



Fields of Learning

Module 4

Impact on the Wider World



Programme

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Introduction

Having made the connections, defined the direction and dug into challenges and hurdles with your coachees, this module is aimed at helping you examine and work with the wider system, context and impact of the coachee and yourself as a coach in your wider world.

Change in the World is now a constant and being able to deal with continued uncertainty and change brings stresses and challenges to all. Helping a coachee navigate stormy times is an increasingly essential skill for coaches...who at the same time know how to manage their own resilience levels.

We look at organisations, leadership, coaching cultures, your 'business' planning as a coach whether that's for a specific coaching business or planning for your coaching within your wider work. As part of this we will look at your coaching philosophy and how you want to be as a coach in the world. A step beyond....

As you also start to near the end of your coaching contracts, we will examine ways you can guide your coachee to future action. We also look at how you can best bring a coaching contract to a close, considering how to recontract and end a coaching programme with a coachee.



Our Changing Times



Finding work-life balance in the post-COVID world

Research among almost 2,000 high net worth individuals (HNWIs) and senior executives around the world highlights the extensive physical, emotional and economic fallout the pandemic has brought about. It examines how this unprecedented event will bring about changes that will shape the future of business, how we balance work and home life, and attitudes to wellbeing and mental health.



Key findings include:

Mental health and wellbeing

22%
Disturbed sleep



21%
Fatigue



70%
of global HNWIs have had mental health symptoms, during the pandemic



23%
Low mood / anxiety



21%
Anger / impatience



20%
Mood swings



2 in 5 board execs have delayed seeking help (40%)

Over half have increased focus on health and wellbeing



New ways of working



1 in 4
board execs will take fewer international trips

26% will stop all business travel

Nearly all board execs plan to make changes:



28%
Invest in technology for flexible working



28%
Review company infrastructure



16%
Decentralise teams

Life-work balance



2 in 3

board execs have re-evaluated work-life balance (65%)

94% Almost all will make improvements

45%

Almost half of HNWIs will not return to fast paced life (45%)



1 in 5

board execs will now work from their holiday home (19%)

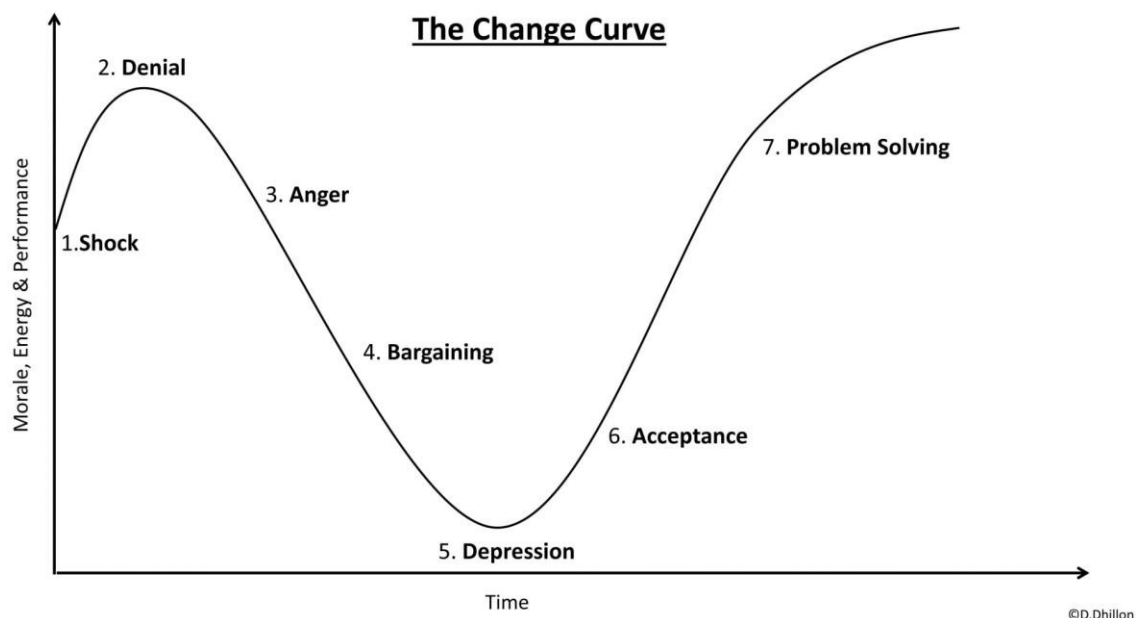


20%

One in five will retire early



Change Curve - Kubler Ross



Coaching is so often about change and transition in our clients. How much of the change curve patterns are relevant to your coaching clients or to yourself? What patterns do you notice in your environment and globally e.g., during the COVID pandemic? A useful model to examine any type of change or professional and personal levels and may be useful to examine if and where your coachee sees himself/herself on the curve and a useful model to talk through experience. Remember the emometer model and the impact of staying in the emotions of fear anger shame and sadness. You are helping to create a psychologically safe space where a coachee can reflect on and build their resilience – putting their oxygen mask on first.

Stage 1. Shock: change is coming – “I can’t believe it”

Stage 2. Denial: defensive energy results in a temporary improvement in performance and mood – “It’s ok, it’s just the flu”

Stage 3. Anger: change is still happening – “What do you mean I can’t go outside?”

Stage 4. Bargaining: to try and prevent the change – “Ok, I can keep my distance, but can I still sunbathe in the park?”

Stage 5. Depression & Confusion: leads to the lowest point in terms of energy & morale – “This is real, what am I going to do?”



Stage 6. Acceptance: change is accepted, and the individual resolves to face the future – “We can do this, does anyone need help?” “I need help”.

Stage 7. Problem Solving: plan how they will adapt to the new situation – “How can I play a part in the future?”

It is important to note that this is not necessarily a linear process, so you can still get angry having reached a level of acceptance.



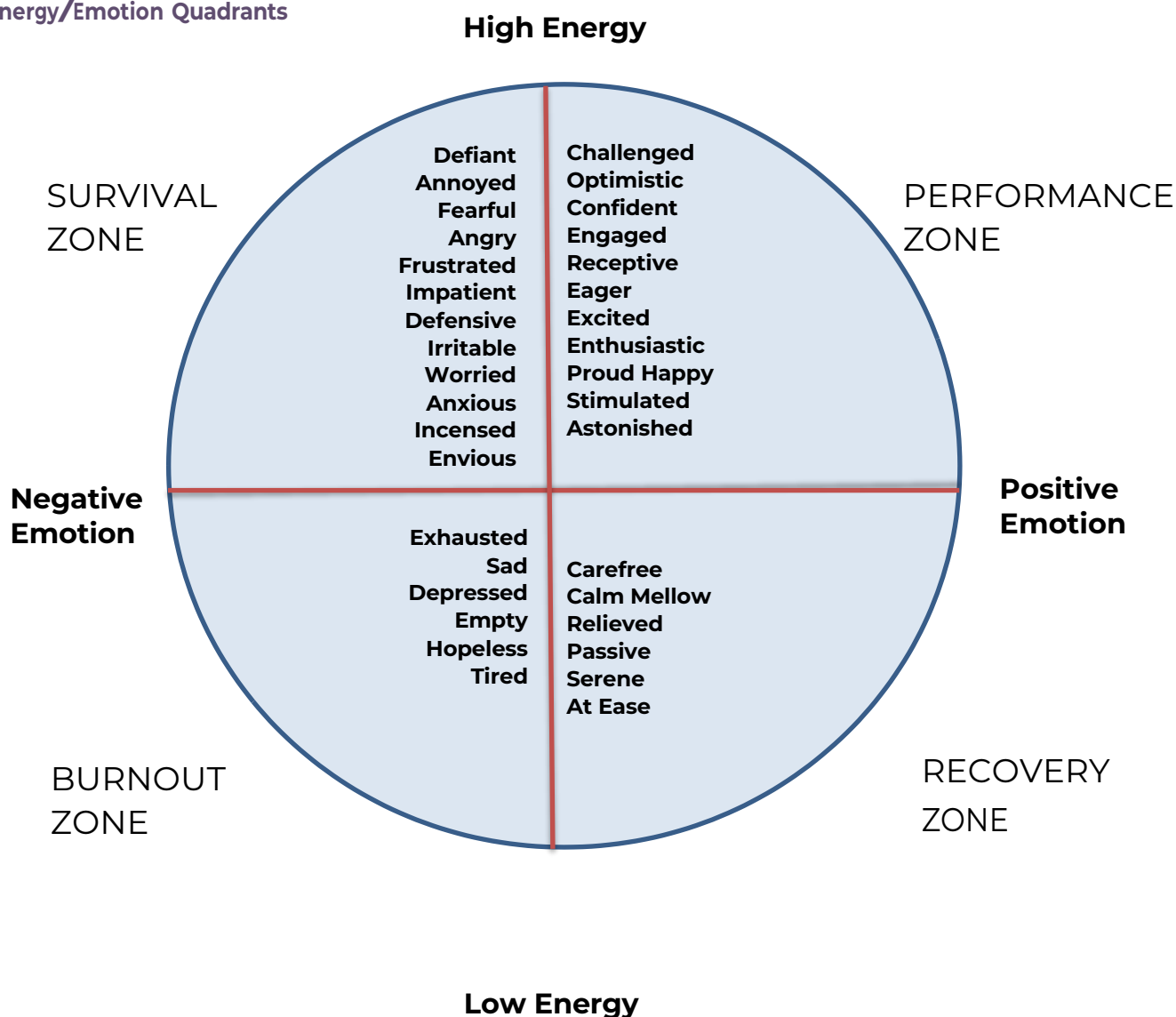
Emotional Landscape

The Impact of Emotions on Energy Levels

Have you ever felt drained after a particularly challenging conversation or some difficult news affecting your circumstances in work or life? We all have at times and it is useful to explore the impact that our emotions have on our ability to remain energised. There are two main systems involved in our response to the environment. The short-term response system which is the autonomic nervous system and the long term response system which is the hormonal system.

Our challenge then is to build emotional energy reserves and to minimise emotional energy drains by reducing the stress hormone (Cortisol) and increasing the vitality hormone (DHEA).

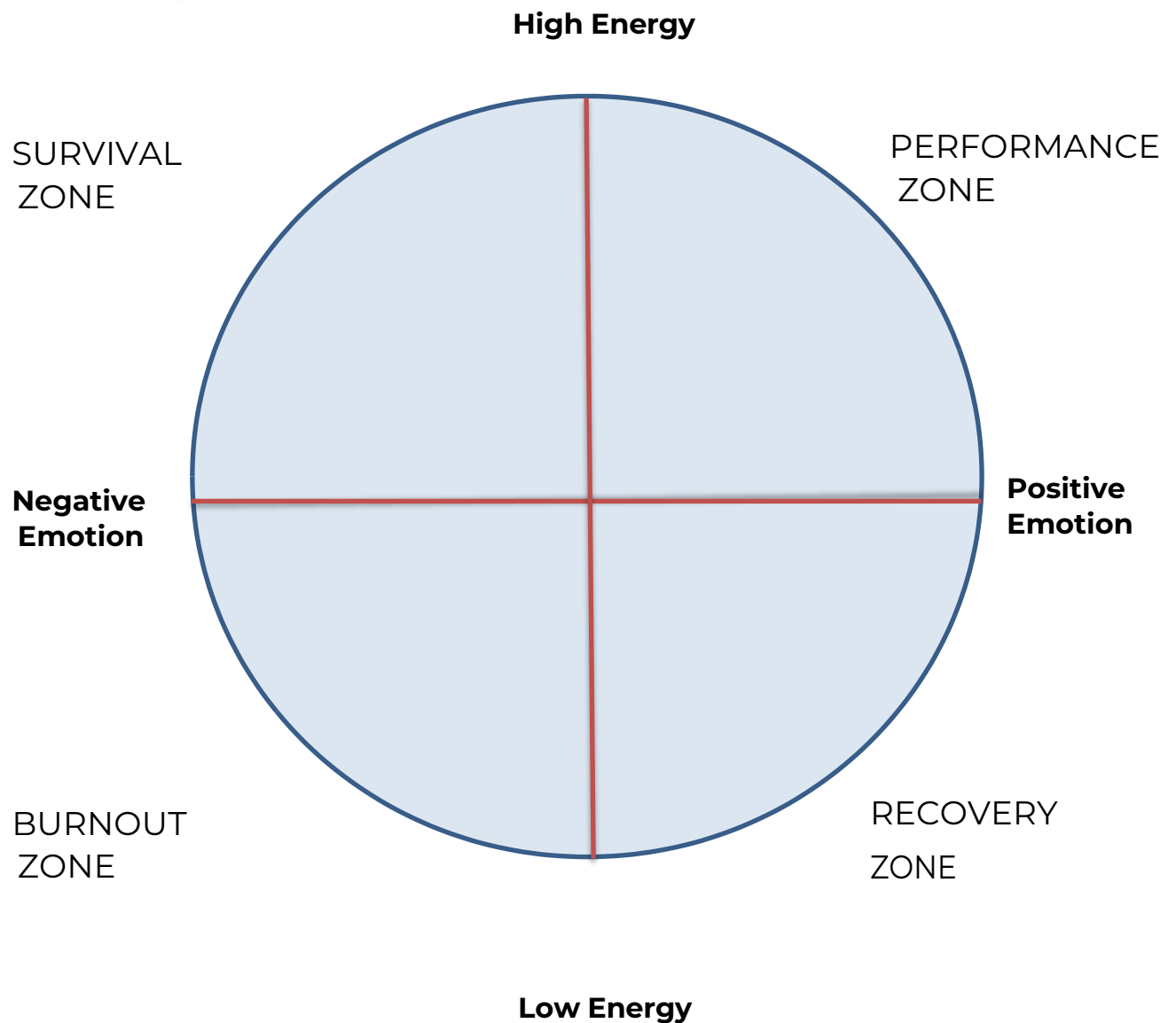
Energy/Emotion Quadrants



Adapted from Averill (1997), Larson & Diener (1992), Loehr & Schwartz (2003)



**My Personal Energy /
Emotion Quadrants**



- What words do you associate with each quadrant?
- Write down your emotions as well as behaviours
- What are you noticing as you write these words?
- What is the impact on your emotions as you write this down?



