

Contracting

PSYCHOLOGICAL SAFETY

- What is important to you so that you may speak freely?
- As a professional practicing coach, I abide by code of ethics and professional standards
- Is there anything that you need in order for this to be a valuable session?
- Would it be useful for us to review the boundaries of confidentiality?

EXPECTATIONS

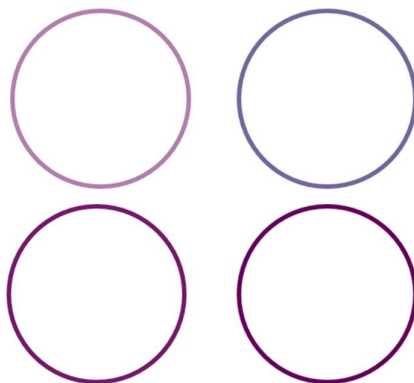
- How do you understand your role as a client and my role as a coach?
- How does that sound to you?
- Does that make sense to you?
- Is that what you expected?

OUTCOMES

- What would you like to talk about today?
- What would you like to leave this session with in one hours' time?
- We have xxx time together today, what would you like to bring to coaching/leave session with?

Areas of Interest Questioning Pattern

A tool for coming to a topic



- What do you need to develop to be “at your best” as a coach?
 - What else? X3
- Which of these is most important to you?
- What’s the reason for that?
- When _____ is present (working, there), what is it like?
- When _____ is not present (working, there), what is it like?

PROG: Goals

PROBLEM

- ...And when <you are completely confused about this>, what would you like to have happen?
- ...And <insert problem>, what do you want instead?
- ...And <insert problem>, ... so... what part of this are you able to influence?

REMEDY

- <You want to stop putting things off>. And when <you stop putting things off> then what happens?
- And when <you stop putting things off>, what happens (then)?
- What happens when <you stop putting things off>?

OUTCOME

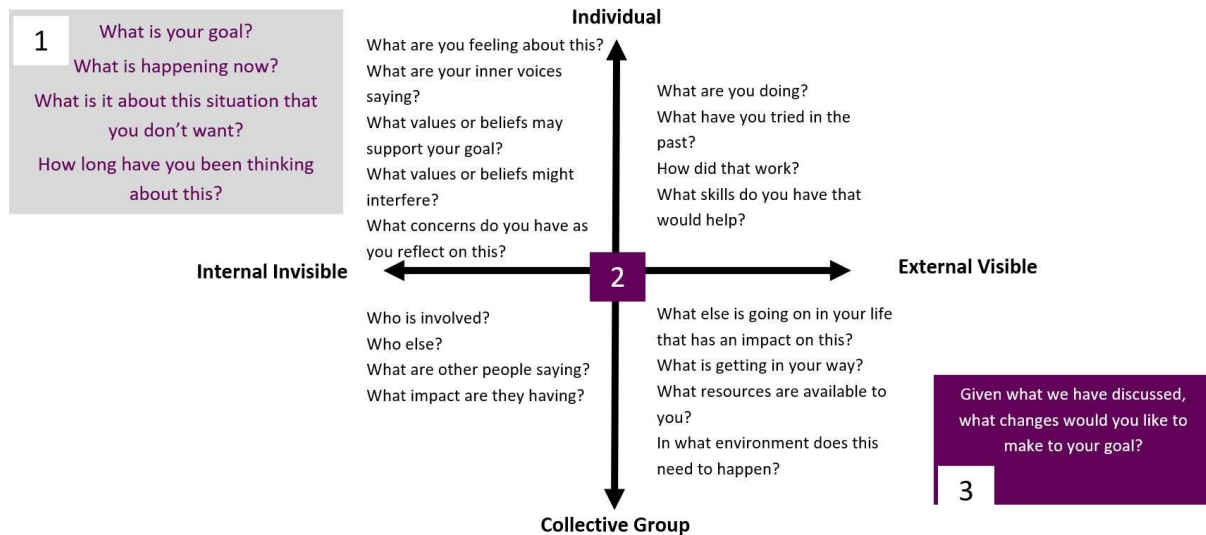
- Towards goal: <And you want to be promoted>. What do you need to do differently in order for <you to be promoted>?
- Towards goal: What do you need to change / develop / do differently so that might happen?
- Towards “meaning”: And when that happens, what’s it like?
- What does it feel/look/sound etc. like?
- ...And what do you “get” from this?

