



Coaching Mastery 23

Module 1: Coaching Context & Fundamentals

Day 2



Fields of
Learning

Agenda Day 2 – Contracting in Coaching

Times	Activity
0900 – 1045	Check in, Beliefs review Questions in coaching Buddies & supervision groups AC competencies
	Break
1100 - 1315	Outcome thinking in coaching – well formed outcome model Life Wheel / Life Pie Pairs coaching practice
	Break
1400 - 1515	Arrival states Barriers to Coaching Ethical Dilemmas Introduction to contracting
	Break
1530 - 1730	One to one contract Organisational contracting Contracting case study 3 way contracting - BLUE ORCHID

2



Check In

- What stayed with you?
- What is distracting you?
- What do you need to do to park it?
- What are you curious about today?



Stayed with us

15 min coaching → power ✓✓✓

Trap of being in 'story' too much ✓✓

What are we curious about?

Overlap - how to manage that?
in own profession

Handing over control to ^{resistant} defective staff
↳ using this \bar{c} staff who don't want to change

Nice group

5 minute listening exercise

Advice Monster



27/01/2017

Curious for Today

Coaching Style

Balance : Logic

Engaging the unachieving

Finding more

Values & Ethics

The How

Learning more

Structure v Flexibility

Next steps

The starting process



Supervision Groups



Sue

- Sharon
- Lucy
- Tom
- Gail



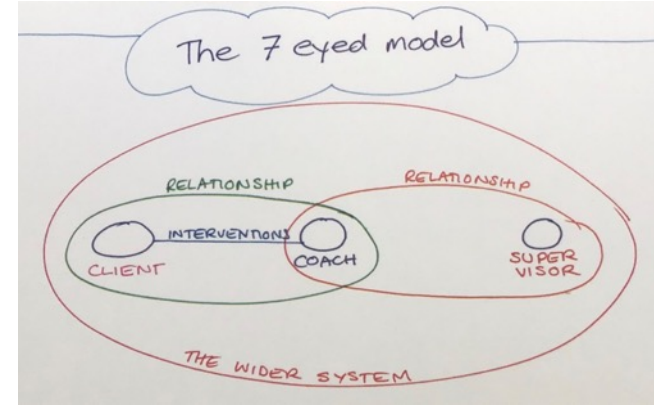
Helen

- Colleen
- Sally
- Faye

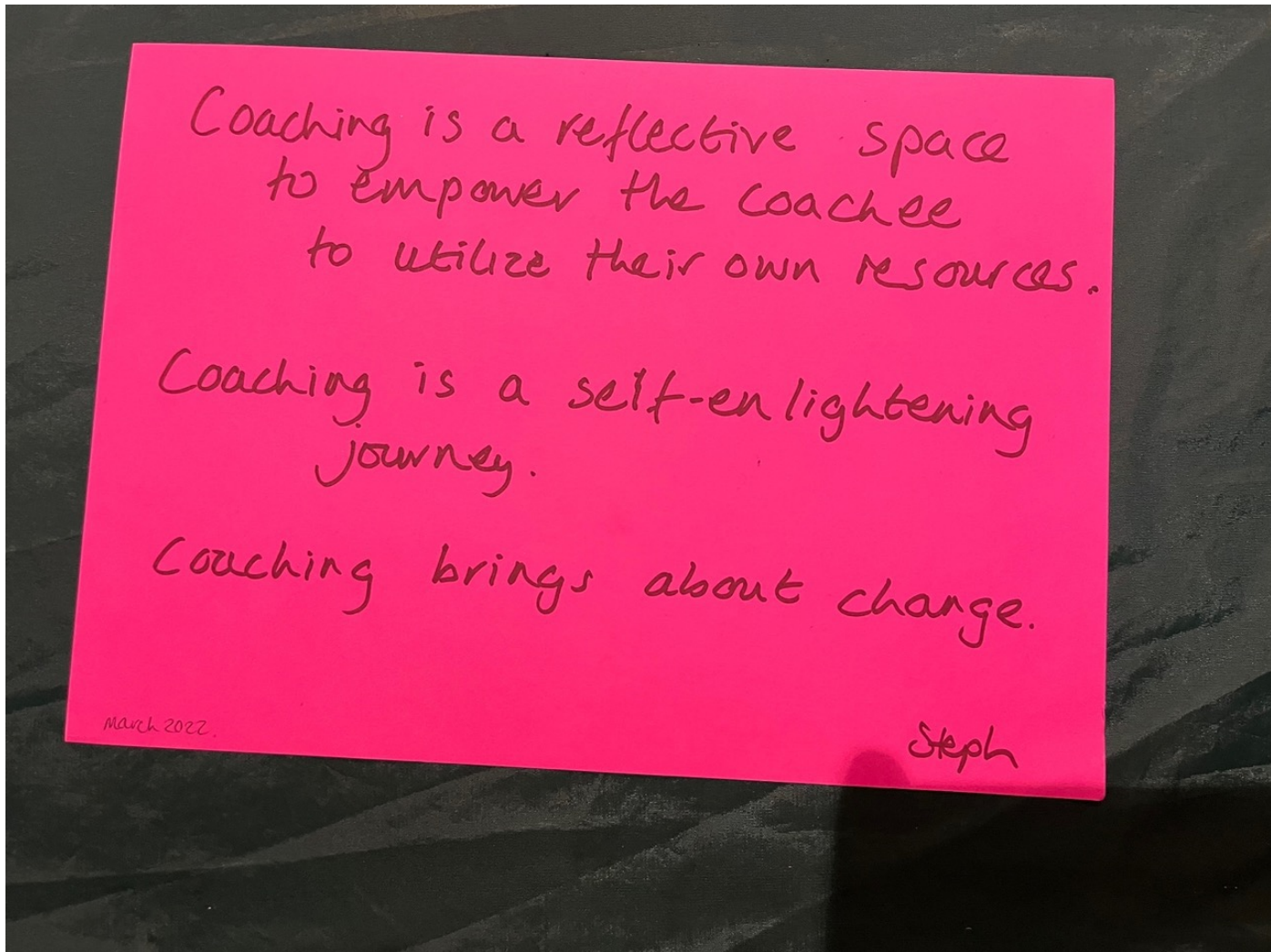


James

- Sam
- Julia
- Claire



The beginnings of thinking about our own Coaching Beliefs



Turning ideas, thoughts, ambitions
and dreams into reality one
step at a time



Providing encouragement
and support throughout
an uncomfortable growth
Process



All human beings
flourish.



Listening is words
& so much more
(body language, energies
tone of voice)



"Solutions" aren't
always necessarily