Exercise: Energy and Emotion

What do you notice about your own energy and emotion?

What words do you associate with each quadrant?

What causes you to spend time in different quadrants?

What activities would benefit you in the Recovery Zone?

How can you ensure you spend some time in the Recovery Zone?



Compassion and Coaching

Many of us agree that compassion ought to be a core component of the coaching process and up there with other attributes such as empathy and non-judgement. Yet we often think about being compassionate towards our clients rather than ourselves.

Paul Gilbert says that compassion is a motivation rather than solely an emotion and a definition is found below:

Compassion is about stimulating the positive emotion system related to feelings of reassurance, security, safeness and calm peacefulness (as opposed to the positive emotion system linked to drive and excitement).

Liz Hall has developed her own definition of compassion which she believes is the other wing to mindfulness. Her definition is as follows:

“Compassion is the motivation to empathise with another, to feel what they’re feeling, to care deeply about their wellbeing, happiness and suffering and to act accordingly And the heartfelt emotion is evoked within us when this motivation is activated” (Hall 2013)

Boyatzis has said that if we have a compassionate approach in our coaching then clients are more likely to learn and make the behavioural changes they need to. If we are compassionate then we are more attuned to others and it promotes a more harmonious relationship. Self-compassion can greatly enhance our emotional well-being and reduces anxiety and depression which puts us in a resourceful state for life and working with clients.

Paul Gilbert – The Compassionate Mind

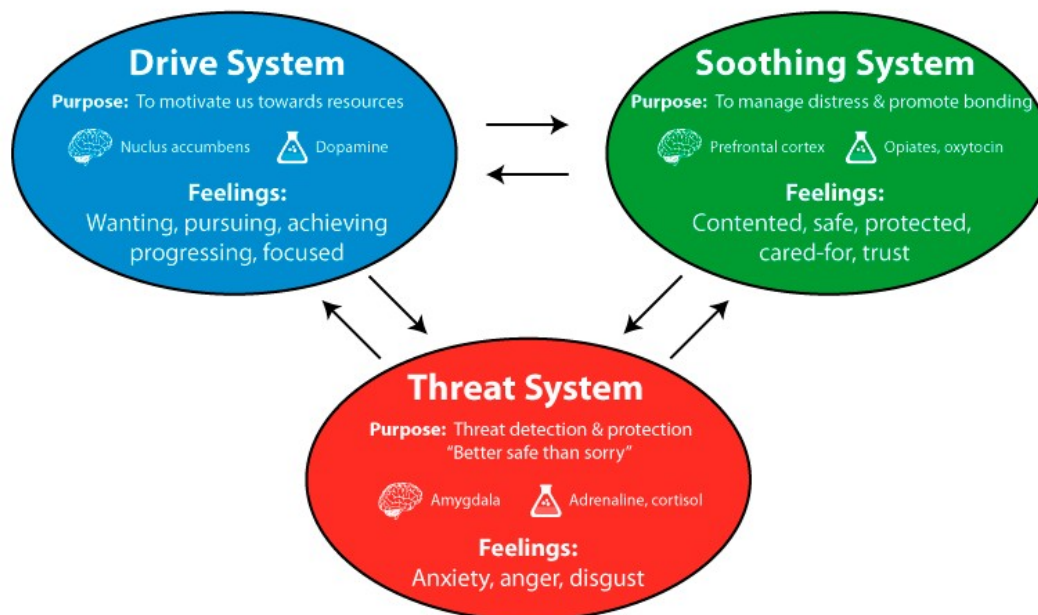
Professor Paul Gilbert’s model shows the interaction between our three emotion regulation systems (Gilbert 2009) and this can be useful to look at the difference between doing and being. We can think of the threat and self-protection system as red, the incentive and reward, resource-seeking system as blue and the soothing, contentment and safety system as green. Mindfulness can help us to operate more within the green system and also to help us operate more mindfully within the blue system too.

Science has revealed that our brains contain at least three types of major emotional regulation systems. Each one is designed to do different things and also to work together as a system to be in balance and counterbalance.



Emotional Regulation Systems

Paul Gilbert's evolutionary model proposes that human beings switch between three systems to manage their emotions. Each system is associated with different brain regions and different brain chemistry. Distress is caused by imbalance between the systems, often associated with under-development of the soothing system.



Adapted from: Gilbert, P. (ed) (2005). *Compassion: Conceptualisations, Research and Use in Psychotherapy*. Routledge.

- **The threat and self- protection system**

The function of this system is to pick up threats quickly and then give us bursts of feelings such as anxiety, anger or disgust. These feelings ripple through our body alerting us to take action against the threat – to self-protect. The threat system will always overestimate the danger. Our system is on constant alert through the amygdala scanning the environment for danger. It has developed in evolution to keep us safe when danger is present for example, is better to have lunch than be lunch.

- **Incentive and resource seeking system**

The function of this system is to give us positive feelings that guide, motivate and encourage us to seek out resources that we will need to survive and prosper. We are motivated and find pleasure in seeking out, consuming and achieving nice things e.g. food, sex, comforts, status, recognition. When balanced with the other two systems this one can support us towards important life goals. If this system is over-stimulated, then it will drive us into wanting more and more and ultimately to frustration.



- **Soothing and Contentment System**

This system enables us to bring a soothing and peacefulness to ourselves which helps to restore our balance. It is an inner peacefulness that is quite a different system from the hyped-up excitement of “striving and succeeding”. You can access this system through mindfulness and meditation. This system is also linked to affection and kindness and compassion. Affection and kindness from others help to soothe us as adults. This soothing system is a central focus when we are developing compassion. It is also sometimes described as our affiliative or bonding system. It’s a motivational system which works to keep us in relationship with others. We are a social animal and isolation makes us sick. Soothing comes from others – yes – but this system does so much more. It’s why coaching works!

People who suffer from depression will have their threat system on high alert whilst the drive and affiliative system will be low. It is important that we have a balance in all three systems.

Modern society in a variety of ways can overstimulate our threat system and our incentive system (“want more” and “need to do more”) Paul Gilbert states that happiness does not lie in over-stimulating those brain patterns but in balancing our emotions and desires, recognising the ups and downs of life and learning how to stimulate and develop the soothing system. The latter gives rise to peacefulness and helps to regulate the threat-based emotions of anxiety, anger, disgust and depression and the excessive “need” and “want” feelings of the incentive system.

Also, if the drive system is unregulated you can get out of control. This system is usually pulled into line by the threat system.

Our brain is also designed for soothing kindness by others. We have to work on our affiliative and soothing system. Mindfulness can help with this system. You need to work in all three systems and gain a balance as a recipe for a healthy and happy life.

Compassion arises from the balance of the three emotional systems. It is underpinned by the release of natural hormones in the brain such as opiates and oxytocin. When our brains are in caring mentality pattern this brings on certain feelings and ways of thinking and certain behaviours e.g. concern and kindness for others and working for their welfare which is



essential within the context of a coaching relationship. However, it is a brain pattern and can become lost if the incentive/resource feeling or self-protections system is dominant.

We can learn certain exercises such as mindfulness that can stimulate this soothing and contentment system.

3 Affect Model – Reflective question for the Coach

- What happens when a coaching client doesn't get what they want within the incentive and resource seeking model?
- What happens when a client rarely operates from the soothing and contentment system?
- What happens when our client mainly operates from the threat and self-protection system?
- Invite the client to draw their own circles of the model? What size are they in relation to one another? How does a client get into balance within all three systems?



Compassion Focused Coaching

Compassion Focused Therapy is rooted in an evolutionary model of human psychology. It explores the difficulties that the human brain encounters as a result of its evolutionary history. We explore the way in which old motivation and emotional systems interact with newly evolved cognitive competencies and intelligences, causing difficulty and complexity in the mind.

It brings an evolutionary framework to the conceptualisation of mental health problems and their alleviation.

- The human has the ability to self-monitor – this can be a source of shame, anxiety and depression
- The three-affect regulation system (threat awareness & coping, reward & resource seeking, and contentment & soothing) forms complex patterns within the mind
- Early life experiences can shape the organisation of our emotions and underpin mental health difficulties

The components of self-compassion and how its application can facilitate and promote wellbeing. There are fears, blocks and resistances to self-compassion that can occur.

There is an understanding of compassion as flow: compassion to others, being open to compassion from others, and compassion towards oneself. Its important to encourage the use of practices that stimulate compassionate mental states and those that build a sense of the compassionate-self identity.



Compassion Exercises

(Adapted from Gilbert & Choden Mindful Compassion 2013)

Developing a compassionate image or symbol

Settle into your posture with your feet connected to the ground and your back is self-supporting. This is a posture that represents dignity and presence.

Bring your awareness to your breathing and noticing the in-breath and the out-breath. Slightly deepen and slow your breathing and allowing your awareness to flow softly with the movement of your breath, letting it soothe you and to bring you more fully into your body.

Bring your attention to your out-breath and notice how when you breathe out the body relaxes a little and how your centre of gravity begins to drop from your head and into your body.

Setting your intention to play around with developing an image that represents compassion for you (It can be an imaginary person, a real person, God or another deity, something from nature such as a tree or animal, a symbol, even a shape or a colour)

Seeking to bestow your image with positive qualities including Wisdom, Strength, Warmth, Understanding and Non-Judgement. Your compassionate image has wisdom, strength, warmth, non-judgement and compassion through having gone through similar experiences to you. It understands the nature of life on earth. It understands that we all find ourselves with a brain we didn't choose which gets fired up with many emotions, fantasies and worries. It understands that we all share a common humanity. Your image is committed to your well-being and doesn't judge you in any way.

You may like to consider the following questions to help you develop your ideal caring compassionate image or symbol:

- What colours and sounds or anything else are associated with the qualities of: wisdom, strength, warmth, understanding, non-judgement.
- If personified do you want your caring/nurturing image to feel/look/seem old or young: male or female?
- If non-human looking do they look like an animal or perhaps something else from nature, the blue sky, the sea or light?
- How else do you want compassion to look like?
- How do you want your ideal caring compassionate image to sound (e.g. voice tone)



- What other sensory qualities can you give to it?
- How would you like your ideal caring compassionate image to relate to you?
- How would you like to relate to your ideal caring compassionate image?



Loving Kindness Meditation

Checking in with your posture so your back is straight but not rigid and your feet are connected with the ground. Bringing awareness to your posture so it reflects dignity and presence. Take a few deep breaths and close your eyes or gaze in an unfocused way as if you're thinking of something in the distance, relax your shoulders, perhaps checking in with your jaw to check it is not clenched. Set your intention for this meditation practice about taking out time for you and cultivating compassion for yourself and others.

Turning your mind to yourself deserving of love and just doing the best you can. Staying with this. If it is difficult to extend loving kindness to yourself just staying with that if you can try to avoid piling further judgements or evaluations. Perhaps bringing to mind a loved one or pet – something or someone that you have unconditional love for and then moving back to yourself. This is a very important part of the practice and you may like to do this first step a number of times before going onto the next stages.

Now wishing yourself the following:

- May I be well May I be happy
- May I be free from suffering May I have peace of mind
- Welcoming each statement into your heart. Really feeling the message. Notice how you are responding to what is going on for you. Staying with this as long as you wish before moving onto the next step.

The Loved One

Now bringing into your mind somebody you love, perhaps a partner, child, dear friend, pet or creature you find easy to love. Imagine them in your mind's eye. Again they are just doing the best they can. As you did for yourself sending them the following well wishes:

- May you be well
- May you be happy
- May you be free from suffering May you have peace of mind

Staying with this as long as you wish, radiating loving-kindness and good intent to this person.