GOAL

- What kind of <confident> is that <confident>?
- And when <confident>, where is that <confident>?
- Is there anything else about that <confident>? (Or “say more about that confident”) •
What’s <confident> like? (Or “when confident is present, what’s it like?”)
- Towards outcome: And what do you “get” from this?
- By when does this need to happen?
- How will you know when you have made progress?
- What might interfere with progress?
- How important is this to you? (use “scaling question”)
- How long have you been thinking about this?

Reality

INTEGRAL MODEL - Practice



Options

WELL-TRODDEN PATHWAYS INTO "NEW TERRITORY"

- So, what have you already tried?
- What happened?
- What caused that to happen?
- If it "didn't work", does that mean that it "doesn't" work (or can't work)?
- What are you thinking now?

THE "EASY STUFF" – WHAT COMES TO MIND?

Old ground

- What have you been / are you thinking of doing?
- What other alternatives might there be?
- What else (x3)?

Coaching Practice Resource Guide

Towards new ground....

- What ideas from your past successes can you leverage here?
- What would you do if there were no constraints?
- What would you do if you were able to alleviate any concerns or fears?
- So, what haven't you tried?

INTO "NEW TERRITORY"

- If there were someone even smarter than you, what would they do?
- If there is someone who you know who is really good at this kind of problem/challenge, what would they do?
- If you were being the "person you would love to be", what would you do? (Speaks to "values")
- What would a consultant do / advise you to do?
- If you were advising someone else, what would you tell them?
- What would be a crazy, outrageous, or provocative idea?
- What do you think I might tell you to do?

EVALUATION OF OPTIONS

Ensure client is able to restate their options before moving on. Remember to prompt them to keep their goal in view.

- What criteria will you use to select the right options / practices / actions?
 - Based on those criteria, which is the best first step / option?
 - And what else needs to happen?
- What are the benefits of that option (refer to goal)?
 - What are the pitfalls and impediments?
- What do you think of that option now?
- Are there any changes to your session goal?

Wrap Up

- Again, what are the next steps?
- What is the first next step?
- What specifically will you do?
- When / by when will you do it?
- Where will you do it?
- Who can support and help you be accountable? ○ How will you enlist this support? (when / where etc.)
- What other systems / structures can support you?
 - How will you make this happen? (when / where / who can help etc.)
- What / who might interfere?
 - How will you “meet” / deal with this interference?

Final Questions

- What are your thoughts now?
- On a scale of 1-10, how committed are you to this?
- How are you feeling as you reflect on this?
- What more would you like to say before we close the session today?

Coaching Models

Attention Model



Trust Formula

$$\text{Trust} = \frac{\text{Credibility} \times \text{Reliability} \times \text{Intimacy}}{\text{Self-interest}}$$

Maister, Green and Galford (2000). The Trusted Advisor.