tangible actions.



Only the coach
has the "right" answer
for them



It's helpful
to have someone
give structure to
your thinking



Sometimes all
I have to do
is listen.



The answers, potential and possibilities are there to be found. The coach goes on the coachee's journey with them to help them discover these.



Coaching gives somebody

Space to restore, reconnect, reset

and go on their way



Offer a safe space
to explore options.
Help people to recognise
their strengths and assets.
and make clear plans
for next steps.



Everybody deserves
'space'

Sometimes



Enable leaders
to have birds
not kites



Empathy and Open
mindedness, No Judgements
is important to me.



Gratitude, saying
thank you and showing
appreciation.



Challenge & change
need to be grounded
in purpose & value



Success is liking
what you do and
liking how you do it



Integrity - I only
ever promise what I am
willing to deliver



Coaching can
help people to
realise their own
potential



Most people need to
Slow down



Everyone deserves
to be listened
to



Code of Ethics & Competencies



Coaching competencies for All Coaches

- Meeting ethical, legal and professional guidelines
- Establishing the coaching agreement and outcomes
- Establishing a trust-based relationship with the client
- Managing self and maintaining coaching presence
- Communicating effectively
- Raising awareness and insight
- Designing strategies and actions
- Maintaining forward momentum and evaluation
- Undertaking continuous coach development

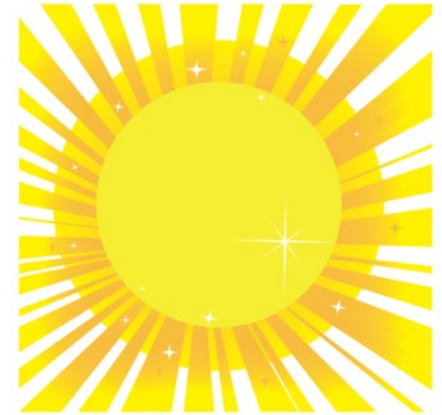


BREAK



Creating successful outcomes

4. What resources or support do I need?



'A journey of 1000 miles begins with a single step'
Chinese Proverb

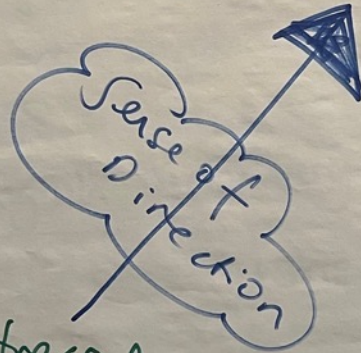


• what does
good look
like?



do want

• where do you ~~look~~^{see}, hear, feel
want to get to?