Someone Neutral

When you are ready extending your loving kindness to someone 'neutral', someone you have no strong feeling either way. Perhaps someone you saw at the bus stop or was in the same shopping queue



as you or post-office or who you saw walking their dog. Bringing them to mind as best you can and sending them the following well wishes and loving kindness:

- May you be well
- May you be happy
- May you be free from suffering
- May you have peace of mind

A person who you are having difficulties with

Now bringing to mind someone you have difficult feelings for. Imagine this person in front of you being their annoying or unpleasant self. Reminding yourself that these are just your perceptions which may have no bearing on reality at all. Tuning into how they like are like everyone else and are just trying to do their best. If they've done something to upset you then trying to find in your heart forgiveness. Staying with meaning them no harm at least. And if you can, sending them well wishes and loving kindness:

- May you be well
- May you be happy
- May you be free from suffering
- May you have peace of mind

All Beings

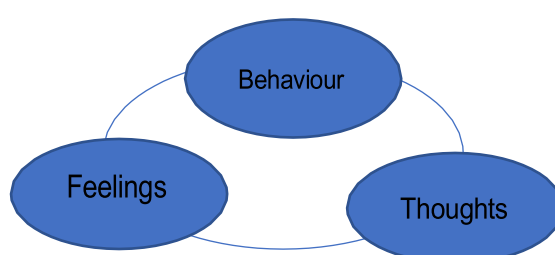
Now extending that same loving kindness to all beings on the planet including your loved ones, strangers and those you find difficult and of course yourself:

- May we all be well
- May we all be happy
- May we all be free from suffering
- May we all have peace of mind

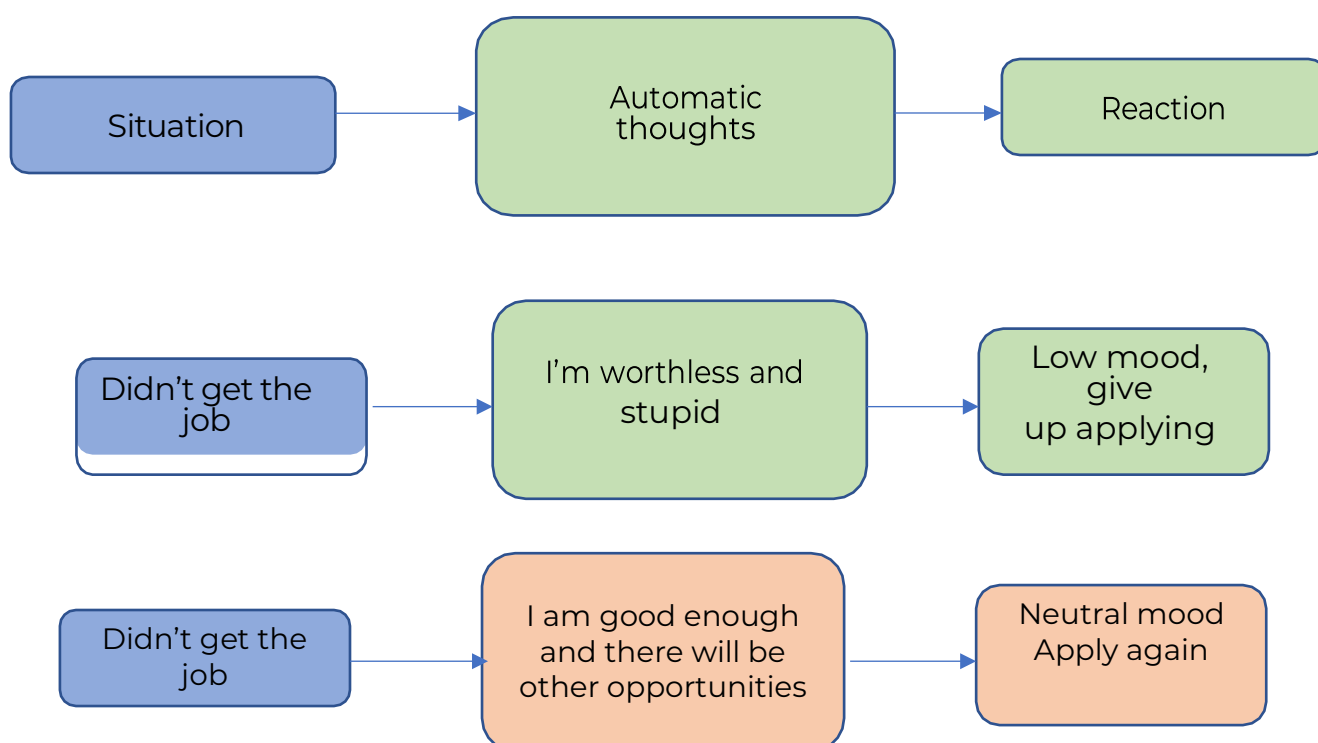


Cognitive Behavioural Therapy (CBT)

- Developed by psychiatrist Aaron Beck, in the 60's. Initially focussed on depression but now has an excellent evidence base for many mental health conditions and is recommended by NICE for many different problems such as anxiety disorders and phobias.
- CBT sits well within the coaching relationship. It is short term, goal focussed, future orientated and promotes growth and independence.
- The underlying concept to CBT is that our thoughts and feelings play a fundamental role in how we behave. Something happens, I have a thought about it, I feel something.



- The goal of CBT is to help the client to make adaptive, instead of maladaptive appraisals of an event; to recognise limiting beliefs, dysfunctional or catastrophic thinking or misinterpreting a situation (cognitive distortion).



- The ABC model

A: Activating Event	B: Beliefs	C: Consequences
Write down the event or situation that triggered your thoughts or feeling.	Write down the thoughts that went through your head when the activating event happened.	Actions – how did you act? Emotions – how did you feel?

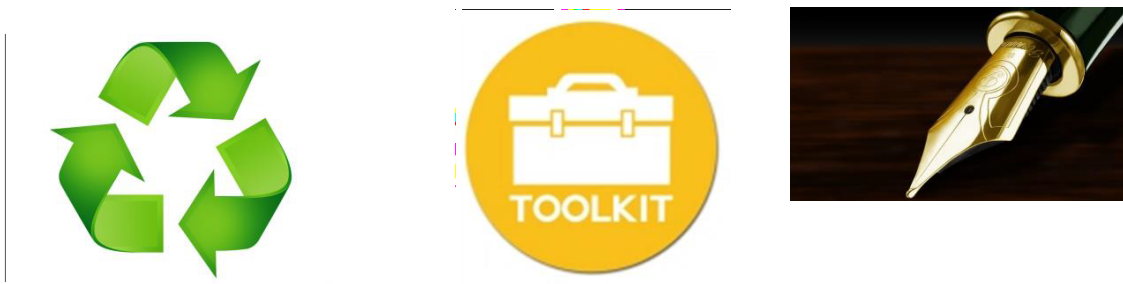
D – Dispute (challenge your limiting belief or automatic thought). What realistic or grounding statement did you use instead?

E – Effect of disputing your limiting belief? How do you feel, or what did you do?



Resilience Coaching

With the ever-changing VUCA environment in which we live and work paying attention to our own and our coachees resilience is vital.



Resilience coaching is about:

Recycling – Helping a coachee understand the impact that change on us as humans. What can you draw on already? How have you build your resilience through your lived experience

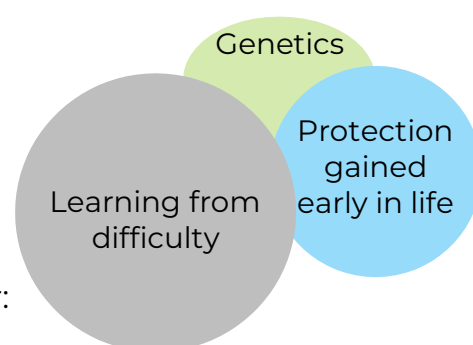
Resourcing – Using models that help develop resilience strategies in coachees

Re-authoring – Creating new learning and insight in order to embed behavioural change and conscious attention to personal resilience.

Our Resilience Mix

We know that resilience is made up of a mix of our:

1. Genetic coding
2. Security in our early life
3. Our own lived experience of coping with life's challenges and disruptions.



In terms of genetics some people have higher levels of serotonin which can make them more optimistic. Some people have lower levels of peptide Y which can increase feelings of anxiety. There is also research into gene NR3C1 (dandelion and orchid gene) which provide some resilience protection. However, this is only a small part (4%) of your resilience mix.

The key here is to understand that you build your resilience through your lifetime. If you have a secure and safe early childhood, you have a good start in terms of resilience. You then continue to build it by experiencing setbacks and moving on from them.

Equally, there is evidence around the “golden child syndrome” the child that succeeds at everything so that when something goes wrong, they have no resilient reserves to draw on and have a significant reaction often leading to mental health issues.



Tools for working with resilience, loss and well-being

There are a variety of tools and approaches for working with resilience loss, or simply to increase well-being and resilience health.

Resilience Timeline

A good exercise to help your coachee reflect on their own resilience and how it has been built is the resilience timeline. It can also be used to help them think about how they deal with any resilience loss for them currently. It helps give perspective.

Timeline Exercise

Draw a line that captures the experience of developing your resilience. Go back as far in life as you wish. On the line mark:

- Significant life events that impacted on your resilience e.g., death, job loss, divorce, business failure.
- Other events which you know impacted on you –these may look small to others, but you found them difficult e.g., feedback from a client, losing a contract, the end of a friendship.
- Events where you could have lost resilience but did not.

Reflect with coachee:

- How have you developed your resilience?
- What qualities and capacities have you acquired which help your resilience?
- Learning that you have taken from setbacks and which you use in your life.
- What differentiates those situations where you stayed strong and those which caused resilience wobble?
- When you lose resilience how do you know?



ADAPT Framework

A framework to help you notice any loss of resilience in your coachee that they might not be bringing overtly to your sessions is the ADAPT framework. It helps you notice key markers that might alert you to resilience loss in a coachee. You can use the framework to have a conversation with your coachee about their current state of resilience.

You can explore each of the themes to jointly decide if there is an aspect of their resilience that deserves attention.

Appearance	Changes in eating, drinking, appearing, weight, energy levels.
Delivery	Ability to make decisions, concentrate, memory loss, rigidity in approach to change, time worked vs output
Affect	Ability to manage emotions, recognise the emotions they are experiencing. Narrow range of emotions.
Purpose	Alignment with work. Clarity on personal purpose. Willingness to move outside of their comfort zone. Able to find supporters for their ambitions.
Ties	Quality of relationships. Connection to values.



Resilience Engine

A resilient engine

What inner engine can we use to drive our resilience and growth?

This is a basic model of resilience – based on Life Times Works Resilience Engine research. This model will give you the building blocks of resilience against which you can assess your own strengths and potential weaknesses in your engine construct!

The Resilience Engine© defines 3 beliefs and 7 attitudes (Inner Resources) that combine to be critical for the highest level resilient mindset:

3 Beliefs:

1. A belief in one's purpose in life – so knowing that you have a purpose and what it is. This belief leads to the highest engagement if represented in the External Goal. It gives us an overarching driving force.
2. A belief is one's own judgement: judgement of other people and judgement of things and situations.
3. Self-acceptance - this is about knowing yourself, your strengths, weaknesses and blind spots and accepting that they are there. Allowing yourself not to be perfect. Self-acceptance also means accepting what is and what isn't in your control.

7 attitudes:

1. Taking full responsibility for self, own actions and responses
2. Doesn't dwell, forgives when necessary, moves on
3. Optimism
4. Grounded & pragmatic
5. Independence
6. Values others and their opinions and contributions
7. Humility – doesn't take themselves or situations too seriously!

We are likely to lock on to some of these beliefs and attitudes more than others because they are enshrined in our neural pathways and hence are habits. For example, we may be highly independent...and lock out the opinions and contributions of others. We may find ourselves wanting to pass the blame to others, the situation etc and lock out the possibility of learning something about ourselves by really looking at our own reactions and actions.

Our habits are changeable, and certainly in growing our resilience we need to be self-aware of the beliefs and habits we have vs. the engine and to see where we can grow/change to leverage greater resilience.

You can apply your RAS by choosing to hold any of these attitudes and therefore developing the neural pathways needed to full hold them. 'Acting as if' we are optimistic...will get us to focus on what is good about something and possible.



“She stood in the storm, and when the wind did not blow her way...she adjusted her sails”

The engine focuses at the other end on a big, ‘external’ goal - an extreme focus on an outwardly facing goal. Total outcome focus! If this goal is linked to an individual’s inner purpose the bond is extremely strong. The key for this to play a part of the Resilience Engine© is that there is a continued and almost ruthless focus on the goal. This focus is so clear that the individual will do anything – including generating somehow all creative options available to them – to solve any problems in the way of succeeding in their goal.

The step change here is to think of your higher purpose and how that connects to your goals – what do you believe is the biggest purpose for you doing your work? Living your life? The key to making this genuinely compelling is for it to feel like your legacy. What do you want people to say about you after you have gone – from work, from life.

Focusing then on this to be your ultimate outcome – ruthlessly prioritising to it can enable you to get perspective around events that happen, to seek the learning from them rather than the trickiness of them, to know what to say no to. This then enables a mindset of openness to solutions coming from unexpected places and keeping a wide compass map.

The narrower our purpose, the more likely we are to be set off course by setbacks!

‘The issue for resilience is the gap between one’s expectations versus capacity.’
Linda Urquhart (participant in original research)

The third component of the Resilience Engine© is an individual’s Adaptive Capacity. This is a sophisticated mix of skills that connect the Internal Resources and External Goal Focus in continuous motion and helps move the individual towards their goal(s) congruently. It is the moving part of the Resilience Engine©. The Adaptive Capacity is made up of three components:

1. Firstly, Perspective – the ability to grasp context and one’s own impact on it and the others within it. This implies an ability to weigh up a number of factors, ranging from how very different individuals and groups of people will interpret a gesture, a set of words or action and to being able to stand back from a situation and see the bigger picture. Finding different perspectives is key – stepping into others shoes, being able to see the situation from each stakeholders viewpoint. And being able to look in on yourself, your actions and understand how they have affected the outcome.
2. The second is Supporting Oneself so that the individual’s energy is renewed and refreshed continuously. A multitude of strategies are available to us and those who purposefully create the time and the habits to build self-care for mind, body and spirit are developing blood chemistry that can support their health and wellbeing, even through stressful times.
3. The last component is a Pacing Cycle – an advanced skill where an individual manages their load accordingly to their capacity on a continuous basis. Most significantly it results in a steady state use of energy rather than high peaks and troughs. Dependencies are ruthless prioritisation and saying no to things which do not serve your purpose.



The bottom line of resilience

Resilience is important to leaders - those that have the highest resilience work hard at nurturing and sustaining it.

Resilience relies on complete Self Acceptance - it does not rely on Self Esteem or Self Liking, rather taking oneself as you are, warts and all!

Resilience relies on a number of deep beliefs and habitual attitudes - if not present innately, building these takes important purposeful work.

Resilience relies on connection with a compelling and meaningful goal

The most challenging aspect for building and sustaining resilience is an individual's Adaptive Capacity

Pacing ourselves – using a steady stream of one's own capacity and energy, even in the face of challenge and setback - involves ruthless rejection of unnecessary tasks, and this in turn relies on extreme clarity and focus on our goal

Resilience is not the same as confidence or strength.

Resilience requires a sophisticated relationship with the need to be in control.