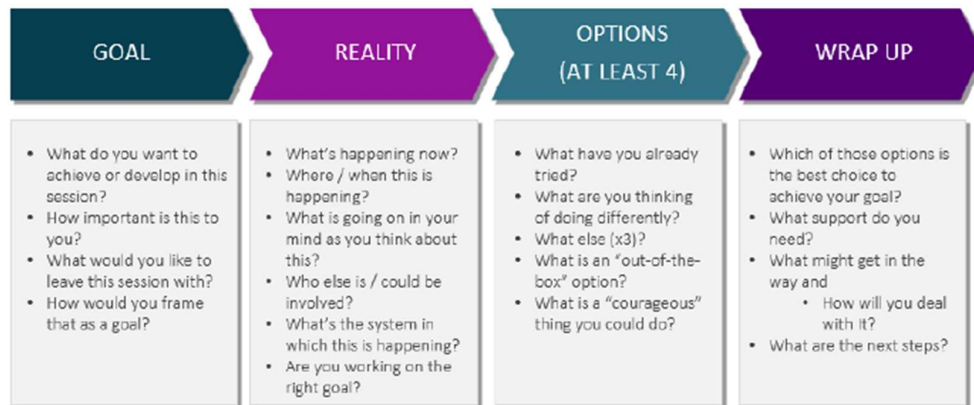


Iceberg Model

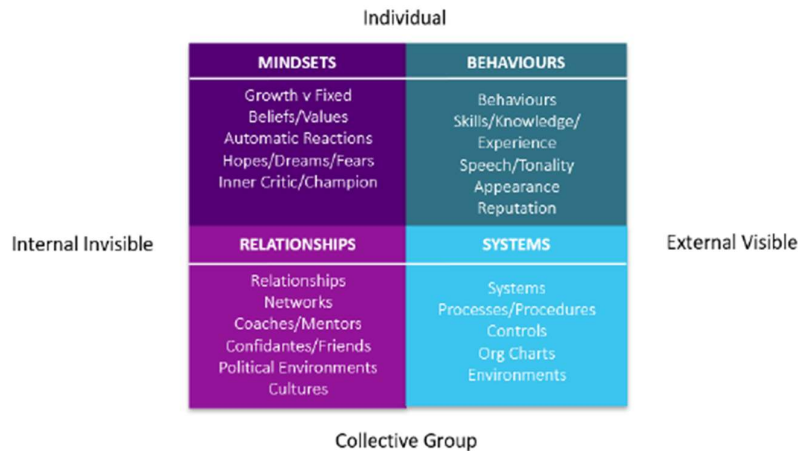
Where does enduring change happen?



