasis on the outbreath, and for the inbreath you simply leave a spacious pause.) Inevitably, your attention will leave the breath and wander to other places. When you get around to noticing this—in a few seconds, a minute, five minutes—return your attention to the breath. Don't bother judging yourself or obsessing over the content of the thoughts. Come back. You go away, you come back.
8. **That's it.** That's the practice. It's often been said that it's very simple, but it's not necessarily easy. The work is to just keep doing it. Results will accrue.

Suggested reading on connected themes:

Amanda Blake, Ginny Whitelaw

Coaching helps people to focus on the 'here and now'. Coaches the world over use different models to facilitate this learning experience for clients. Neuro-linguistic Programming (NLP) is one technique that is highly beneficial for one's coaching practice. NLP is about learning the language of the brain. This is why Coaches who learn NLP techniques are even more likely to create success stories in their coaching practice.

What is Neuro-Linguistic Programming?

NLP is the use of psychology with sound strategies and techniques a person can use to create results they desire. Neuro (neurology) and Linguistic (language) programme (patterns, themes) is about the language of the brain and knowing NLP gives an individual the power to reprogramme thinking using the many techniques of NLP. This brings effective changes to transform lives.

The use of NLP has created astounding results in the lives of all. NLP brings in a tremendous change in the way a Coach works with the self and the Client. A Coach learns winning tactics that bring greater coaching success. A successful Coach with the knowledge of NLP is equipped to create a business module for self while serving the world at large.

Connected techniques

Below are some of the techniques connected with the NLP Coaching Approach

Anchoring

This Neuro-Linguistic Programming technique is useful to regenerate a resourceful emotion. You work on recreating the emotion while associating it with physical action. Anchoring creates an association with the emotion and the chosen physical action.

For example, a Coach may ask the Client to choose a positive resourceful emotion such as happiness. The Client then needs to decide the action that is associated with the body. It can be as simple as touching one's finger. Once the Client decides the anchor, he can revisit the emotion and experience it fully. The moment the Client senses happiness, he may choose to touch the finger. A Coach may partner with the Client to change the memory centred around happiness and use the same anchor to bring a change in the current frame of mind. (The anchor can be decided by the Client such as tapping one's own shoulder to establish the anchor.)

A Coach who works with this technique gives clients an opportunity to work on their thoughts and emotions.

Belief Change

Every person has a set of self-limiting beliefs. However, many beliefs turn into a habit. Not all beliefs serve us in a positive manner. NLP techniques take a deeper look at the belief while understanding the negative implications.

For example, a belief can stem from any statement you have said repeatedly over time:

1. I am not good at dancing
2. I am a bad cook.

The beliefs a Client may hold true about self and the world might be damaging and untrue.

If a Client believes 'he cannot', he certainly won't. As Coaches, the use of Neuro-Linguistic Programming techniques such as Presuppositions is useful to bring a change within the client by demystifying with curiosity, observations, and inquiring on the client's current state to move to the desired state. The Coach uses these techniques to nudge the Client to a space of self-exploration. Here, the Client develops the capacity to study his current state of mind and assumptions and learns to make changes to expand his frame of reference.

A Coach who uses and practices the 14 presuppositions creates opportunities to partner with others and bring a change. These 14 presuppositions form the central principles of NLP. A Coach who learns and practices them will know these principles for life. "People make the best choice they can at the time" and "All actions have a purpose" are two such examples of NLP presuppositions.

Mirroring and Rapport

Coaches have the primary responsibility of creating a space where the Client learns to trust their own self. Mirroring and rapport are important NLP techniques Coaches can use to break the ice and establish a better connection with the client. An NLP Coach is trained to mirror the other person's behaviour. The fine art of being subtle is combined with the ability to converse – this comes naturally to NLP Coaches. It establishes greater rapport and trust as the Coach mirrors the client's body language, gestures, voice, and words. Why is this important? A Client will connect better when they like a Coach who is 'just like them'. Mirroring, however, comes with tremendous NLP practice. Establishing a rapport helps a Coach to lead the conversation as well as pace it. It also makes a Client feel supported in an accepting environment giving them a chance to explore their thoughts and emotions.

For example, a Coach mirrors the way a Client is talking with the Coach. He may smile when the Client smiles.

Reframing Thoughts

Coaches are often faced with multiple challenges in their Client-coaching journey. The NLP technique of reframing gives a Coach sound knowledge to change certain emotions towards an optimistic outcome. A Coach may use this technique to increase or decrease the presence of emotions with their clients.