Resilience is built by becoming more in control – of those things that are within one's control. But it also requires a complete letting go of control for those things outside of one's control. This may sound extremely obvious, but the understanding of what lies outside of one's control has to be developed.

Resilience, even at the highest level, needs to be sustained

Women rate their own resilience lower than men. There are 3 common reasons for this: a capacity versus expectation issue; a lack of self-acceptance; and finally, the belief that they are fixers of any problem

There are 10 major reasons for breakdown of the Resilience Engine©. The most common are

- The external goal is not compelling enough
- The '3' beliefs are not fully held
- That individuals' expectations of themselves are out of kilter with their individual capacity.
- That a DIY approach is preferred.



Resourcing Resilience: 4 Ss

One way to think about how you build your recharge zone is to break your thinking up into the 4S's – your Skills Strategies Support and Sagacity or Sayings. What specifically do you do that helps you recharge and build your resilience? You can use this with your coachee to help them think about how they consciously pay attention to their own resilience to also get over the guilt of paying attention to themselves!

<p>Skills</p> <p>The skills you draw on.</p> <p>The things that the person can access at times of need. They can range from the ability to manage money well to the ability to laugh in the face of disaster, or to keep a sense of perspective.</p>	<p>Strategies</p> <p>The actions to keep you moving.</p> <p>Those actions that a person takes to support the goal of moving away from the feelings and thoughts associated with the present difficulty. These can include imposing a timetable on the day to prevent too much time for thinking, going to dance classes in order to have some fun time, volunteering to remind ourselves that we have things to offer to others, or having a weekly massage to release tension.</p>
<p>Supports</p> <p>The props to keep you upright.</p> <p>These are the pit props that keep a person standing when it would be easier to fall down. These include good friends, family, a religious faith, or a yoga class.</p>	<p>Sagacity</p> <p>The wisdom and insight to give you comfort</p> <p>This is the wisdom and insight that a person holds onto. It can come from song lyrics, novels, poetry, spiritual writings, quotes from the famous, that sayings of one's granny or learning from one's own experience.</p>



Use the 4 S framework to help your coachee recognise how they have managed their way back to resourcefulness when dealing with a previous time that knocked their resilience. Encourage them to get forensic about what specifically they did in each of the 4 boxes. Ensure they record what they have learnt from previous times that could be used again. Is there anything that they could make more use of now to support their resilience.



7 Essential Mental Activities for Optimum Mental Health in Daily Life

The Healthy Mind Platter



The Healthy Mind Platter for Optimal Brain Matter™

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Mental Nutrients:	Top Tips:	Do you need to incorporate more or less of this?	What & When specifically?
Focus: tasks, goal orientated	Focussing on your Top 3 priorities for the day. Using a tool like The Positive Planner.		
Connect: with others and the world around us	What are you looking forward to today? What did you enjoy today? Connecting during meal times Phone calls, Video calls		
Play: spontaneous, creative, novel	Colouring in. Cooking. Gardening. Playing instruments. Time with the kids.		
Physical: moving our bodies, aerobically if possible	HIIT, Walking, Running, Cycling, Pilates, Dance		
Time In: quiet reflection internally on sensations and feelings	Meditation (Insight Timer). Mindfulness (Calm). Yoga & Breath work (Deliciously Ella App). Journaling and reflection.		
Downtime: non-focussed, mind is allowed to wander and relax	Music (Serotonin playlist on Spotify), Poetry if too restless to read.		
Sleep: giving our brains rest to recover and repair	Phones – 'night shift' function from 7pm. Do not disturb function when you go to bed. Cool shower & cool bedroom. Empty your head before bed – free writing.		



Systemic Coaching

What is 'Systemic Coaching'?

We live and work in unconscious reference to multiple relationship systems – our cultural, professional, organisational and family relationship systems. Each creates its own loyalties and different experiences of belonging. All these systems are sustained by naturally occurring organising principles. These principles are seen time and time again and experienced as balancing forces that move all human relationship systems towards wholeness and balance. When the organising forces are ignored or violated the system attempts to re-balance itself. This causes the limiting dynamics which have such a powerful impact on life and life at work.

The attempt to re-balance in alignment with the natural forces creates dynamics within and in-between systems. Awareness of the systems we come from and belong to together with insights into the impact those relationship systems have on our clients opens up new horizons for coaches and coaching interventions. When you hold the wider system in view and apply a methodology for respectfully bringing the dynamics to life you are working at a level that's beyond the individual and beyond the visible. Organisation and relationship system coaching of this nature illuminates, clarifies and resolves complex issues restoring balance and health to leadership, team and organisational systems. Systemic coaching gives priority to the system.

A Systemic view of coaching

Peter Hawkins and Eve Turner (2020) in their book 'Systemic Coaching, Delivering Value beyond the Individual' talk about the beneficial impact our coaching has not only for coaches but for their stakeholders, systems and ecosystems. There is a growing body of thought in the coaching community around the wider impact that coaching is making on 21st century challenges and a view that what has made coaching successful in the last 40 years is not what is needed for the next 40 years. Some ask 'what were all the coaches doing while the banks were 'burning' in 2008' during the banking crisis; as many were employed as executive coaches to such leaders. The modern systemic view of coaching is that we should be coaching the connections between the individuals and the wider system. The approach challenges coaches to consider the value delivered to all the stakeholders of the coachee including those they lead, colleagues, customers, partners, their local community and also the wider ecology.

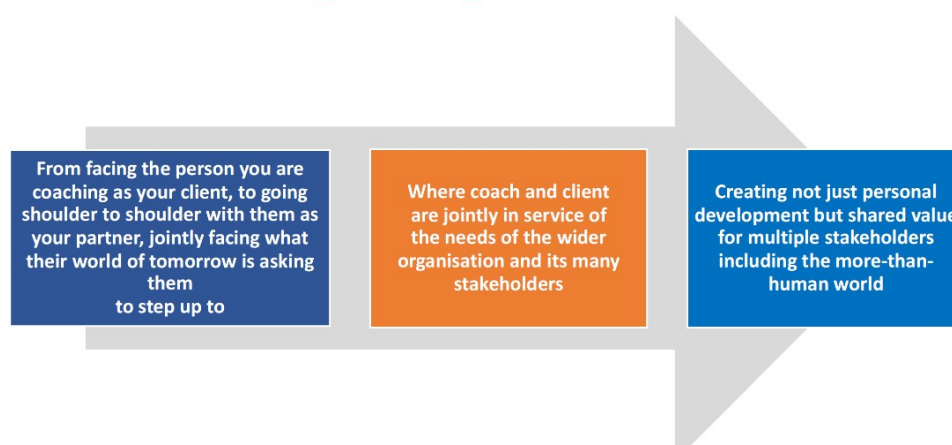


Individual Systemic coaching is defined as:

A collaborative and dialogical inquiry between two people (coach and coachee), exploring how the coachee can learn and develop in relation to the worlds they are embedded within, in a way that creates positive benefit for them and all the nested systems of which they are part:

- It recognizes that all learning and development is relational, between an organism or living system and the wider living eco-systems it is nested within
- In organizations we focus on creating value for the individual coachee, and the teams they are part of, the organizational client they work for, as well as the organization's stakeholders and the wider communities and the ecology that the organization is part of
- Includes and reflects upon the coach as part of the systemic field
- Is in service of all parts of the system learning and developing

The coaching triangle – diadic to triadic



Some systemic coaching questions

- Tell me about you?
- Tell me what you most care about?
- Who and what does your work serve?
- What would those people/stakeholders (human and more-than-human) say is the work we need to do together in this coaching?
- What is life knocking on your door and asking you step up to?
- What might you regret in five years time not having worked on in our coaching together?
- If your stakeholders (name a variety) were in the room what would they have appreciated about the work we have done together and what how would they challenge us to create greater impact and wider value?
- Have we considered the “13th fairy”!
- ??

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Covey's Sphere of Influence

Stephen Covey's Circles of Influence

**If not in my control
what can I influence?**

- Family
- Friends
- Work colleagues
- Work environment
- Home environment
- Coachees



** 7 Habits of highly effective people – Stephen Covey*

**If I can't control or influence
Can I learn to accept it**

- Wars
- Economy
- Communities
- Political decisions
- Behaviour of others
- Weather
- Global events

Is it in my control?

- My behaviours
- My mindset
- My actions
- My outlook
- My decisions

**Avoid a victim mindset – focus energies where it counts and potentially increase
Your circle of influence**



The sphere of influence theory helps coaches manage overwhelm and get perspective over where to focus their energies and to have an awareness of the impact of the system in which they are working and living.

- Accept – these concerns are outside of your control and influence. Try to let these go and focus on what you can influence and control.
- Influence – be realistic about the concerns you can influence. ...
- Control – direct your time and energy towards the elements that you can control.

It helps clients to come up with alternate ideas and solutions. For example filling out the circles with actual people and things, mindsets etc



Coaching in an Organisational Setting

What organisations require from coaches:

Many coaches work in an organisational context and understanding the approach organisations take in managing coaching can be critical in operating effectively as a coach. An interesting start point is the competencies organisations expect of coaches: what do they need their coaching (internal or external) to have? Three core areas are normally required: psychological mindedness; business mindedness; relationship development. (Taken from Graham Lee - Leadership Coaching: From personal insight to organisational performance).

Psychological mindedness

SELF AWARENESS

Coaches demonstrate a capacity to:

- Stand back from own experiences and notice preferences, biases and blind spots that underpin their behaviour
- Give account of their personal history with emotional relatedness to meaning of key events
- Reflect on their own behaviour and surface unconscious motivations
- Examine their feelings, thoughts and reactions, and distinguish those evoked by others from those from their own psychology
- Shift their focus of attention across different aspects of their mental and emotional experiences and entertain multiple explanations for events

AWARENESS OF OTHERS

Coaches demonstrate a capacity to:

- Suspend judgement about a person's feelings, thoughts, behaviours
- Evoke and build an account of a person's history and its emotional meanings
- Understand conscious/unconscious motivation of others & effect on thoughts & behaviour
- Identify patterns of relating from the past that are being re-enacted in the present
- Make links between different domains of a person's experience



Business mindedness

ORGANISATION AWARENESS

- Understand how a business makes money, know about its products and services, its markets and competition, its financial performance and prospects
- Comprehend how the business is structured and the nature of key roles
- Identify where the power lies and how that will influence a coaching assignment
- Read the organisational context for a piece of coaching – spoken and unspoken agendas
- Discern nature/status of key work relationships that impact on manager's achieving goals

BEING BUSINESS LIKE

- Clarify and shape sponsor's goals for a piece of coaching to ensure tangible and achievable
- Manage the coaching contract, specifying and maintaining boundaries
- Shape manager's goals & intentions so that embrace tensions between personal & org goals
- Identify practical assignments & experiments that will serve to translate insights into actions
- Manage the evaluation of the coaching and provide the sponsor/organisation with feedback

Relationship development

- Managing expectations – establish purpose, boundaries, goals, establish credibility, contain manager's anxieties
- Building rapport – active listening, questioning, reflecting, attention to motives, concerns, feelings
- Work with resistance – make sense of conscious and unconscious blocks, make useful interventions where possible building on strengths
- Work with beliefs and emotions – identify, surface and normalise feelings and beliefs evoked from adopting new thoughts and behaviours
- Realise change – translate awareness into practical changes in behaviour, adjusting goals and expectations if necessary, and establishing how learning will be sustained.



At the organisational level, different organisations can take very different views of how best to approach and structure coaching (Knights & Poppleton, Developing coaching capability in organisations). For some the approach is highly centralised. Here there is often an explicit investment in a formally articulated approach, a launch with senior management sponsorship and formal support structures and processes. This may include: co-ordination; skills development; accreditation of coaching; integration into other learning and development processes (e.g. appraisals, personal development planning and talent management). The motivation for this often comes from a lack of perceived control or budget concerns (often expressed as questions about evaluating impact or performance improvement rather than the subtler benefits of coaching).

Others take a more organic, decentralised and emergent approach. There is a deliberate “hands-off” attitude, with perhaps a conscious avoidance of formalising coaching as a specific strategy. Their view is that it is not necessary or even desirable to centrally control coaching and the premise is that expertise that provides guidelines, support, development and supervision appears to work better than prescriptive policies and policing. The table overleaf illustrates the type of activity undertaken by an HR function operating under either the “managing” or “emerging” orientations.



HR activity	With a managing orientation	With an emerging orientation
Holding a clear sense of the purpose and role of coaching in the organisation	Taking an expert role in defining objectives for coaching on behalf of the organisation. Ensuring that coaching activities are aligned to this purpose.	Working with others to inquire into the role that coaching can play in supporting the organisation's objectives. Stating intentions for coaching in this context.
Weaving coaching into relevant organisational activities such as wider development programmes & performance management	Providing guidelines about how coaching links with other processes (for example, PDPs). Designing processes that incorporate coaching.	Fostering connections between coaching and other activities.
Developing the organisation's understanding of coaching: what it is, what is available, and what is the environment that supports it	Creating a clear definition of coaching and communicating this to the organisation. Publishing a set of guidelines to list of resources for coaching.	Supporting the development of a shared understanding of coaching. Signposting useful resources available. Supporting knowledge sharing. Convening groups to learn from each other.
Providing enabling frameworks and structures that are compatible with the chosen approach to coaching and the organisation culture	Creating structures, frameworks and processes for coaching that are managed and sit within HR.	Creating minimal frameworks that may be dispersed around the business for their use.
Identifying external coaches and paying attention to the quality of their practice	Setting up and managing a list of external coaches and matching them to clients. Running assessment and review processes to monitor quality.	Supporting development of criteria for selecting suppliers of external coaching. Connecting internal requests for coaching with potential coaches for line or clients to select.
Supporting objective setting and evaluation of the coaching relationship	Setting overall objectives for coaching offer. Undertaking evaluation of individual coaching intervention with line manager and client.	Providing frameworks that will help objective setting and evaluation.
Managing relationships within and potentially beyond the four-corned contract	Setting up key coaching sessions such as chemistry meetings and review sessions.	Helping communication and connection within the coaching contract.
Understanding and communicating the impact of coaching in the organisation	Undertaking organisational evaluation exercises – presenting results to senior people.	Inquiring with others into coaching activities and fostering sharing of experiences and stories in the organisation.