GROW Model

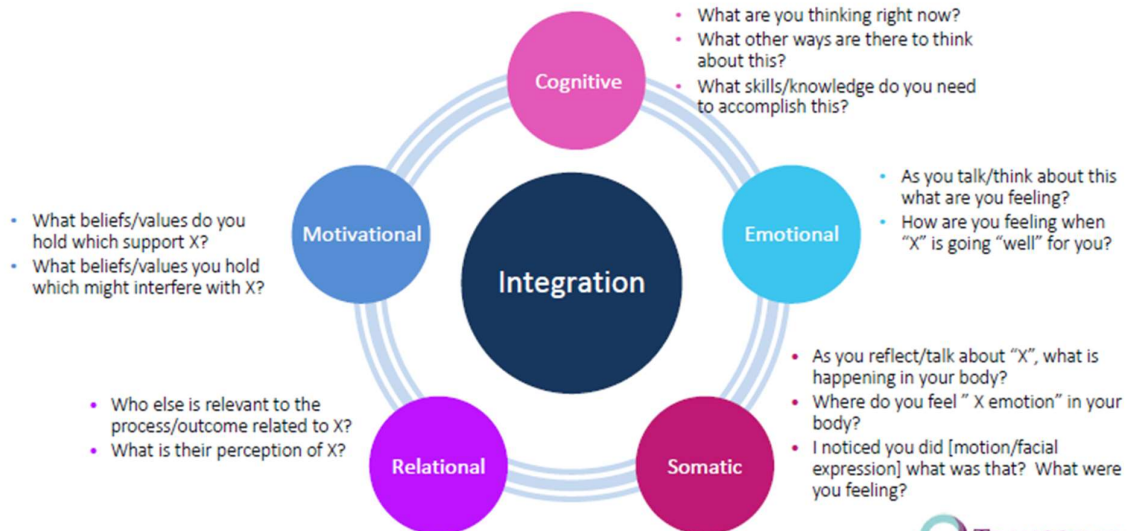


Integral Model

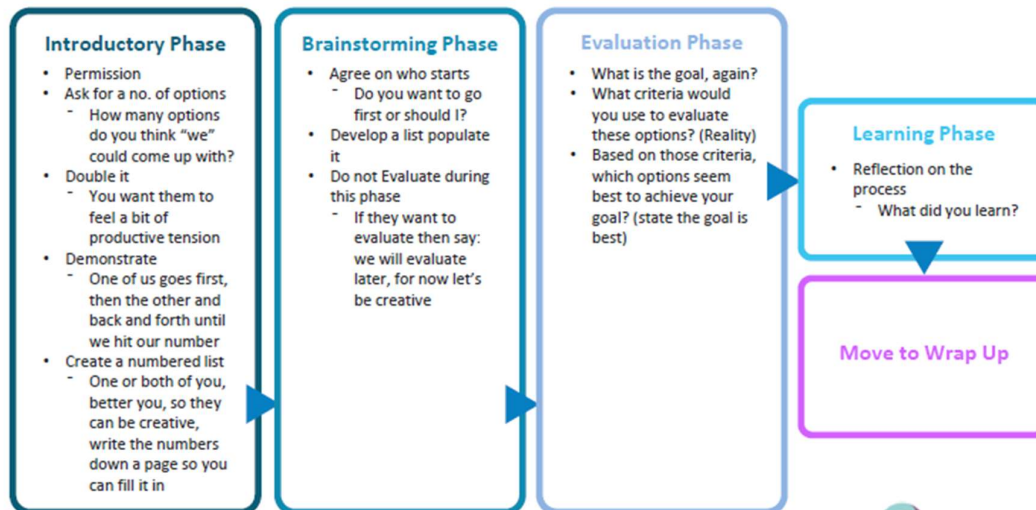


Adapted from "Integral Model" Ken Wilbur

ELEMENTS MODEL



BRAINSTORMING PROCESS



Observed Coaching Practice

Observed Coaching Practice – ICF PCC Level /EMCC EIA Practitioner Level

Coach:	Observer:	Date:
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Grey competencies and descriptors are generally not observable in a practice session. Please mark the box where coach demonstrates the behaviors:

Common Coaching Competency	ICF	EMCC
1. ETHICS AND PROFESSIONAL DEVELOPMENT <p>Adheres to ethical guidelines and to ongoing personal and professional development as a coach;</p> <p>Establishes appropriateness of coaching as an intervention and distinguishes it from other professions.</p>	EMBODIES A COACHING MINDSET <ul style="list-style-type: none"> Engages in ongoing learning and development as a coach. Develops an ongoing reflective practice to enhance one's coaching. DEMONSTRATES ETHICAL PRACTICE <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates personal integrity and honesty in interactions with clients, sponsors and relevant stakeholders. <input type="checkbox"/> Is sensitive to clients' identity, environment, experiences, values and beliefs. <input type="checkbox"/> Uses language appropriate and respectful to clients, sponsors and relevant stakeholders. <input type="checkbox"/> Abides by the ICF Code of Ethics and upholds the Core Values. 	COMMITMENT TO SELF-DEVELOPMENT <ul style="list-style-type: none"> Demonstrates commitment to personal development through deliberate action and reflection. Participates in regular supervision in order to develop their practice. Evaluates the effectiveness of supervision MANAGES THE CONTRACT <ul style="list-style-type: none"> <input type="checkbox"/> Abides by the EMCC professional code of ethics or an equivalent. MANAGES THE CONTRACT <ul style="list-style-type: none"> <input type="checkbox"/> Explains the difference between mentoring/coaching and other professions and its benefits both for the client and in relation to the client's context.
2. ESTABLISHES AND MANAGES THE COACHING AGREEMENT <p>Agrees and maintains with the client(s) the scope, ground rules (including confidentiality) and outcomes for the coaching ("the coaching agreement").</p>		

Common Coaching Competency	ICF	EMCC
	<p><input type="checkbox"/> Maintains confidentiality with client information per stakeholder agreements and pertinent laws.</p> <p><input type="checkbox"/> Maintains the distinctions between coaching, consulting, psychotherapy and other support professions.</p> <p><input type="checkbox"/> Refers clients to other support professionals, as appropriate.</p> <p>ESTABLISHES AND MAINTAIN AGREEMENTS</p> <p><input type="checkbox"/> Explains what coaching is and is not and describes the process to the client and relevant stakeholders</p> <p><input type="checkbox"/> Reaches agreement about what is and is not appropriate in the relationship, what is and is not being offered, and the responsibilities of the client and relevant stakeholders.</p> <p><input type="checkbox"/> Reaches agreement about the guidelines and specific parameters of the coaching relationship such as logistics, fees, scheduling, duration, termination, confidentiality and inclusion of others.</p> <p><input type="checkbox"/> Partners with the client and relevant stakeholders to establish an overall coaching plan and goals.</p> <p><input type="checkbox"/> Partners with the client to determine client-coach compatibility.</p> <p><input type="checkbox"/> Partners with the client to identify or reconfirm what they want to accomplish in the session.</p> <p><input type="checkbox"/> Partners with the client to define what the client believes they need to address or resolve to achieve what they want to accomplish in the session.</p>	<p><input type="checkbox"/> Establishes and manages a clear contract for the mentoring/coaching with the client and, where relevant, with other stakeholders.</p> <ul style="list-style-type: none"> Agrees a framework for scheduling when, where and how often the sessions will take place. <p><input type="checkbox"/> Describes own mentoring/ coaching process and style to client so that client is empowered to make an informed decision to go ahead with mentoring/ coaching.</p> <p><input type="checkbox"/> Recognizes boundaries of own competence and advises the need to refer on and possibly conclude contract.</p> <p><input type="checkbox"/> Recognizes when client is unable to engage in mentoring/coaching work and takes appropriate action.</p> <p><input type="checkbox"/> Works effectively with client preferences and, where relevant, policies and procedures of the sponsoring organization.</p> <ul style="list-style-type: none"> Manages the conclusion of the contract.