For example, a Client may approach a Coach and express concern over his body image. He may use statements such as, "I don't want to be fat." The Coach explores to reframe the Client's thinking by inquiring about his goal. Here, the Client then realises his goal is to be fit.

He moves from a space of 'don't' to realising his aim with a focus on what needs to be done for a fitness routine. Did you notice how a Coach can gently use the power of reframing thoughts? As the brain doesn't register 'don't' messages, it deletes it. So, it only absorbs the message "I want to be fat". Therefore, by reframing thoughts a client gives a message to the brain to act on what he wants. Here, 'want' would refer to 'being fit' once the thoughts are reframed.

Creative Visualization (Meditation, Hypnosis)

NLP techniques include the study of the art of persuasion. A Coach learns to work with clients and remove their limiting beliefs along with conflicts within the self, and habits that do not serve them well. A Coach may use the techniques of mindfulness to work with clients around self-acceptance. He may also make a Client explore quick visualisation techniques towards successful outcomes. With these NLP techniques, Coaches empower Clients to find their way towards actions.

NLP includes the use of many techniques (apart from these) aimed to change the communication with the mind. When a Client learns the methods of creating a thought process for the benefit of self, there is faster and visible progress in the coaching sessions.

Neuro-linguistic Programming gives Coaches the opportunity to bring effective change and create results in their coaching practice. This also establishes rapport and trust in the Client-Coach relationship leading to greater success and outcome.

Well-Formed Outcomes

NLP is a model of applied psychology that has its focus on achieving results. Rather than explore the past the NLP Coach will put their efforts into building a well-formed outcome and then help the Client access and mobilise their resources towards achieving the outcome. The well-formed outcome frame can be used in a wide range of contexts.

How to use the well-formed outcome questions.

Preframes

Beginning the conversation with a preframe helps to define the context, topic and purpose for the discussion. For example, every staff meeting should have an agreed upon agenda and a set of conditions for how the meeting should be held. In a personal relationship it can be useful to set frames for a discussion or activity as a way to mark it out from other activities.

In an NLP Coaching session, it is helpful to use the following preframe: "This session is an opportunity for you to make some changes. To that end I will be asking you a lot of questions designed to help you to access and mobilise your inner resources towards you achieving your desired outcome. At times I may interrupt you and I do that in the service of you."

WHAT

Present State - Desired Outcome (P/S - D/O)

The first step is to spend a 'few minutes' establishing the present situation. In some cases, it may be useful to set up a test so that the client will know when the problem is 'fixed', and they have achieved their desired outcome.

1. What?

What do you want? What else do you want? The desired outcome needs to be stated in the positive. Use words that are positive to your desired outcome, not what you don't want.

2. VAK

In sensory specific terms what will you see, hear and feel when you get the outcome? What will you look like, sound like and feel like when you get the outcome? Build a vivid story board in your mind in much the same way a film director would do. The outcome needs to be measurable in some way. How will you know when you have got the outcome? This is also the evidence procedure.

CONTEXTS

3. When?

When do you want the outcome? What date specifically? Is that date realistic? Does it fit in with everything else that you need to do, and want to do?

4. Where?

Where do you want the outcome? In what context/situation do you want the outcome? Where will the outcome not occur?

5. With whom?

With whom do you want the outcome? Who else do you need to involve (or will be involved) in achieving the outcome?

Proactive goal setting.

Proactive goal setting refers to a process in which you orient the client to having successfully achieved the outcome and then take them further out into the future such that they get the feeling of conviction for having achieved the outcome.

PURPOSE

6. Why? Purpose? Intention?

Why do you want the outcome? For what purpose do you want the outcome? Having that will allow you to have, get or experience what? Chunk up to the highest intention.

What values does working towards the outcome and achieving the outcome fulfil? What does having the desired outcome mean to you? Is there enough meaning associated with each of the values for the outcome to be compelling?

How will you feel when you get your outcome? Is that something that you really want? Once you experience that value/emotion what will you then get to experience? Chunk up to get the highest intention for the outcome?

PROCESSES / HOW

7. Do you know what to do?

Do you know what to do to get the outcome? What actions do you need to take?

8. Is it self-initiated and maintained.

Is it in your power to initiate and follow through on the action steps to achieve the outcome? Does achieving the outcome rely upon some external variable such as luck or another person? Who do you need to be to initiate the processes and behaviours, and maintain them over time?

9. Can you do it?

Are you capable of doing the actions? Are you competent with the skill? Are you competent in that area?