too stressed

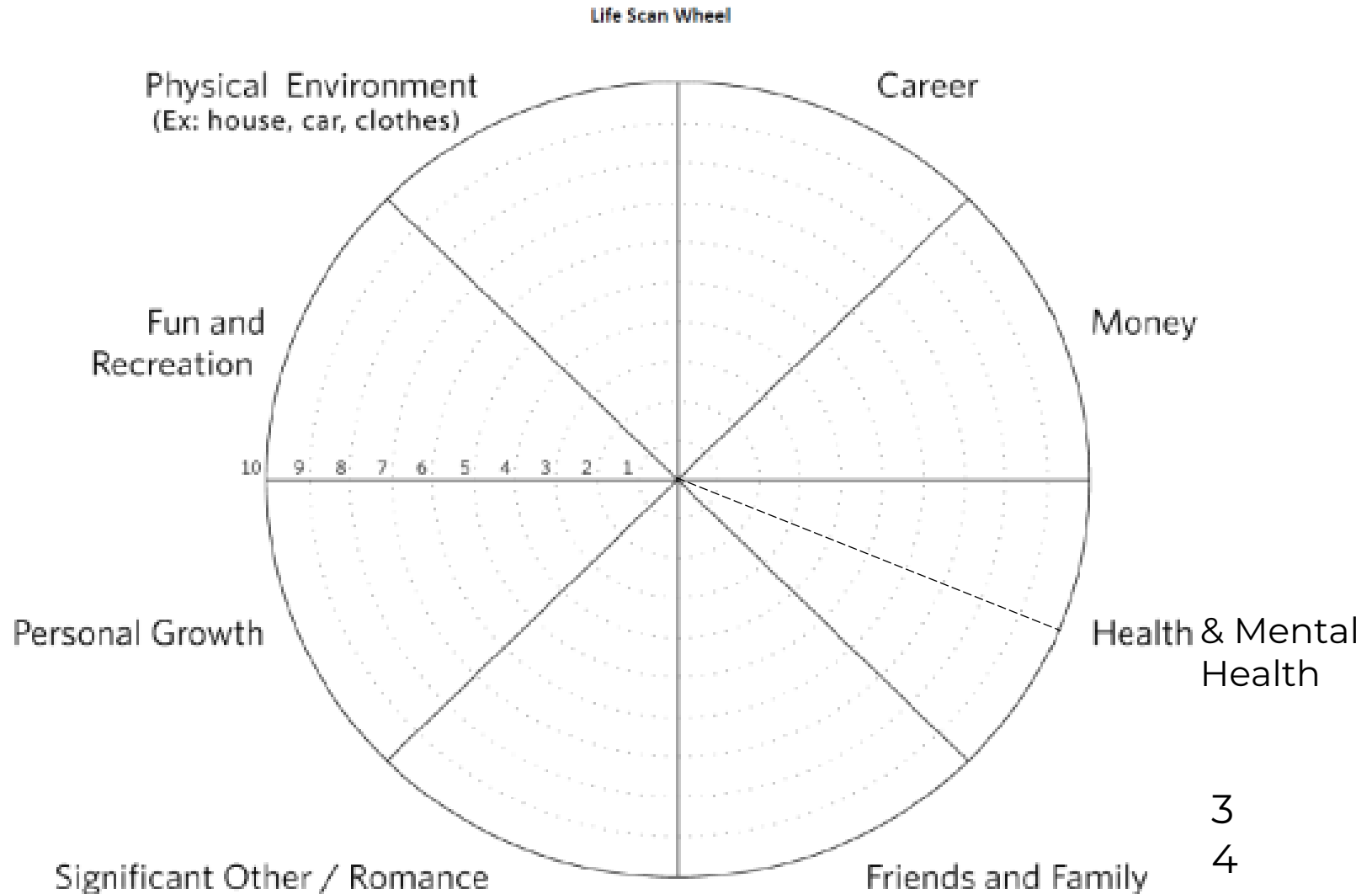


don't want

→ Build rapport
→ explore situation



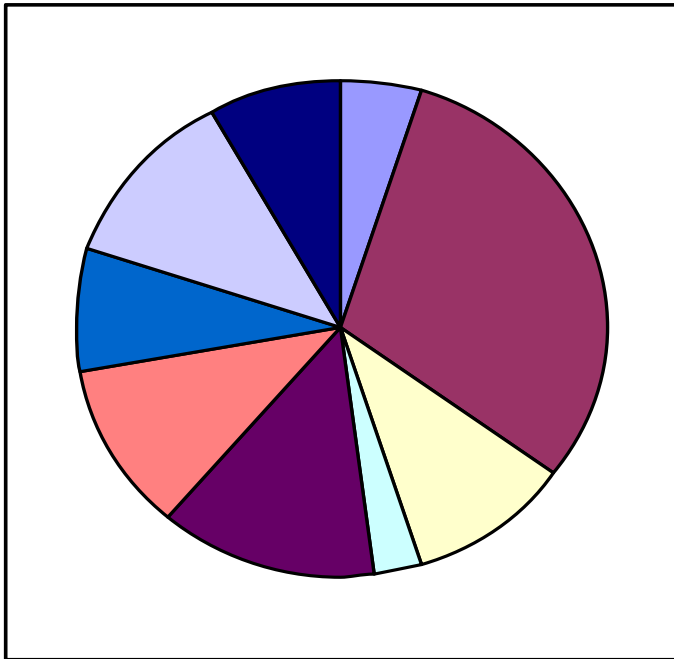
Whole Life Balance



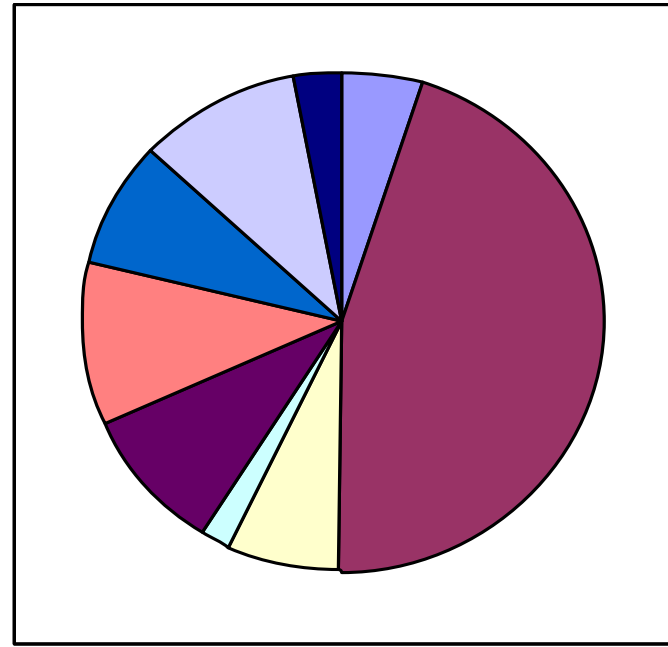
Assess your satisfaction with your life as it is now. The center represents zero satisfaction and the outer edge 10 – total satisfaction. Rate each wedge on this 0-10 scale then draw a line connecting each. What kind of