Knights & Poppleton, 'Developing coaching capability in organisations

The key question is perhaps not which is 'right' but about how much structure is enabling - most organisations adopt a 'tailored middle ground'.



Some of the questions that might help understand how an organisation views and manages coaching include:

- What is the aim of coaching in the organisation and how has this been identified?
- Who is offered coaching?
- How do coaching initiatives fit with other strategies and initiatives in the organisation?
- How do you identify what is the best configuration of line manager, internal specialist and external coaches?
- What role do line managers play in delivering coaching? How do they use the skills they have?
- What is the role of internal specialist coaches in organisations? What skills do they have and how are these used?
- When is it useful to use external coaches in this organisation?
- What role does HR play in supporting the coaching offer?
- What are the processes, guidelines and systems that support the coaching offer?
- What coaching skills are line managers being given in the organisation?
- What development is offered to specialist internal coaches?
- How are the contributions of internal coaches, external coaches and line managers brought together most effectively?
- How are the benefits for organisational performance of coaching initiatives identified and assessed?

Contracting Guidelines

When setting up your coaching within an organisation, it is essential to establish a contract so that all the necessary details have been sorted out and the client work can be the main focus of attention. Effective contracting ensures that a firm foundation is laid which clarifies mutual expectations and enables the coach and coachee to discuss how they are going to work together, within their system.

The same contracting guidelines apply as they do in all individual coaching including boundaries and professional aspects of coaching, the psychological and the practical. Including the organisation in the contract is essential to ensure you help their understanding of coaching as an intervention they are prepared to invest in for their personal. This not only supports the coachee but also helps develop your relationships with the organisation and integrity of the coaching profession.

Triad meetings

An enabling part of the contracting process when managing the organisational expectations, are three-way / triad meetings with the line manager or coaching sponsor (sometimes this is HR). This is often led by



the coach and is a chance to set the scene (be positive!), an opportunity to agree on the process and objectives of coaching, identify how success will be measured (more on evaluation below) and provides clarity on roles, confidentiality, contracting and boundaries. An example structure would be:

Coach – set the scene and meeting objectives

Client – share their (public) goals

Line Manager – What would outstanding look like? What do they want to see as outcome? What is already brilliant? What change are they looking for? How can they help and support? Feedback?

All – how will we measure?

Coach – confidentiality and updating

Evaluation of coaching

Another hot topic in an organisational context is the evaluation of coaching. Rightly organisations are increasingly, looking for a return on their coaching investment. However, in structuring evaluation it is important to be very clear on the question being posed – what problem are we looking to solve? The table below summarises some of the key questions and how data may be collated dependent on the question (Knights & Poppleton, Developing coaching capability in organisations.).



What is the evaluation question?	Data collection method and content	Perspective
How well is the coaching relationship working/did it work?	Review points in the 3 or 4 cornered contract. Conversation or review form	Highly individual/ highly immediate
How well are processes and people supporting the coaching relationship?	Review points in the 3 or 4 cornered contract. Conversation or review form.	Moderately organisational/ highly immediate
Changes in individual behaviour and performance?	Review of individual objectives in coaching contract. Coach and client review process 360 and other review processes involving colleagues and stakeholders (questionnaire or interview based) Personal learning journals	Highly individual/ midterm (3-6 months after intervention begins)
Impact of changes in individual behaviour on team performance and behaviour?	Review of individual objectives 360 and other review processes involving colleagues and stakeholders (questionnaire or interview based) Records of team performance	Moderately individual/ mid- term
Impact of changes in individual behaviour and performance in the business?	Questionnaires, interviews and focus groups involving staff and other stakeholders (including staff satisfaction and organisational culture surveys) Records of organisational performance Review of achievement of specific goals	Highly organisational/ mid term (onwards)
Changes in individual behaviour over time?	Review of individual objectives 360 and other review processes involving colleagues and stakeholders (questionnaire or interview based) Personal learning journals	Highly individual/ long- term (6 months+)
Changes in the organisation which might be attributable to coaching?	Questionnaires, interviews and focus groups involving staff and other stakeholders (including staff surveys) Records of organisational performance Review of achievement of specific goals	Highly organisational/ long term



Creating a Coaching Culture

Assessing your coaching culture – pre-work

Consider the below statements collated from various pieces of research in to creating a culture of coaching and reflect on the extent to which they are correct for your area, or, your organisation (your client's organisation) as a whole.

Assessing your coaching culture	YES	SOME-TIMES	NO
Coaching is linked to business drivers			
• Is coaching integrated into strategy, measures and processes			
• Does coaching have a core business driver to justify it			
• Does the organisation hold the belief that it's not just "what you do" but "how you do it" that enables business performance			
• Is there a belief in coaching and the performance it enables			
Leadership aligned behind a coaching culture			
• Do leaders understand their responsibility for personal coaching			
• Is the predominant leadership style non-directive			
• Are leaders role models for coaching			
• Is there a good balance of internal coaches & external coaches			
• Are people treated as "humans" and led in a compassionate way?			
There is a commitment to personal & professional development			
• Are development opportunities available for both coach and coachee			
• Are people encouraged to be a coachee			
• Are external coaches used to give internal coaches experience of being coached			
• Is coaching used as developmental not just remedial			
• Is there integrated coach training for all			
• After their training, are internal coaches followed up and used by the organisation			



• Are Coaches accredited, certified or licensed			
Reward and recognise coaching			
• Are people rewarded for knowledge sharing			
• Is coaching promoted as an investment in excellence			
• Is coaching and high performance integrated			
• Do top teams have regular team coaching			
• Is there a dedicated coaching leader			
Coaching behaviours are integrated in to the organisation			
• Is regular feedback an integral part of working in the organisation			
• Is there a high level of trust with constructive challenge			
• Does coaching support delegation and empowerment			
• Do people ask insightful & curious questions			
• Are people aware of the broader perspectives in a situation			
• Do people listen empathetically			

What is a coaching culture?

David Clutterbuck & David Megginson describe a coaching culture as when:

“coaching is the predominant style of managing and working together, and where a commitment to grow the organisation is embedded in a parallel commitment to grow the people in the organisation”

Alison Hardingham et al describes:

“a culture where people coach each other all the time as a natural part of meetings, reviews and 1-1 discussions of all kinds.”

Many organisations are focused on building a ‘coaching culture’, striving towards an environment where coaching is the norm in the way that people work and are managed. Hardingham, Brearley, Moorhouse & Venter (The coach's coach: Personal development for personal developers) propose some tips for creating a coaching culture:-

1. Build experience of and belief in coaching among the leaders of the organisation
2. Capitalise on any experience of and belief in coaching at any influential levels of the organisation
3. Get people talking about how coaching has helped them
4. Clarify what a “coaching culture” actually means: what would people



- be seeing, saying, doing and feeling that they're not now?
5. Take a long hard look at the organisation's existing culture. What needs to change for it to be compatible with coaching? Look especially at recruitment, promotion, rewards
 6. Don't expect to "sell" the idea solely on the basis of general research into the effects of coaching. The link between coaching and doing business is still far from obvious to many people
 7. Provide evidence that coaching has an impact on performance. Experiment with introducing a lot more coaching into part of the organisation where its effects can be measured
 8. Demystify coaching: don't let people think it is the preserve of "specialists"
 9. Acknowledge the difficulties of coaching people you work with. Encourage and help people to develop their skills at handling "difficult conversations"
 10. Don't give up! Even small moves in the right direction of a coaching culture can have big benefits.

What do we see with a coaching culture in place?

- A commitment to feedback as an integral part of working in the organisation
- A commitment to personal and professional development and ongoing learning
- Leaders understanding the responsibility for personal coaching
- The predominant use of non-directive leadership styles (including coaching)
- Evident role models for coaching
- Coaching being used as development not purely remedial
- The recognition and reward for coaching and the development of talent
- A high level of trust between individuals with constructive confrontation
- A belief that it's not just "what you do" but "how you do it" that enables people and organisations to perform

Clutterbuck & Megginson (Making coaching work: Creating a coaching culture) further propose six broad areas of focus in building a coaching culture:



<p>1. Coaching is linked to business drivers</p> <ul style="list-style-type: none"> • Integrate coaching into strategy, measures and processes • Integrate coaching and high performance • Coaching has a core business driver to justify it • Coaching becomes the way of doing business 	<p>4. Reward and recognise coaching</p> <ul style="list-style-type: none"> • People are rewarded for knowledge sharing • Coaching is promoted as an investment in excellence • Top team are coaching role models • Dedicated coaching leader
<p>2. Being a coachee is encouraged and supported</p> <ul style="list-style-type: none"> • Encourage and trigger being a coachee • You can challenge your boss to coach • Extensive training for both coach and coachee • External coaches used to give coaches experience of being coached 	<p>5. Systemic perspective</p> <ul style="list-style-type: none"> • Assume people are competent • Organic, not process-driven • Initiatives decentralised • Constructive confrontation
<p>3. Provide coach training</p> <ul style="list-style-type: none"> • Integrate coach training for all • Coaches receive feedback on their use of coaching • After their training coaches are followed up • Coaches are accredited, certified or licensed 	<p>6. The move to coaching is managed</p> <ul style="list-style-type: none"> • Senior group manages move to coaching • Line takes responsibility for coaching culture • Integrate coaching and culture change • Coaching supports delegation and empowerment

BENEFITS OF A COACHING CULTURE

RESEARCH BY THE HUMAN CAPITAL INSTITUTE (HCI) AND THE INTERNATIONAL COACH FEDERATION (ICF) INTO COACHING WITH OVER 900 RESPONDENTS. 17% OF RESPONDENTS' ORGANIZATIONS HAVE A STRONG COACHING CULTURE. OF THOSE:

62%

of employees are rated as highly engaged vs 50% in organisations that don't have a coaching culture.

51% of organizations report recent revenue above their industry peer group...



...and they report improved team functioning, increased employee engagement and increased productivity



Trust, ethical standards and active listening are rated the most important coaching competencies

64%

report a blend of external & internal coaches, and managers/leaders using coaching skills

Coaching is the most common management skill used in organisations developing a coaching culture. Their usage has increased 9% since 2014

16% say their organisations plan to offer managers coach-specific training in the near future.



87%

report that their current training for managers to use coaching skills has been instrumental in building a coaching culture



Leader as Coach

Leadership continuum

‘Leadership is action, not position’ - Donald H. McGannon

‘Leaders don't create followers; they create more leaders’ - Tom Peters

This continuum is a way of reflecting on the styles you use to enable others to follow your lead. It stretches from Directive modes through to Non-Directive methods of leadership.

This model encourages us to consider the appropriateness and effectiveness of leadership for given situations with different individuals. It provides a practical way of breaking down your leadership to understand your natural leadership preferences and areas for development and stretch.

Using this model helps you to develop adaptability in your leadership – giving you a broader set of styles to call on, increased resilience to circumstance and creating greater ownership, responsibility, buy-in and development of the potential in those you lead, directly and indirectly. It stretches you from being clear about the framework within which those you lead need to operate, through to how to advise and then coach them as they grow in experience and maturity, to how to inspire through your presence and the stories you tell.

DIRECTIVE

NON - DIRECTIVE



TELLING

TEACHING

MENTORING

COACHING ROLE MODELLING

The style of conversation, working relationship, ownership of outcomes and ideas, volume of talking vs. listening, focus on whose judgement is best and who is the ‘expert’ are different at different points on the continuum. Hence there are typical actions and benefits to be gained from using each style.

It's likely that you use all of these styles at different times at least subconsciously and knowing how and where to apply them.



Telling	Teaching	Mentoring	Coaching	Role Modelling
Frameworks Boundaries Non-negotiables Givens Policies and procedures Standards Principles Job Descriptions Objectives	Showing Demonstrating Training Practice Dialogue Solutions Monitoring Feedback Measurement	Advising Guiding Sharing – experience and knowledge of wider systems Experimentation	Questioning Listening Enabling outcome creation Opportunity creation Transferring responsibility Feedback about perceived progress towards outcomes Dissolving barriers	'Being' Using body language and actions for impact Creating a direction of travel Advocating Aspirational Using story and metaphor
Benefits: Ground rules Same hymn sheet Where's the bar? Expectations understood Consistency Foundations Quick wins Volume of people in one go Control in emergency	Benefits: Cultural awareness – 'How we do it around here' Performance to a standard One size fits all Repetition – get it in the muscle Confidence building	Benefits: Avoids duplication and re-inventing the wheel 'Learning from elders' - wisdom not lost Growth and breadth of perspective Accelerated learning – efficiency Spring board Creating possibilities	Benefits: Builds individual awareness, thinking and creativity Creates initiative and ownership Builds capacity for self-leadership Unlocks individual potential Removes their specific barriers	Benefits: No conscious effort required to 'inform' Natural alignment of followers to your leadership Reinforcing the vision and whole message Allowing 'followers' to align in their own way to your stories



<p>Application: Set out outcomes, vision, objectives – the framework within which their role, project, piece of work sits Say what it is, how, when and where clearly and succinctly Use when person is new to the role and passing on new information When taking control as the leader, for example, in an emergency situation</p>	<p>Application: For new tasks to the person /a change in task Where the output is standard format Show 'how to' in steps and get follower to show they can perform each step successfully Provide feedback on their performance in learning it</p>	<p>Application: Offer experience and expertise (or refer follower to someone who has these) Describe how you achieved success in the aspect that you are mentoring Suggest ways in which the follower can gain the experience they want/need Provide a wider perspective on how the business as a whole operates Be known as a mentor in specific fields within and outside your and organisation</p>	<p>Application: Enable the coachee to set themselves outcomes Give them 'time to think' outwardly, without interruption Listen attentively, holding the space for the individual to express their thoughts and feeling Ask open questions that will enable the follower to think differently or beyond their current perspective. Help them to describe their options and create an action plan for themselves that moves them forward Provide appreciative and developmental feedback</p>	<p>Application: Purposefully match your words and non-verbal behaviours (including your actions) to give a consistent and intended message Create and take opportunities to inform and inspire others with your vision Tell stories that illustrate your message Be the change that you want there to be</p>
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Consider these questions:

Reflect on your leadership styles within the leadership continuum.