10. Have you done this before?

Have you attempted to achieve this goal before? If so, when and what happened? In that previous attempt what worked and what did not work?

11. Do you know the steps and stages.

Do you know the steps and stages, the details, the action steps that you need to take? Chunk the actions into a sequence of manageable steps. Chunking and sequencing. Have you defined each step? Have you defined each milestone of success in sensory based terms? Have you kept the steps simple, or have you over complicated matters? Can you delete any of those steps and still achieve the desired outcome?

12. Do you have an action plan.

Do you have a written action plan? Is it clear, precise and understandable by others? What is your strategy for carrying out the required actions?

13. Do you have a way to monitor the progress?

Do you have a system in place to monitor your progress towards achieving milestones on the way to achieving the outcome? A way to check the feedback? Who provides the feedback? At what times and for what behaviours? What criteria will determine the feedback?

14. Do you have a way to deal with interferences?

Is there anything or anyone that may stop you from achieving the outcome? Any blocks, obstacles or sabotages - either internal or external? Any reason why you might not want to get the outcome? What will you gain - what will you lose?

15. Do you have the resources? Internal and external.

Do you know who you need to be to achieve the outcome? Do you have the internal resources? (identity, attitude, values, beliefs, frames of mind, strategies.) Do you have what it takes?

Do you have the external resources to complete each step? (Money, time, people.) Do you know who is the best person for the job and where to find that person?

CHECKS

16. Ecology? Are you in alignment within yourself?

Is the outcome balanced and ecological for all areas of your life? Is it ecological for your health, relationships, values, finances, business, and career? Is it ecological in the marketplace, in your local community, for the world and the environment?

Does the desired outcome lie within the realm of what is possible for you? Is it reasonable? Is it realistic? Do you feel a sense of congruency and commitment to work towards the outcome? Are you totally in alignment with doing whatever it takes to achieve the desired outcome? Could working towards the goal cause any problems or conflict for you and others?

17. Is it compelling? Why?

After thinking about the desired outcome from all angles is it still compelling? Knowing what it will take to achieve the outcome, do you still feel passionate about it? What motivates and inspires you to reach the goal?

18. Have you made a decision?

Are you going to commit to the outcome? How strong is the commitment? Is there anything else you need to think about before you commit to your decision to take action to achieve the outcome? Have you made the decision? How does it feel now that you have made the decision?

19. Evidence procedure / Convincer.

How will you know when you have achieved the outcome? How will you measure the outcome? A week, month, year from now, looking back to this day, what will you have experienced in your life that demonstrates to you that you have made significant progress?

Learnings

What are the most important learnings that you have got from working towards your outcome?

Tasks.

What are some tasks that you need to do straight away to demonstrate your commitment to working towards the desired outcome?

Suggested reading on connected themes:

Joseph O'Connor, Robert Dilts

Here is a list of the most commonly used Coaching Models for you to try with your Clients:

<p>Solutions Focused Coaching Model: OSKAR</p>	<p>Outcome</p> <p>Scale</p> <p>Know-how</p> <p>Affirm + Action</p> <p>Review.</p>
<p>Solutions Focused Coaching Model: The Miracle Question</p>	<p><i>'Imagine that tonight as you sleep a miracle occurs in your life. A magical momentous happening that has completely solved this problem and perhaps rippled out to cover and infinitely improve other areas of your life too...</i></p> <p><i>Think for a moment and tell me... how is life going to be different now? Describe it in detail.</i></p> <p><i>What's the first thing you'll notice as you wake up in the morning?'</i></p>
<p>Psychodynamic Coaching Model: Intentional Change Theory</p>	<p>The theory outlines five common-sense steps that you need to follow if you want to make a lasting change within yourself.</p> <p>These five steps are:</p> <ol style="list-style-type: none"> 1. Discover your ideal self. 2. Discover your real self. 3. Create your learning agenda. 4. Experiment with and practice new habits. 5. Get support.
<p>Behavioural Coaching Model: GROW</p>	<p>G = Goal</p> <p>R = Reality</p> <p>O = Options</p> <p>W = Way forward (or 'will')</p>
<p>Behavioural Coaching Model: TGROW</p>	<p>T = Topic</p> <p>G = Goal</p>