wheel emerges? Consider what energy you have for change for any low scoring areas if you feel these are important for you to change. Consider how the areas of satisfaction or dissatisfaction link to your development goals for coaching.



Alternative: Life Pie



Now



Future

3
5



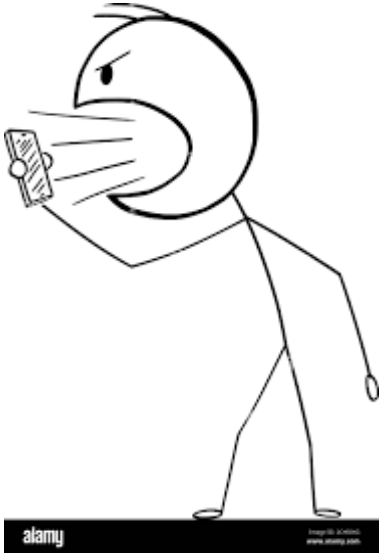


LUNCH

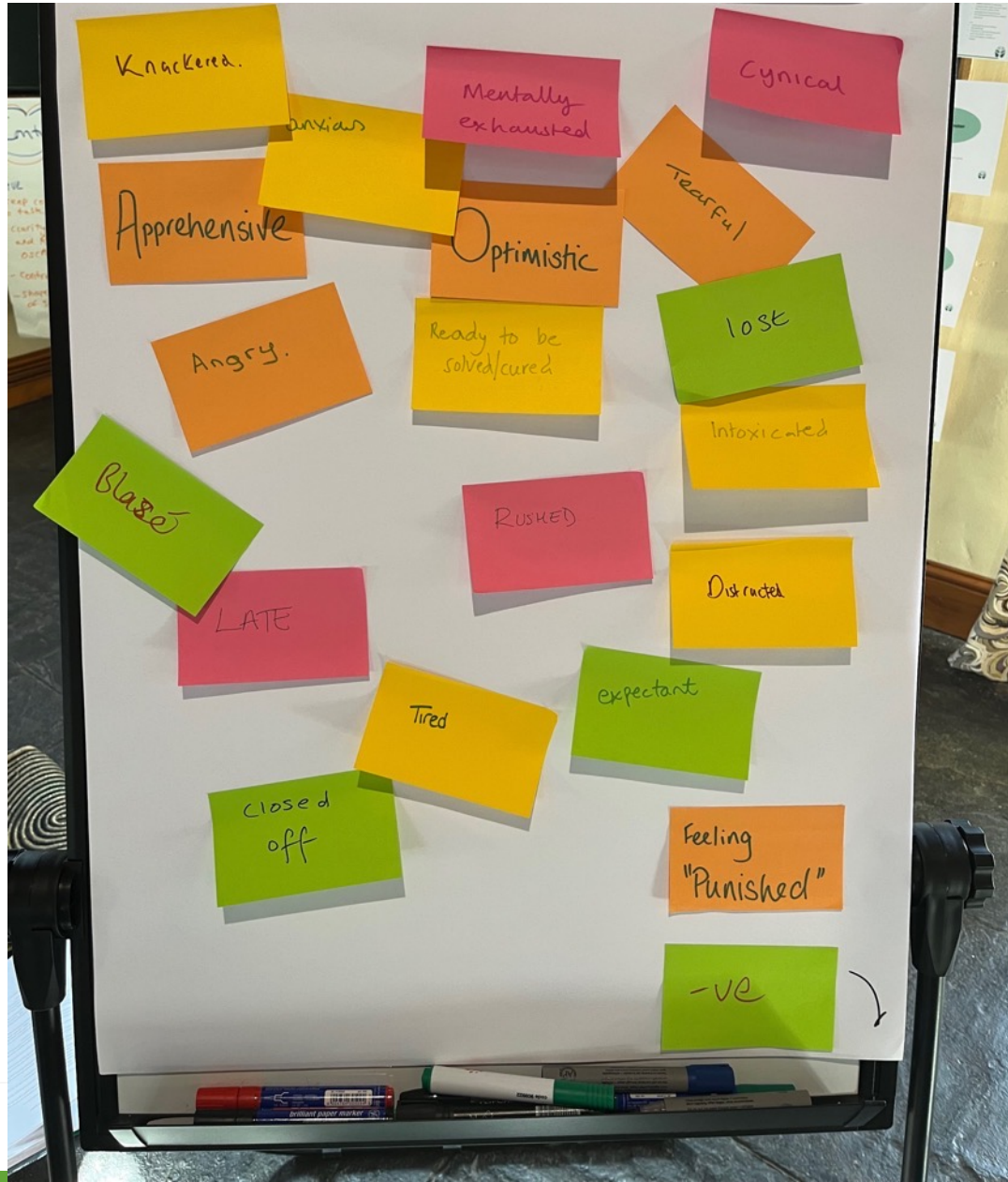
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6