Common Coaching Competency	ICF	EMCC
	<input type="checkbox"/> Partners with the client to define or reconfirm measures of success for what the client wants to accomplish in the coaching engagement or individual session. <input type="checkbox"/> Partners with the client to manage the time and focus of the session. <input type="checkbox"/> Continues coaching in the direction of the client's desired outcome unless the client indicates otherwise. <ul style="list-style-type: none"> Partners with the client to end the coaching relationship in a way that honors the experience. 	
Notes:		
3. DEVELOPS THE COACHING RELATIONSHIP Establishes and builds rapport, trust and openness with the Client.	CULTIVATES TRUST AND SAFETY <input type="checkbox"/> Seeks to understand the client within their context which may include their identity, environment, experiences, values and beliefs. <input type="checkbox"/> Demonstrates respect for the client's identity, perceptions, style and language and adapts one's coaching to the client.	BUILDING THE RELATIONSHIP <input type="checkbox"/> Demonstrates empathy and genuine support for the client. <input type="checkbox"/> Ensures requisite level of trust has been established for effective mentoring/coaching. <input type="checkbox"/> Recognizes and works effectively with client's emotional state(s).

Common Coaching Competency	ICF	EMCC
	<input type="checkbox"/> Acknowledges and respects the client's unique talents, insights and work in the coaching process. <input type="checkbox"/> Shows support, empathy and concern for the client. <input type="checkbox"/> Acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs and suggestions. <input type="checkbox"/> Demonstrates openness and transparency as a way to display vulnerability and build trust with the client.	<input type="checkbox"/> Adapts language and behavior to accommodate client's style while maintaining sense of self. <input type="checkbox"/> Ensures client's non dependence of the mentor/ coach.
Notes:		
4. COACHING PRESENCE Pays full attention to the Client and is flexible to their agenda.	EMBODIES A COACHING MINDSET <input type="checkbox"/> Acknowledges that clients are responsible for their own choices. <input type="checkbox"/> Remains aware of and open to the influence of context and culture on self and others. <input type="checkbox"/> Uses awareness of self and one's intuition to benefit clients. <input type="checkbox"/> Develops and maintains the ability to regulate one's emotions.	UNDERSTANDING SELF <ul style="list-style-type: none"> Builds self-understanding based on an established model of human behavior and rigorous reflection on practice. <input type="checkbox"/> Identifies when their psychological processes are interfering with client work and adapts behavior appropriately.

Common Coaching Competency	ICF	EMCC
	<input type="checkbox"/> Mentally and emotionally prepares for sessions. <input type="checkbox"/> Seeks help from outside sources when necessary. MAINTAINS PRESENCE <input type="checkbox"/> Remains focused, observant, empathetic and responsive to the client. <input type="checkbox"/> Demonstrates curiosity during the coaching process <input type="checkbox"/> Manages one's emotions to stay present with the client. <input type="checkbox"/> Demonstrates confidence in working with strong client emotions during the coaching process. <input type="checkbox"/> Is comfortable working in a space of not knowing <input type="checkbox"/> Creates or allows space for silence, pause or reflection.	<input type="checkbox"/> Responds with empathy to client's emotions without becoming personally involved.
Notes:		