<p>Building on John Whitmore's GROW model, TGROW follows the same course but adds an element that allows the coach and client to define a specific area for examination.</p>	<p>R = Reality O = Options W = Way forward (or 'will')</p>
<p>Cognitive Behavioural Coaching Model: ABCDE</p>	<p>A = Activating event B = Belief System C = emotional Consequences of A and B D = Disputing irrational thoughts and beliefs E= cognitive and Emotional effects of 'updated' beliefs</p>
<p>Cognitive Behavioural Coaching Model: SPACE</p>	<p>Social context Physiology Action Cognition Emotion</p>
<p>Cognitive Behavioural Coaching Model: The Hot Cross Bun</p>	<p>Situation Thoughts Behaviour Body Sensations Emotions</p>
<p>Gestalt Coaching Model: Clean Language</p>	<p>DEVELOPING QUESTIONS</p> <p>And is there anything else about (that) [x] ? And what kind of [x] (is that [x]) ? And where/whereabouts is [x] ? And that's [x] like what? And is there a relationship between [x] and [y] ? And when [x], what happens to [y] ?</p> <p>MOVING TIME QUESTIONS</p> <p>And what happens just before [event x] ?</p>

	<p>And then what happens ? / And what happens next ?</p> <p>And where could/does [x] come from ?</p> <p>INTENTION QUESTIONS</p> <p>And what would you/[x] like to have happen ?</p> <p>And what needs to happen for [x] to [intention of x] ?</p> <p>And can [x] [intention of x] ?</p> <p>[x,y] = client's exact words</p>
<p>Intuitive Coaching Model: Somatic Questions</p>	<p>What is going on for you now? What sensations, or feelings in your body?</p> <p>What's that feeling? Where do you feel that in your body? Maybe place your hand there...</p> <p>Do you notice your posture (or shape) as you say that? What might your posture be saying?</p> <p>Can you breathe into that place – what is that like?</p> <p>Would it help to take a deep breath? – maybe take a few, slow deep breaths (and breathe with them)</p> <p>As you step into that space or place, what do you want to say? What is your felt sense?</p> <p>As you step out of that space or place, what do you notice or become aware of?</p>
<p>NLP Coaching Model: Well-Formed Outcome</p>	<ol style="list-style-type: none"> 1. What is the desired outcome? Stated in the positive. 2. What will the outcome look like, sound like and feel like? 3. When? 4. Where? 5. With whom? 6. Why? Purpose? Intention? 7. Do you know what to do? 8. Is it self-initiated and maintained? 9. Can you do it? 10. Have you done this before? 11. Do you know the steps and stages? 12. Do you have an action plan?

- | | |
|--|---|
| | <ol style="list-style-type: none">13. Do you have a way to monitor your progress?14. Do you have a way to deal with interferences?15. Do you have the resources? Internal & external.16. Ecology? Are you in alignment within yourself?17. Is it compelling? Why?18. Have you made a decision?19. What will be the evidence, the convincer that lets you know that you have achieved the outcome?20. What are immediate tasks you need to take action on?21. What are you learning? |
|--|---|

Other Coaching Models

CLEAR	<p>Contract</p> <p>Listen</p> <p>Explore</p> <p>Action</p> <p>Review</p>
STEPPA	<p>Subject</p> <p>Target identification</p> <p>Emotion</p> <p>Perception</p> <p>Plan/Pace</p> <p>Action/Amend</p>
STEER	<p>Spot the learning need and the opportunities to meet them</p> <p>Tailor learning content and style to the needs of the individual</p> <p>Explain and demonstrate how the task should be done</p> <p>Encourage individuals while they practice</p> <p>Review progress during practice and on completion</p>
7 C's of Coaching	<p>Client - Understand the person and the problem</p> <p>Clarity - Unearth the symptoms and roots of the issue</p> <p>Create - Generate a solution</p> <p>Change - Deliver the solution</p> <p>Confirm - Make sure it works</p> <p>Continue - Ensure it will be suitable</p> <p>Close - Celebrate and say goodbye</p>