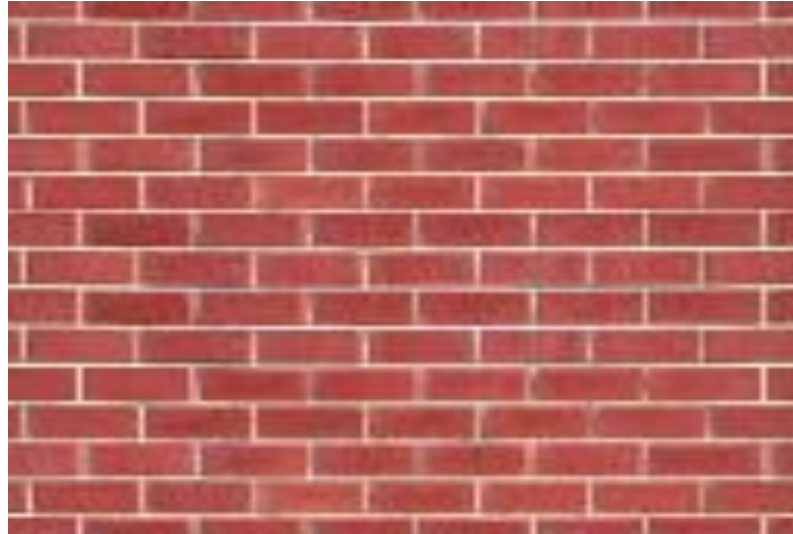
Arrival States



Arrival States



Barriers to Coaching



Barriers to Coaching

What gets in the way?

Physical Environment

Undisturbed
"You Matter"
open, relaxed
temp
noise

Attitude - you + coachee

mindset
Map of world
Priorities, Presumptions
Perception, Judgement
Beliefs/values, culture

Behaviour

Arrival States
Late Distractions
Side Track
Interruption

Neurology + Emotions

Brain Energy
Change patterns when not resourced
Cortisol + Adrenaline
No change until 1st change
in brain



Ethics

The moral principles that govern a persons behaviour

Oxford English Dictionary:-

Principled Conscience The values we live by such as courage, truth, kindness, respect, fairness loyalty (Aristotle)

Social Conscience utilitarianism
Jeremy Bentham
1748-1832

Rule Compliance Kant 1724-1804

Ethical stance that springs from rights + Duties - right decision - legal obligation



Global association of ethics – for coaches and mentors

As membership bodies, we are committed to maintaining and promoting excellent practice in coaching, mentoring and supervision, a field that is becoming increasingly professionalised.

It aligns with the requirements set out in the **Professional Charter for Coaching and Mentoring. The Charter, drafted in accordance with European law.**

The Code sets the expectation of best practice in coaching, mentoring and supervision promoting the development of professional excellence

- ❖ Provide appropriate guidelines, accountability and standards of conduct for all our members
- ❖ Set out how our members are expected to act, behave and perform when working with clients
- ❖ In conjunction with our 'professional competences, they guide our members' development and growth in the profession'
- ❖ Serve as a guide for those individuals who do not necessarily identify themselves as a professional coach or mentor, but nonetheless use coaching or mentoring skills in their work
- ❖ Be used as the basis of any complaint or disciplinary hearing and action following our bodies' respective complaints procedures.