There is an additional leadership styles questionnaire on the portal (Goleman 6 leadership styles: Coercive, Authoritative, Affiliative, Democratic, Pacesetter, Coaching)

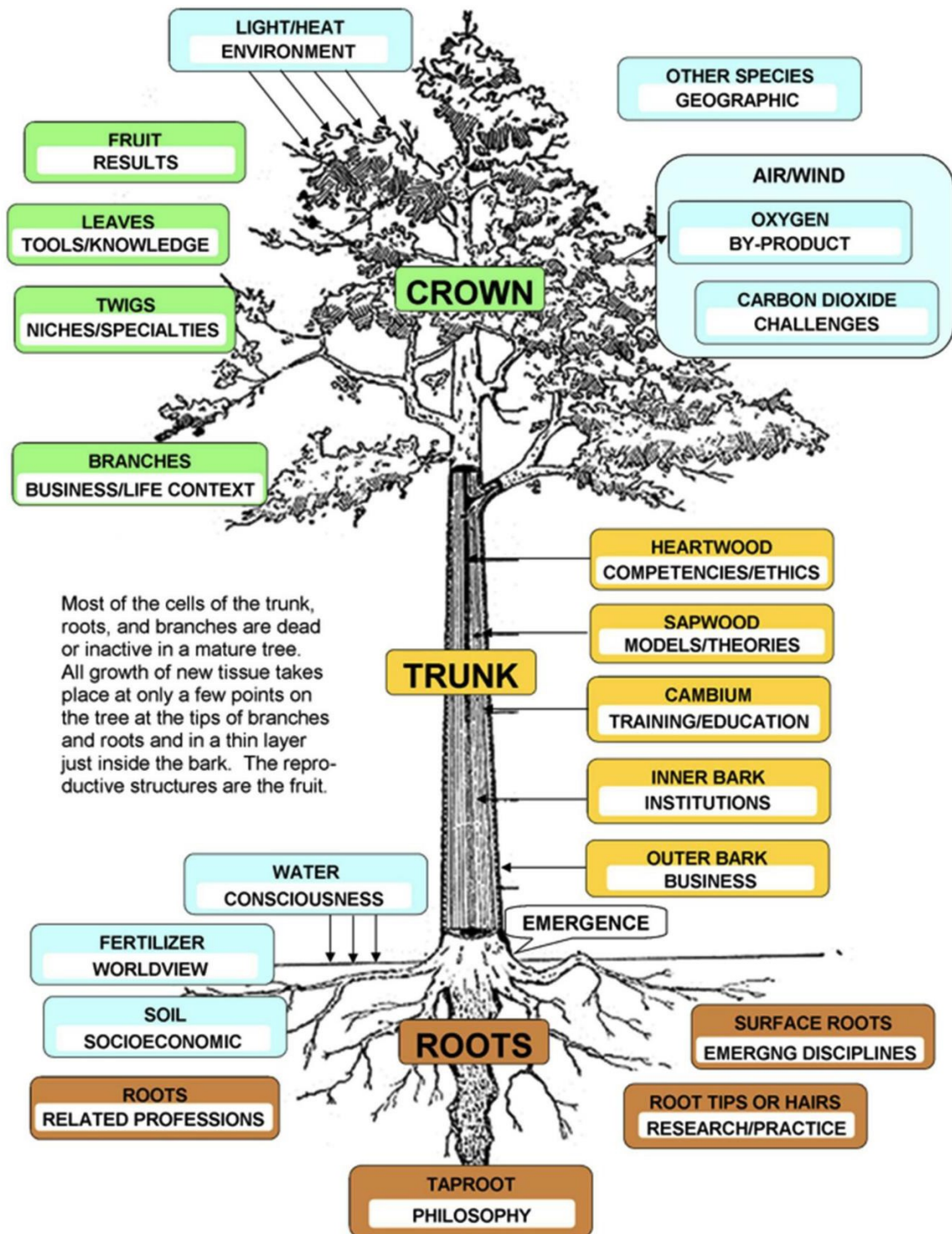
Reflection questions for leaders

- Which leadership style(s) do you feel dominant in your own leadership?
- How do you know this? How could you check? What feedback have you had that might help you understand more deeply? Who might provide an honest perspective?
- In which circumstances are your preferred styles effective? And ineffective?
- Which styles do you rarely use? Advantages of increasing the use of these?
- What is it that each member of your team needs from you to perform to their best? Do they get it (enough)? Would they be open with you?
- Will there be aspects of how it feels to work in the team that will be suffering at present? Which leadership styles could you use to close these gaps?



Your Coaching Signature Style

Figure 2 A coaching tree and its environment



© 2012 Vikki Brock

Sourcebook of Coaching History



Different Types of Coaching

“People are NOT lazy. They simply have impotent goals – that is goals that do not inspire them.”

Anthony Robbins

Why is it useful to categorise Types of Coaching?

The person who is about to enter into a coaching relationship with you might want to know a general definition of what you will be doing with them. It might be useful for them to have some sort of definition, framework or edge that categorises what they will be working on. It may also be useful for you to differentiate different offerings that you make.

What definitions exist?

There are many different definitions and distinctions made by writers about styles of coaching.

I have recently been reading Peter Bluckert’s book “Physiological Dimensions of Executive Coaching” in which he refers to the following 4 as a way of differentiating coaching offerings. I have summarised into my words what he might mean...

Management Coaching

Line Manager Coaching as a way to support people who have to manage others. Exploring the differences in the relationships and looking at how these can be better supported to get a improved performance from the individuals and the manager. Helping Managers perform their role by looking at themselves, those they manage and how they relate to their own boss and to the organisation.

Business Coaching

Working within a business to look at processes, interactions, contracting, blocks and models that might help smooth the internal working in order to improve the external product or service offered to the market.

Perhaps this might feel more like a consultant role. Here the focus is on helping the business perform better.

Executive Coaching

Specifically supporting Executives who are often isolated by their position. Being the listening ear and the challenging friend. Responding to whatever the Executive needs to cope with their role, respond to the board or shareholders, manage their directors, balance their life and maximise their talent.



Life Coaching

Supporting people wishing to make a significant change in their life. Helping people live their best life. Clarifying values and helping people achieve a more personally satisfying and fulfilling life.

Steve Bavister and Amanda Vickers in their great little book “Coach” add the category of Sports Coaching, Fitness coach, Performance coach. Doing more than looking at the physical and exploring the psychological and motivational aspects of sports performance. For many this also includes detailed technical teaching and coaching as well as nutritional advice.

At Fields of Learning, in our various brochures, we break things down to include:

- Career Coaching
- Performance Coaching
- Talent management
- Transition support
- Interim Coaching
- Coaching for those Acting Up
- Communication effectiveness
- Presentation coaching
- Interview Coaching
- Job Ready Coaching
- Team coaching
- Coaching Coaches
- NLP Coaching
- Supervision
- Hypnosis and relaxation.

In all of the above, the boundaries between what is in one and what is in another definition will blur. However, there may at least be some of these that you absolutely know that you

- Already do
- Might one day do
- Will never do

The challenge is to know what else is out there in the market, know what you want to offer, have a way of describing and packaging it to others and to be clear about what you are offering.



What if?

You brainstormed or researched all the sorts of coaching that are out there and began to refine what you want to offer and be able to describe it clearly to others.

Began to define your coaching offering and checked it out with your buddies?

Drafted up your definitions and asked for client feedback?



Creating your brand

'Man stands in his own shadow and wonders why it's dark.'

Zen Proverb

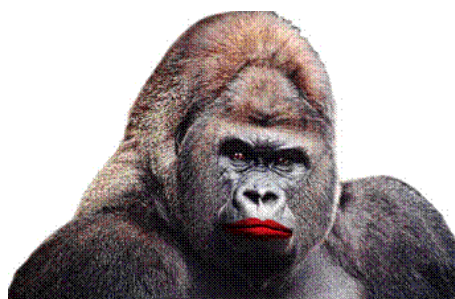
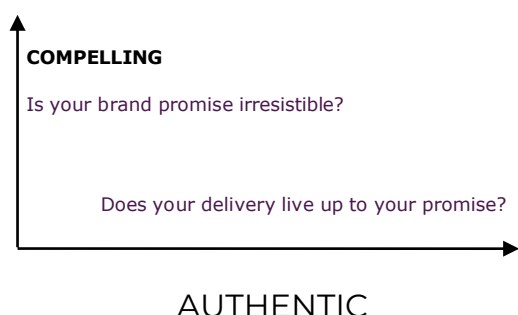
What is your brand?

Whether you are setting up a business through which to run your coaching practice or working within an organisation more as a coach, how you 'brand' yourself will impact the work you are offered. So who are you as a coach?

Why is it useful?

A brand enables others to understand more easily what it is you are about as a coach and therefore whether they wish to engage you. It signposts your identity, values, skills and capabilities and the congruence of these to what you deliver.

Brands need to be both Compelling and Authentic Mismatching the Promise!



Your Brand

Successful brands need to be both compelling and authentic – it needs to be something that people really want to be a part of, and the delivery must then match that promise. If we do neither then we are neither creating a pull for our services or delivering anything that people will want. If we stay in delivering well but not creating a proposition that looks desirable, we are missing the marketplace available to us – or if we promise the world and deliver a small European country we won't be asked back.

So Brand is core to developing and maintaining your business/practice going forward.



How do you do this - exercise

You could use many NLP techniques for developing your brand – on this course so far you've already used collage, developed a business plan, looked at your beliefs as a coach...and all of these come into play when considering who you are and what your brand is.

Here we suggest going for a creative approach – go for a walk with the question in your head, what represents my brand? Notice what you notice externally to you and internally within you. Bring back something that represents to you what your 'brand' is all about – it can be tangible or intangible, an object, a feeling, a picture, a sound or song...whatever comes to you.

Now use this metaphor to develop a 1 minute introduction to who you are and what you do that represents this brand – imagine a networking event or you are in a lift with a potential client and you have this small amount of time to get them interested enough to ask for more information....what do you say and how do you say it?

What else can you do?

Developing your brand – use the logical levels to assess the congruence of all aspects of your brand from the purpose to the products and services you deliver, from the values your work espouses to the places/people/groups you work with. What do you notice needs adjusting?

What differentiates you? If you know that you are likely to be competing for work - say responding to tenders, you need to be clear about what it is you do that might differentiate you from other suppliers and this needs to be congruent with your brand as a whole.

Funnel for focus

Of all the things you could do....what is the very essence of what you do best?

What is it?

A simple process for reviewing what you can take to market.

Why might it be useful?

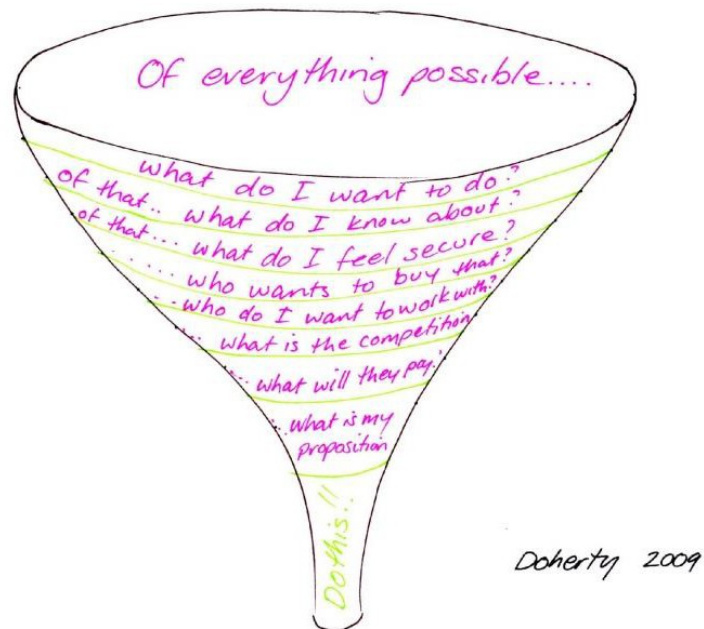
It is a simple error when we are an enthusiastic new coach to say "I can do anything"; when someone offers you a piece of work that is not your talent or cup of tea to just say "yes"; or you get stuck doing something that you



don't really believe in or want to do.

How do you do this exercise?

Work through the questions below and see what drops out for you.



What if?

You used the same metaphor with your coachees when they need to distil where their energy and attention goes. Just amend the questions to suit your situation.



What is a coaching philosophy?

Philosophy is defined in the Oxford Dictionary of Philosophy as 'Human thought become self-conscious'. A Coaching Philosophy is a way of describing the various facets of how you are as a coach – capturing this in the conscious mind rather than the unconscious.

Working on your own philosophy will help you to understand more broadly and more deeply the coach that you are and will support you in your practice. There is no right or wrong here and your philosophy will probably grow and adapt as you learn and experience more. Insight into your philosophy will almost certainly be heightened through supervision.