<p>STAR</p>	<p>Situation. What is the specific situation which may create a difficulty for you?</p> <p>Thoughts and Feelings. What thoughts go through your mind and what do you say to yourself in the situation?</p> <p>Actions. How do you typically act in the situation in response to it and in response to your thoughts and feelings?</p> <p>Results. What are usually the results for you of your actions in practical terms and in terms of how you feel afterwards?</p>
<p>OUTCOMES</p>	<p>O - Objectives. What is the Client attempting to achieve?</p> <p>U - Understand the Reasons. This is an important step as it is vital that the reasons behind wanting to achieve the objective are understood</p> <p>T - Take Stock of the Present Situation. It is important to spend time analysing the reality of the present situation</p> <p>C - Clarify the Gap between where they are now and where they need to get to, in order to achieve their objective</p> <p>O - Options Generation. The pros and cons of each option need to be discussed</p> <p>M - Motivate to Action. Once the options have been discussed and the best way forward agreed</p> <p>E - Enthusiasm & Encouragement – Monitor the enthusiasm of the Client and encourage them to continue. Reflect on the progress being made.</p> <p>S - Support. Encourage the Client to seek support to help them to achieve their objective.</p>
<p>CIGAR</p>	<p>C- Current situation</p> <p>I – Ideal for outcome</p> <p>G – Gaps for the gap between C and I</p> <p>A – Action plan</p> <p>R – Review</p>

<p>RESULTS</p>	<p>R - Reflect -Take time to think, ask questions and re-frame</p> <p>E - Evaluate -Carefully assess all the forward options</p> <p>S - Strategise -Select the plan(s) with the best chance of succeeding</p> <p>U - Understand -Appreciate what resources will be needed to succeed,</p> <p>L - Listen -Pay attention to the input of employees and colleagues</p> <p>T - Take Action -Implement plans and follow-through persistently</p> <p>S - Systematise -Ensure that processes are permanently changed</p>
<p>ACHIEVE</p>	<p>A = Assessment of current situation</p> <p>C= Creative brainstorming of alternatives</p> <p>H= Hone goals</p> <p>I= Initiation and evaluation of options</p> <p>V= Valid action plan</p> <p>E= Encourage momentum</p>
<p>IDEAL</p>	<p>I= Identify</p> <p>D- Discover</p> <p>E= Empower</p> <p>A= Act</p> <p>L= Live</p>
<p>5 Questions</p>	<ol style="list-style-type: none"> 1. What is working? - Agenda setting question 2. Why is it working? Energy and Enthusiasm question 3. What's the ideal? Vision building question 4. What can be tweaked? Gap defining question 5. What resources do I/we need? Action engaging question

Additional resources

Review:

- Instructions for writing your Personal Coaching Approach
- The 14 Presuppositions of NLP
- 360 Degree Feedback Questions
- Debrief Questions for 360 Degree Feedback

Next sessions

Session	Topic	Day	Date	Time
SUPERVISION		Wednesday	31st March 2021	19:00 – 20:00
Day 7 – Sessions 1 & 2	Coaching Leaders	Saturday	10 th April 2021	09:00 – 13:00
Day 7 – Sessions 3 & 4		Sunday	9 th May 2021	09:00 – 13:00
SUPERVISION		Wednesday	19th May 2021	19:00 – 20:00
Day 8 – Sessions 1 & 2	Purpose, Planning and Practicalities	Saturday	5 th June 2021	09:00 – 13:00
Day 8 – Sessions 3 & 4		Saturday	19 th June 2021	09:00 – 13:00

Self-study Activities

Checklist Three

These are the self-study activities that need to be completed between Module Six and Module 7.

In total, there are 14 hours of self-study, 7 hours of coaching practice and Supervision consisting of 3 x 45-minute webinars.

Additional information for all self-study activities and blank templates can be found in the Programme Resources area at <https://marshallvereassociates.co.uk/my-account/> Your Login is ACCT-2 and your password is unique to you.

Activity	Learning Objective	Approximate time allocated in minutes	Date completed
Self-study activities after Session 1 and 2 of 4 Day Six			
Complete your Coaching Experience Log after each coaching session	Implement Best Practice for Professional Coaches	120	
Complete your reflective journal after each coaching practice session (7 x 1-hour sessions)	Implement Best Practice for Professional Coaches	210	
Watch Ruby Wax Session on Beyond Frazzled	Understanding yourself and your clients	60	
Attend one AC Group Supervision Experience (ACGSE) Call	Understanding how supervision impacts on coaching	60	
Watch AC Live Coaching Demonstration 'Reflect to Create!'	Understanding yourself and your clients	60	
Review all materials for Day 5 – Sessions 3 and 4	Expanding knowledge of coaching tools and approaches	120	

Read excerpts from Systemic Coaching and Constellations by John Whittington	Expanding knowledge of coaching tools and approaches	60	
Incorporate Systemic Coaching and/or coaching cards into a coaching practice session	Expanding knowledge of coaching tools and approaches	60	
Additional self-study for Day 6 sessions 3 and 4 of 4	Write Personal Coaching Approach	90	
Total time spent of self-study		840 minutes = 14 hours	