Global Code of Ethics is set out on Page 9 in your notes



Ethics

- Every coach, whether charging fees for coaching provided to individuals or organisations or both, is **best served by being a member of a professional body suiting his/her needs**
- Every coach needs to **abide by a code of governing ethics** and apply acknowledged standards to the performance of their coaching work.
- Every coach needs to **invest in their ongoing continuing professional development to ensure the quality** of their service and their level of skill is enhanced.
- Every coach has a **duty of care to ensure the good reputation of our emerging profession.**



Guiding Principles

Principle One – Reputation

Principle Two - Continuous Competence Enhancement

Principle Three - Client Centred

Principle Four - Confidentiality and Standards

Principle Five – Law and Diversity

Principle Six - Boundary Management

Principle Seven - Personal Pledge

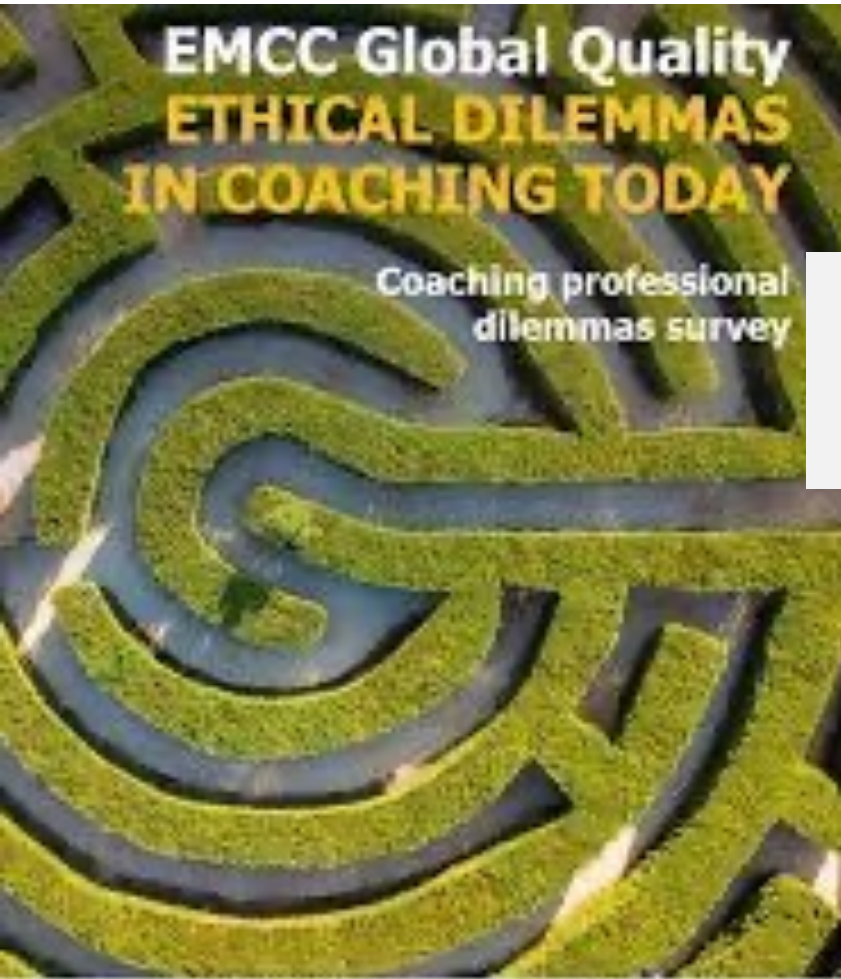


Source of Ethical Dilemmas



- Issue with the coachee
- Issue with the coach
- Boundary issues
- Issues stemming from multiple relationships





Ethical Dilemmas



Contracting



Coaching is about providing a container to enable the best coaching to happen. Coaching is about stretch and growth and so it needs to be big enough to hold the coaching sessions