When you are looking for accreditation through the professional bodies for example the Association for Coaching they will ask you to describe your Personal Coaching Approach/Philosophy. They ask you to explore and describe what informs your coaching and how this manifests in your individual approach to coaching – the essence of how you work. They break this down into the following two bullet points:-

- Identify and explain your unique style of coaching
- Demonstrate how your coaching is informed and influenced by theoretical models.

They also clarify that you describe your approach to coaching from the beginning through to the middle and to the end and also to ensure your description reflects how you coach in practice. Some Coaching Bodies ask you to discuss your coaching philosophy at a panel interview (e.g. Association for Professional Executive Coaching & Supervision APECS)

We share two examples of a Coaching Philosophy – notice the different ways they can be used:

- Jill Savage (an associate of Fields of learning and ex CM facilitator) - she composed hers for her application for accreditation with the Association for Coaching which reflects the eclectic mix that she uses for her coaching practice. This is written for the benefit of the coaching body thus a significant focus on the approached and theoretical underpinning influence for her practice. To become an accredited coach it is important to hone your philosophy in depth.
- Jacqui Fairbrass – she wrote this as part of a business proposal for a 12-hour coaching contract with a new General Manager, 6 months into an organisation. This is written for the benefit of both the coachee and coaching gatekeeper (HR buyers) thus a hybrid of a 'coaching contract' and a philosophy for a marketing and contracting purpose. This would not suit an application for



Accredited Coach.

In both cases, the purpose is to allow the reader to gain an understanding of your coaching style, approaches and influences that make you the type of coach that you are.



Coaching Philosophy Examples

Coaching Philosophy – Jill Savage

My philosophy of coaching is one which enable clients to tap into personal potential so that they can live more fully. As an executive coach that means to allow my client to imagine what a fulfilled life would look like at work, examine the options available and make an informed action plan. My coaching offers a reflective space for the client to examine their approach to their role, where they are stuck and to imagine the possibilities beyond the limits they might have imposed. Coaching is a powerful process for personal change and ensuring long-term sustainability for the learning. I believe in providing challenge and support for my coachee to raise awareness and deepen the learning in order to arrive at an action plan which supports them to create a future they deserve.

I sometimes use the coactive model around the themes of fulfilment, balance and process in order to increase the client's awareness and help to clarify what is important to them in life and in particular at work. The benefits to the coachee are that they are clear about their values; it allows them to experience different perspectives to any problem they bring and to explore what they are feeling about a particular issue. All this helps to deepen the learning and helps facilitate an action plan. I might also use a solutions-focussed approach which can help the coachee get clarity around action in a positive and affirmative way. I use the Transactional Analysis model to help my clients increase awareness around self and others. I find that the occasions where I have shared a model from this psychotherapeutic approach it has helped the coachee make conscious their unconscious process which enables new learning, fresh thinking and ultimately more options. I also use a Neuro Linguistic Programming (NLP) approach so my client can unearth limiting beliefs and transform them in empowering ones and where they can reframe a situation and call forth their own resourceful state.

Part of my philosophy as a coach is to be deeply present for my client as we explore uncharted waters together. I believe wholeheartedly that it is the strength of the relationship that contains the success of the coaching where the trust between us provides a safe container for taking risks, experimentation, shining a light in dark places, provocation, work in the challenge zone and essentially breakthrough and new ways of being. I am mindful with my client as I work with present moment awareness. Sometimes I will share a mindfulness practice with my client to support their own centred and mindful state, so they can explore their wise part and call forth the insight that is going to make the difference to them.

I am currently deepening my knowledge and approach with neuroscience as a coach and working far more with my client's personal history so behind their narrative I can explore their emotional patterning and surface out the influences that has made them the person they are today. I will explore with



my client how we can create systemic change in their brain. I am sensitive to the psychological well-being of my client. If the help they need is greater than my coaching remit then I would refer them to the appropriate person for support.

I typically find that the GROW model is the one that underpins the flow of coaching. The coachee will determine their goals for each of the sessions. Through exploration and questions my client will look at their current reality, what options they have for change and then decide on the best course of action. I work in a non-directive way as a coach using questions that may be a provocation or help to shine a light on the topic at hand. I will however share a tool or concept with my client if this might support their understanding and bring the unconscious process into consciousness. Therefore, whilst the magic is at the non-directive side of the spectrum I will flex my style occasionally towards the directive end if this is in service of my client.

Before I meet my client I will have contracted for: number of sessions: costs: appointment and time-keeping: confidentiality and cancellation notices. Where other stakeholders are involved I ensure they are clear about how the process of coaching will work. Depending on the context for the coaching, sometimes I send out a self-discovery booklet prior to our first session which includes wheel of life, key areas of focus for the coaching and a peak experience exercise to illicit my client's values. I might also send out the MBTI step 11 for pre-coaching work.

At the first session we would spend some time building rapport and getting to know each other and explaining what coaching is, its ethics and how it differs from other interventions. I would go through the pre-course work as outlined above. The key to this session is for my client to be clear about the overarching goals for coaching and how I might serve them best to attain their BIG agenda. I will also contract around how we can make our relationship powerful. I would inquire into my clients learning styles and how I might challenge and support them, hold them to account and generally work with them in the coaching alliance to maximise their learning and get them into action. I would examine how they might sabotage themselves and if relevant I might give them a copy of the book 'Taming your Gremlin'. I would also ask my client to define what success looks like against their goal setting.

For the intervening sessions my client would set the agenda and I would work with them using the theories, models and techniques that I have outlined earlier. The key here is to stay curious, track the client and use my intuition. For each session there would always be an action plan and the first part of the following session would be to follow this up. Sometimes I might set an inquiry question for my client at the end of the session. I would always self-manage myself; tune out the interference in my head so I can attend to my client. Between each session I suggest the clients writes up reflective notes on their learning. At the penultimate session I would encourage my client to focus on sustainability, reflect on their learning and plan to share with me how they will maintain the level of change they have experienced.



At the final session we would allow time to evaluate the benefits of the coaching. I might prompt my client to remember the success factors they drew up and to assess the achievements against these. I would also reflect what I had noticed during the coaching sessions and feedback how my client has developed. I would explore my client's future development and how they might sustain their learning and commitment to change.

Coaching Philosophy – Jacqui Fairbrass

My Style and Approach

I like to bring warmth, vitality and attentiveness to unlock and enable your greatness. I like to help leaders find direction, alignment and commitment, and to help them find their compass, to think differently and to push the boundaries for their organisations, particularly during continual change.

I believe the purpose of coaching is to enable the greatness of others; enabling others achieve their full potential to live more fully. My coaching offers a reflective space for you to examine your approach to your role, where you are stuck and to imagine the possibilities beyond the limits you might have imposed. I believe you have all the resources you need to achieve your outcomes and my role is to help develop and increase that resourcefulness. At the heart of our coaching is the principle of choice; we may not be able to choose what happens to us, but we can choose how we respond. Our purpose working together is based around change; through increased awareness, the ability to make choices explicit and close the gap between what you are capable of doing and what you are currently doing.

How I like to work with you

I prefer to coach leaders in a location away from their place of work or in the outdoors (dependent on weather). Away from distractions allows a greater quality of thinking and better presence and focus. I have a creative approach and use metaphor, imagery and brainstorming with coaching techniques, and using non- work space or the outdoor environment also serves as a useful anchor to the support the memory muscle for change.

I use a range of methodologies and some psychodynamic approaches including Neurolinguistic Programming (NLP), Transactional Analysis, systemic team dynamics, the exploration of Time to Think (Nancy Kline) and the neuroscience of coaching. I often take some time to tap into the childhood story where it is in service of future actions to address blockages and limiting beliefs and face our leadership shadow self.



I see our relationship as one of equality where I am deeply present with you so we can explore uncharted waters together. I believe wholeheartedly that it is the strength of the relationship that contains the success of coaching where the trust between us provides a safe container for taking risks, experimentation, shining a light in dark places and working in the challenge zone to breakthrough to find new ways of being, tackling challenges and bringing fulfilment.

To help with your coaching philosophy and explaining yourself (in discussions, marketing etc)

Example coaching definitions used or created by past FoL CM coaches

- Enabling others to explore their own goals
- Unlocking a person's potential to maximize their own performance (Whitmore 1996)
- A process that enables learning and development to occur and thus performance to improve (Parsloe)
- The art of facilitating the performance, learning and development of another (Downey)
- To enable you to move from A to B to achieve your goals through relevant questions
- A dialogue for you to explore and set goals, tap into your wisdom, increase your awareness and take action
- Coaching is helping people to create their own unique recipe for personal success
- Helping someone to move from where they are now to where they want to be. To do this more quickly and effectively than if they acted alone. (The Coaching Academy)
- I don't know if you have any experience of coaching? I as a coach and my colleagues are very keen to engender a positive coaching culture. I'd like to say a little about what we feel coaching should be and equally, what coaching is not. We wish to emphasize that coaching is not a form of remedial or performance management intervention. Coaching is a support tool to help high performing and successful people to be the best they can. Neither is a coach some form of guru. The intention of coaching is not for the coach to be a source of wisdom or the provider of a directive albeit well intentioned solution. The job of the coach is to support and challenge the client in seeking their own solutions through helping them to develop a greater understanding of their own needs, strengths, skills etc.
- Primarily a short-term intervention aimed at performance improvement or developing a particular competence. (Clutterbuck 2003)



- I am an experienced executive coach supporting and challenging leadership in the 21st century
- I co-create healthy businesses with their owners
- I'm a certified professional coach and I help people to find and be their best self
- I'm an executive coach engaging head and heart to enable transformation
- Supporting Clients to maintain their resilience during transitions and in challenging contexts.
- I'm an executive coach helping you to be your most confident self
- I'm a warm, empathetic and experienced leadership coach, helping clients with stress and resilience
- I am a coach who is passionate about working with teams and individuals to unlock their potential
- I am a professional certified coach with a senior business background, who is passionate about leveraging performance.
- Trusted and experienced coach helping you transform your leadership, influence and confidence
- I coach leaders in professional and leadership development, transition and burnout challenges
- Helping new leaders, CEO's to top teams be effective, confident and successful
- A leadership coach who enables individuals, teams and organizations be the best they can be
- Transformational coach who connects you with a deeper understanding of self
- Outplacement and career coach and strategic sounding board for business coaches
- International coach, leadership communication specialist enabling leaders to align their impact and intent
- Passionate executive coach who is about supporting professional individuals to lead authentic and fulfilling lives
- Passionate about working with individual and teams to achieve more potential
- Asking the right questions to get you thinking critically, constructively and positively
- A coach who masterfully challenges and supports leaders to liberate themselves and their people
- Helping people to realize their potential they didn't know they had
- I am a coach who helps individuals to find their purpose and achieve their goals
- I coach executives and leaders and staff. A "tenacious" coach. Expect challenge and support.



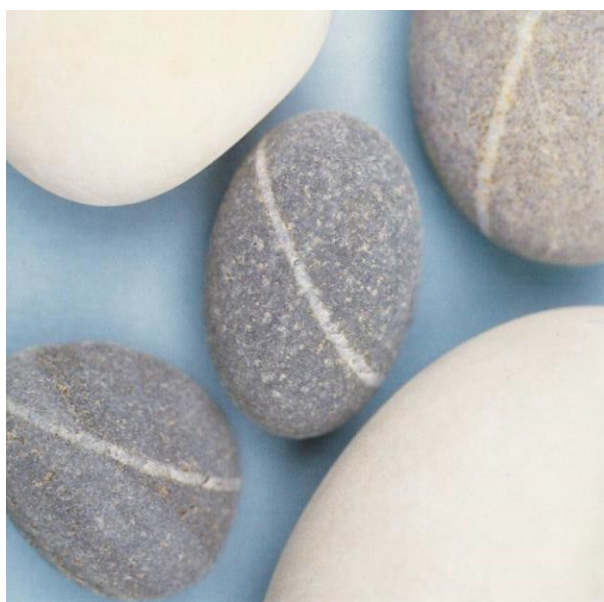
Bridging

What is Bridging?

This concept of bridging focuses us on when we need to move from one state to another; when to move a coachee from one part of a session to another; to move a prospective customer from one part of the business discussion to another.

Why is it useful?

It helps us to realise not only what the stepping stones in a process might be but to also have strategies and approaches that lead people to take the step from one stone to the next.



Detailed what

Your task as a coach is to listen and observe and be aware when there is an opportunity to LEAD into the next phase. The Coachee is unlikely to lead themselves. However if you miss your cues, or are too slow for their pace, they may do exactly that and then you are following and they are self coaching. We wonder then what you are being paid for in a situation like that.

Using your full sensory acuity, antennae and intuition you will sense when it is time to propose to move on. You must make a bridging move that will help them take the next step. In doing this you can combine-



- Visual cues. A movement that acts as a visual marker, like standing up or raising your hand or moving position or turning a page or closing a book.
- Auditory cues. Change of pitch, volume, tone. Use key words or phrases like “Right, wouldn’t it be”
good if we did something about that now?” “Now we are ready to progress” “Let’s move forward towards resolving this”
- Kinaesthetic cues. A gentle touch of the arm; an already anchored movement to indicate change; a step forward with them or any movement or action that generates moving on. You may want to take their hand for example.

Your aim is that what you say, the way you say it and the movements you make are all congruent with the message that it is time to, and they are ready to, make progress.

How - exercise

Some of the skill in making these bridging moves can be choreographed by you until they become second nature.

Working with a partner think of a real or imagined scenario where you wanted to move a coachee on and may have missed the moment. Recreate that scenario up to the point just before the bridging action could have been made. Freeze frame there. Now choreograph the words, tone, and body movement that could have provided a bridge. Get your partner to role play the coachee and give you some feedback on what experiencing that would be like. Adjust your choreography and do it again. Swap with your partner and rehearse their bridging ideas.