Contracting

Organisation

Role + relationship
of Line Manager

Client / Coachee

Client's past experience/
History re-enacted

Refrs: coach / client
sponsor

Trust: all parties

Coach's needs

Sabotage - unconscious

Possible games

Handling disputes + disagreements

PROFESSIONAL

Multipartite
Contracting
in Coaching

PSYCHOLOGICAL

PRACTICAL

Purpose of the coaching

Learning Styles

Engagement of LM

Declared outcomes

Evaluation

Selection of Coach

Confidentiality

Boundaries

Ethical guidelines

Feed back

Methods

Frequency of coaching

Duration

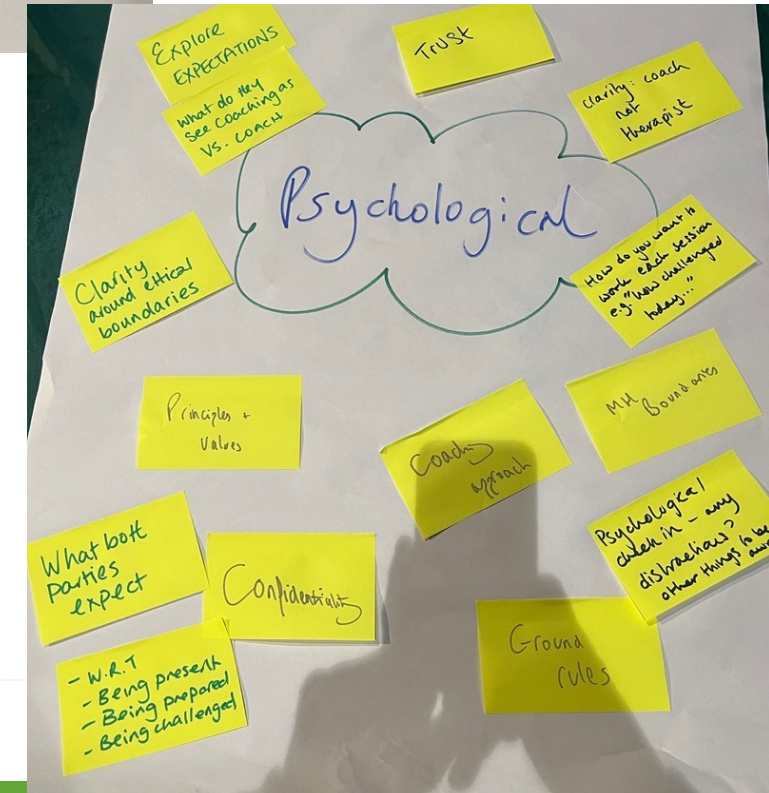
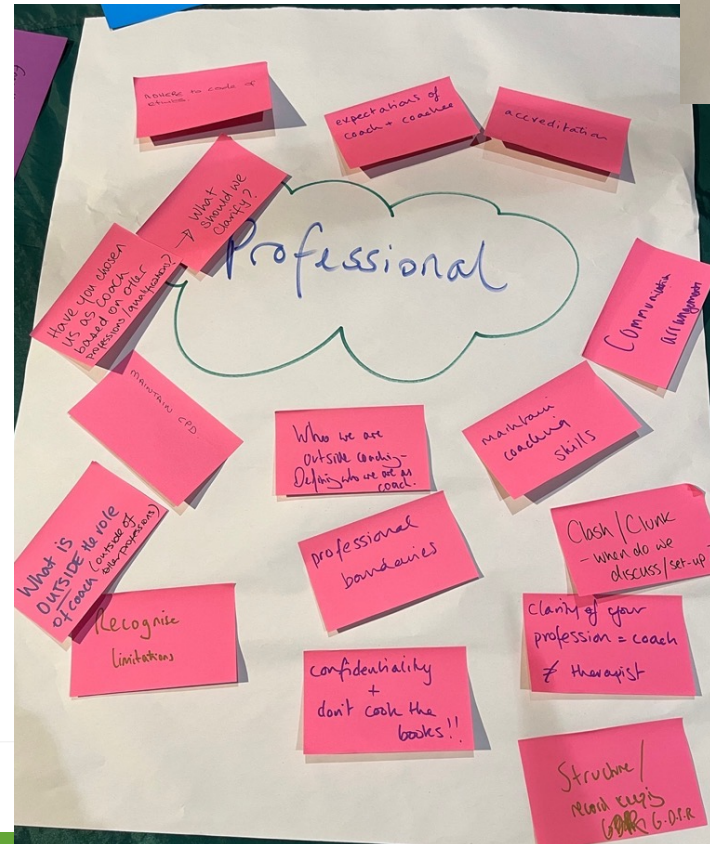
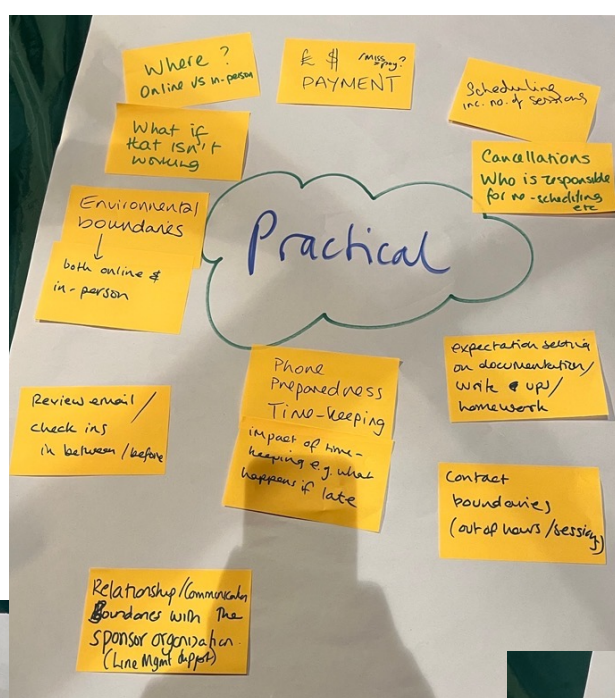
Where + when