Finally think of interactions with clients/customers where you had wanted to move on the agreement to engaging you in a business sense, and then choreograph bridging strategies, get feedback, and adjust.

What if – challenge

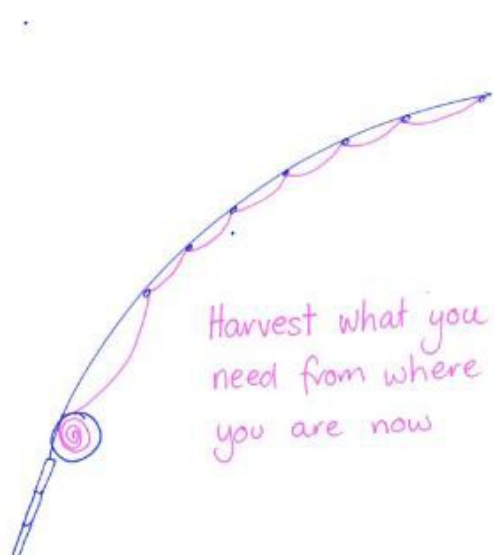
- You review after a coaching sessions what bridging moments you did use and assess if they went well or if you could adjust them in future?
- Ask coachees about how they felt in bridging moments?
- What if you had someone observe your coaching and give you feedback?
- You discussed with your supervisor how you feel in the transition or bridging stages of your coaching?



Harvesting

Often with coachees they are keen to move to a new scenario in order that they can reap the rewards that they want in the future. There are many techniques available to you to explore these such as values hierarchy; well formed outcomes; logical levels; act as if; and any others that you prefer to use.

Once people have been able to describe what it is they want to move towards are sometimes become even more discontent with the current situation. In our experience, however, prospective new employers or partners need to have some evidence of the desired future behaviour, skills and capabilities and knowledge being evidenced in the now.



How to harvest what you need for the future from the now.

The invitation here is to invite your coachees to look at how they can ask for what they need in their current situation that will meet their aspirations. For instance, many people say they want to have a more strategic job

- in which case they could ask in the current scenario to be allowed to join a strategic project. This can be a win-win in that they will be amassing experience that they can take to the next job and building their skills at the same time as making a more motivated contribution to the current situation.

There is no complicated technique here just to invite your coachee to look at all the ways they can get what they want for the future from the current scenarios.

In our experience this has often meant that people find that they can in fact again all that they aspire to without having to move.



Endings

Getting the ending right in a coaching relationship is particularly important as you only get one opportunity to do this and ensure that the client is in the right place to move forward without you. It can often be an emotional time as you reflect on the things that have happened during the time you have worked together. The final coaching session is typically quite different from a regular session, in that there are a few key things for the coach to cover – in a similar style to the contracting session.

Typically it is helpful to cover the following topics:

1. Celebration and recognition. Acknowledging the ending of the relationship brings a way of collecting all the great things that have happened along the way, and potentially the things that did not work so well. Encourage the client to celebrate the ending of this time in a way that feels right for them – it might involve family members or close friends or work colleagues or it could be something that is just personal and pertinent to them on their own.
 Ideas
 A meal out
 A walk to a place that's important to the coachee
 The coachee writes a poem to themselves
2. Feedback to each other. Take time to give and receive really heartfelt feedback – this can be quite a cathartic process, enabling the coach to understand where their real value was in this relationship and for the coach to appreciate the qualities of their client that they have observed over the course of their work together.
 Ideas
 This could be verbal or you could document it in some way
3. Discuss the future needs of the client and how they will find support when they need it.
 Ideas
 The coach could send the coachee a post card with some of these support ideas on
4. Contract for what your relationship will be in the future, and what sort of contact you will have, if any.
 Ideas

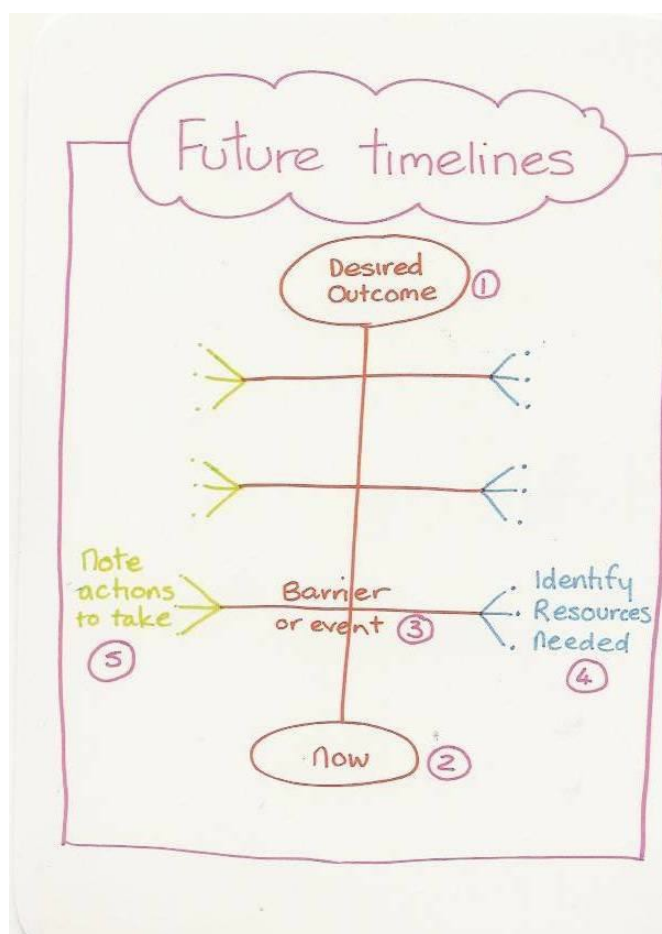
Diarise any future check in



The Future Timelines

This technique is a culmination of much that you have learnt and will bring your future choices clearly into view and enables you to make the decision that will be right for you in achieving a significant outcome that you want.

In working through this technique you will be using the skills of outcome thinking, resourceful states, anchoring and enabling beliefs. You will consider the leadership styles that are needed at different stages and you will really experience the 'you' that you need to be to achieve the things that you really want to achieve.



Here is the technique for forward timelines for your own use, or to coach someone else through this remarkable process.

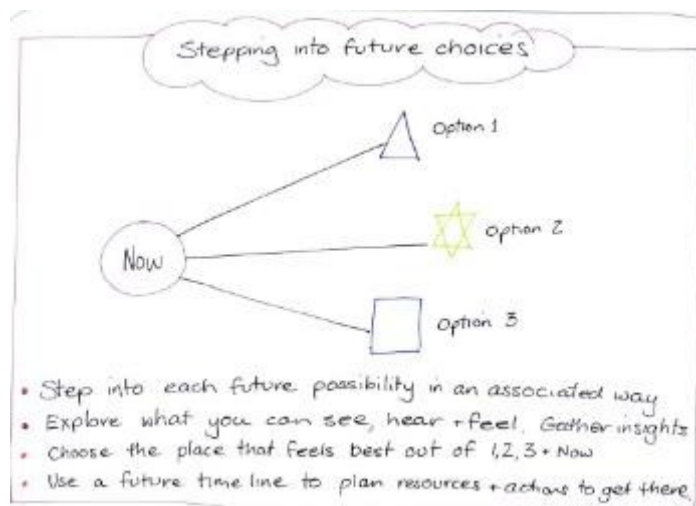
1. Generate the outcome you want for next year to be successful.
2. Find an open space or large room and identify a spot for now.
3. Step into “now” and briefly associate with how things are at present.
4. Decide which landmark represents your desired outcome and walk to this place and identify an exact spot that will represent this outcome being achieved.
5. Step into this spot and fully associate with the experience of this outcome being achieved and being really good. Take time to get the full experience. What can you see, hear and feel. What do you notice about the achievement?
6. Now turn back and consider the journey you will have made to get here and see what the key hurdles, milestones and steps will have been.
7. Step off the spot, break state and walk back to the “now”.
8. Designate a timeline between “now” and the location of desired outcome.
9. Step onto the line at “now” and begin to walk on the timeline towards your outcome until a barrier/issue is perceived. Identify the internal resources you would need to get you through this barrier. Step to the right of the line and recall a time when you had the resources and associate into that resourceful experience. Step back onto the line with resources and describe the key actions to be taken and record these.
10. Continue to step forward along the timeline to identify barriers, resources and actions (at each barrier repeat 9) Coach records all until outcome is reached and again step into it and experience it fully.
11. Now step out of that experience and walk back parallel to time line and get the coachee to walk down the line again re-experiencing all they have decided to do in steps 9 and 10 using notes as a prompt. Do this as often as person wants and this should be a minimum of 3-5 times.
12. Homework. Coachee to write up journey, barriers, resources and actions in their own hand and words. When this is done, write up the first actions to be taken in detail and have a very clear plan of what they want to do, how they are going to do it and how to get the chance to do it.

Enjoy the motivation and momentum that flows.



Future Choice Points

Once you begin to work comfortably with timelines you use them in all sorts of different ways.



We have illustrated this approach as the case study beginning on page 318 of the Leader book. You can read the story of Anna.

How to use future choice points

- The essence of this technique is to use spatial anchoring to get clients to first step into a space that they would label “now” and being able to give a description of how they experience the current situation.
- And get them to nominate at least three different choices for the future.
- Invite them to imagine these three choices in three different locations. If you were working outside you may choose natural landmarks such as a tree, a Bush or a pathway for instance.
- Get them to label each location as one of the choices. E.g. the choice to go for promotion; set up my own business; getting new job in a new location.
- Then invite them to understand in each location and fully associate into what this successful outcome could be like. Imagine all the advantages, challenges ecological changes that will follow, other people who will be involved, what the energy would be like etc. It is a very detailed “act as if” of this choice.
- Once they have done all three invite them to come back to the space anchored is “now” and look at the three locations and decide which one feels the most magnetic and attractive. Perhaps you may need to encourage them by saying if you had to choose only one which would be the one?
- Once there aware of their preferred choice you can then take them through the detailed future timeline process earlier in your notes.



- It may also be useful to do this for the second and third choices or to set this as homework for them.

The overall outcome of this exercise is that they have fully mentally explored the options and have a strategy for moving towards the desired outcome.



Integration REVISION Exercise

Coachee story snippet - what coaching intervention might you use?

1. Your coaching client wants to get a sense of what their five-year plan might look like in the business or out of it?
2. Your coaching client is really suffering with stress and resilience at the moment and is looking for some support from you their coach.
3. Your coaching client is not sure what their purpose is and would like to explore this in the coaching relationship.
4. Your coaching client has a difficult meeting coming up with their manager about resourcing and is wondering how they can influence them.
5. Your coaching client has a presentation coming up that they are feeling very unconfident about.
6. Your coaching client has just been promoted to Director and you are supporting them in their first 100 days.
7. Your coaching client has the belief that “they are not good enough” and would like you to work with them on this.
8. Your coaching client is not able to engage all of the team and has received feedback about being blunt and insensitive
9. Your coaching client isn’t impactful in senior leadership meetings, fails to make eye-contact and is hesitant when delivering a point. This impact is what is standing in their way of promotion.



10. Your coaching client is a leader and wants to be more rounded and more confident
11. Your coaching client wants to increase their confidence to develop more challenge in their style and deal with conflict comfortably
12. Your coaching client is looking to develop their emotional intelligence including the ability to manage self and in relation to reading the room.
13. Your coaching client wants to be able to deal confidently with the change and transformation that is taking part in their organization
14. Your coaching client wants to get a sense of “what next” in their career
15. Your coaching client is a board executive who lacks skills and belief to get their ideas and plans approved
16. Your coaching client has been with the organization for over 20 years and wants to explore whether to stay or go.
17. Your client’s team doesn’t seem to listen to the plans made and do their own thing.
18. Your client is working on his career development plan with his HR business partner and wants coaching to establish the key aims and also then with implementation.
19. Your client has challenging relationships with one of his peers/direct reports/boss and wants to improve these.



Coaching Documentation Closing Contract

As we have reached end of our coaching assignment, this process is an opportunity for you to reflect on the changes or decisions that you have made in your coaching and the progress that you have made towards achieving your original outcomes. It will also explore what you will need to sustain these changes into the future.

This step in the coaching process is perhaps more important than it appears. The process of consolidation completes the learning and dramatically increases your probability of successful long-term change.

This review also includes my request to you to give me feedback on the effectiveness of the coaching you have received. Your answers to the following questions will help me to continually monitor and improve my work, so thank-you for your input!

1. Before the coaching started

- a. When you came to coaching, what did you hope to achieve?

- b. Where were you as a person at this time?

- c. What were your impressions or expectations of coaching before you started?



2. Your coaching results

- a. How did you do against your coaching outcomes?
- b. What did you achieve that was a bonus?
- c. Where are you as a person now?
- d. In what ways have you changed?
- e. What did it take for you to make these changes?

3. The coaching journey

- a. What were the key events during your coaching programme?
- b. When was the coaching working best for you?
- c. When did you find yourself struggling with your coaching?



4. Looking ahead to the future

- a. What does your future look like right now?

- b. What objectives will you set for yourself going forward?

- c. What have you learnt from the coaching process that you can now apply to meeting these?

- d. What will keep you on track?

- e. Which areas will require your constant attention?

- f. What is possible for you now?

5. Feedback on the coaching journey

Having considered the above I would welcome your feedback on how effective my coaching of you has been.



- a. How effective has the coaching been at facilitating you to meet your outcomes?
- b. What has been the most enabling thing about my coaching of you?
- c. What has been the least enabling?
- d. How would you describe the coaching you have received from me? What has it been like for you?
- e. Would you recommend me as a coach to others?