Note Taking

Cancellations | Fees



Contracting Exercise

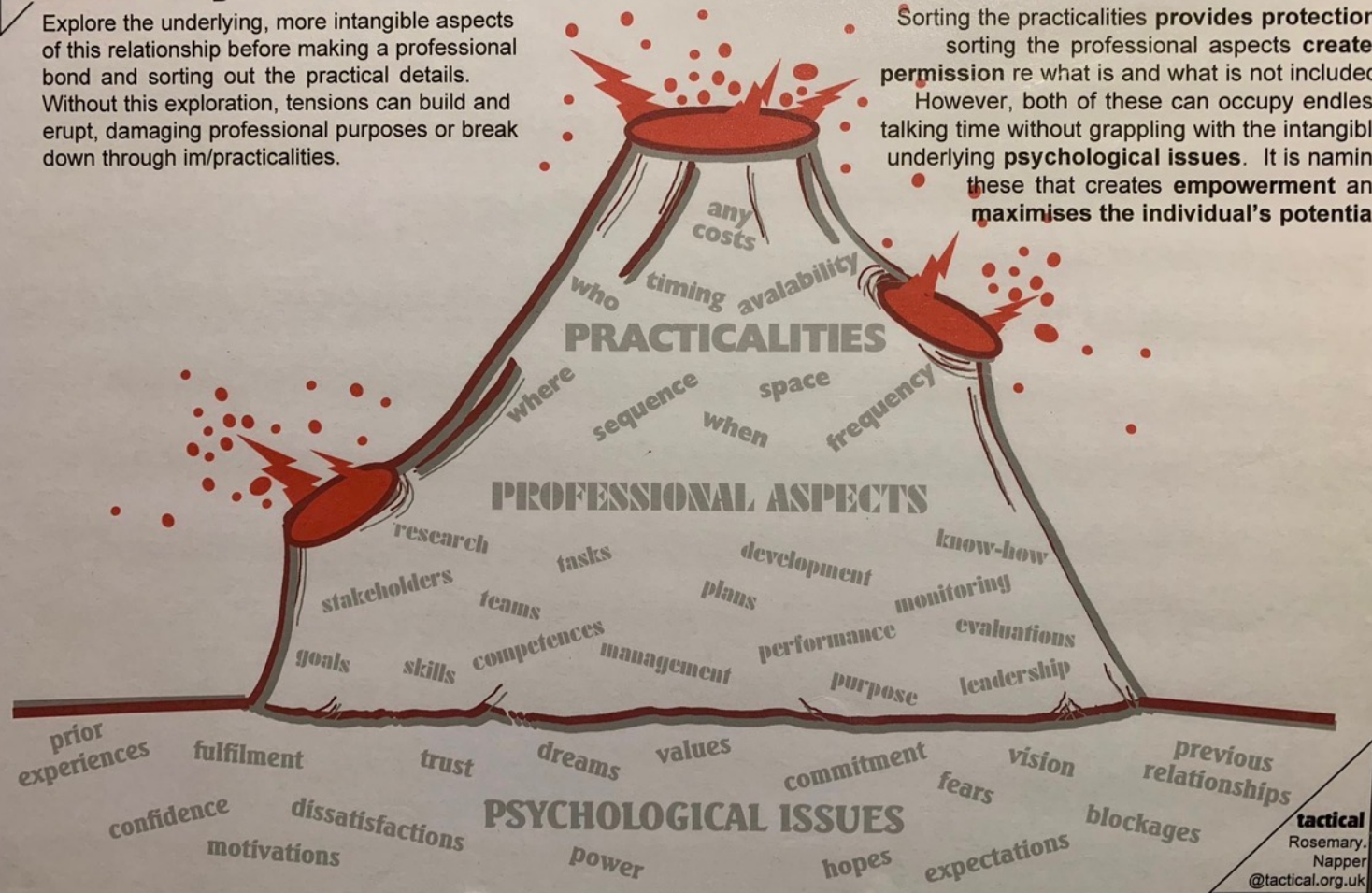


Further Reading on Contraction – see portal

Coaching and Mentoring Partnerships

Explore the underlying, more intangible aspects of this relationship before making a professional bond and sorting out the practical details. Without this exploration, tensions can build and erupt, damaging professional purposes or break down through im/practicalities.

Sorting the practicalities **provides protection**; sorting the professional aspects **creates permission** re what is and what is not included. However, both of these can occupy endless talking time without grappling with the intangible underlying **psychological issues**. It is naming these that creates **empowerment** and **maximises the individual's potential**.



Organisational Coaching & Contracting

Typical roles within a coaching assignment



Sponsor (often HR or Talent Development)

- Initiates process, e.g. chemistry meetings, or request with the coach
- Offers initial overview of need
- Liaises with both coach and client during the assignment (monitors progress)
- Ensures consistency of approach, i.e. across different suppliers (coaches)
- Handles initial commercial negotiations and (often) payment approvals
- Owns evaluation of results, either formal or informal



Primary stakeholder / manager

- Offers initial input, e.g. to help set-up the assignment
- Offers feedback as part of the interview process
- Participates in tripartite meetings, as appropriate
- Encourages informal feedback on progress – as appropriate



Coach

- Guides and facilitates the process, e.g. arranges sessions, explains the approach
- Delivers the coaching, (face to face, telephone, video-link)
- Stays in appropriate communication between all parties



Client / coachee

- Has their own goals for coaching
- Is guided through process by the sponsor coach
- Gives feedback on process, e.g. to sponsor, stakeholder and coach





SuperCoaches
Unlimited

Splendid
Performance
Ltd

David - Head of
coaching

~~Jeffery~~

Head of L+D

Daphne

Andrew

John

James

Doris
(supervisor)



3-way contract meetings