Common Coaching Competency	ICF	EMCC
<p>5. EFFECTIVE COMMUNICATION SKILLS THAT ENABLE LEARNING</p> <p>Uses active listening, open questions and feedback skills to help the Client to gain insights, deepen their understanding and work towards agreed outcomes;</p> <p>Respects the Client's agenda and works with their emotions and values without becoming personally involved or overpowered.</p>	<p>LISTENS ACTIVELY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers the client's context, identity, environment, experiences, values and beliefs to enhance understanding of what the client is communicating <input type="checkbox"/> Reflects or summarizes what the client communicated to ensure clarity and understanding <input type="checkbox"/> Recognizes and inquires when there is more to what the client is communicating. <input type="checkbox"/> Notices, acknowledges and explores the client's emotions, energy shifts, non-verbal cues or other behaviors. <input type="checkbox"/> Integrates the client's words, tone of voice and body language to determine the full meaning of what is being communicated. <input type="checkbox"/> Notices trends in the client's behaviors and emotions across sessions to discern themes and patterns. <p>EVOKES AWARENESS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers client experience when deciding what might be most useful. <input type="checkbox"/> Challenges the client as a way to evoke awareness or insight. <input type="checkbox"/> Asks questions about the client, such as their way of thinking, values, needs, wants and beliefs. <input type="checkbox"/> Asks questions that help the client explore beyond current thinking. <input type="checkbox"/> Invites the client to share more about their experience in the moment. <input type="checkbox"/> Notices what is working to enhance client progress 	<p>ENABLING INSIGHT AND LEARNING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explains potential blocks to effective listening. <input type="checkbox"/> Is alert to tone and modularity as well as to explicit content of communication. <input type="checkbox"/> Identifies patterns of client thinking and actions. <input type="checkbox"/> Enables client to make connections between feelings, behaviors and their performance. <input type="checkbox"/> Uses a range of questioning techniques to raise awareness. <input type="checkbox"/> Enables client to create new ideas. <input type="checkbox"/> Uses feedback and challenge to help client gain different perspectives, while maintaining rapport and responsibility for action. <input type="checkbox"/> Remains impartial when encouraging the client to consider alternatives. <input type="checkbox"/> Uses reviews to deepen understanding and commitment to action.

Common Coaching Competency	ICF	EMCC
	<input type="checkbox"/> Adjusts the coaching approach in response to the client's needs. <input type="checkbox"/> Helps the client identify factors that influence current and future patterns of behavior, thinking or emotion <input type="checkbox"/> Invites the client to generate ideas about how they can move forward and what they are willing or able to do. <input type="checkbox"/> Supports the client in reframing perspectives. <input type="checkbox"/> Shares observations, insights and feelings, without attachment, that have the potential to create new learning for the client.	
Notes:		
6. FACILITATES DESIGN OF OUTCOMES/ACTIONS AND ONGOING LEARNING	FACILITATES CLIENT GROWTH <input type="checkbox"/> Works with the client to integrate new awareness, insight or learning into their worldview and behaviors.	OUTCOME AND ACTION ORIENTATION <input type="checkbox"/> Assists clients to effectively plan their actions including appropriate: support, resourcing and contingencies.

Common Coaching Competency	ICF	EMCC
<p>Supports and stretches the Client in the design and achievement of outcomes/actions and in maintaining changes;</p> <p>Encourages and enables the Client to take responsibility for their own future learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Partners with the client to design goals, actions and accountability measures that integrate and expand new learning. <input type="checkbox"/> Acknowledges and supports client autonomy in the design of goals, actions and methods of accountability. <input type="checkbox"/> Supports the client in identifying potential results or learning from identified action steps. <input type="checkbox"/> Invites the client to consider how to move forward, including resources, support and potential barriers. <input type="checkbox"/> Partners with the client to summarize learning and insight within or between sessions. <input type="checkbox"/> Celebrates the client's progress and successes. <input type="checkbox"/> Partners with the client to close the session. 	<ul style="list-style-type: none"> <input type="checkbox"/> Helps client to develop and identify actions that best suit their personal preferences. <input type="checkbox"/> Ensures client is taking responsibility for their own decisions, actions and learning approach. <input type="checkbox"/> Helps client identify potential barriers to applying actions. <input type="checkbox"/> Describes and applies at least one method of building commitment to outcomes, goals and actions. <input type="checkbox"/> Reviews with the client progress and achievement of outcomes and goals and revises as appropriate. <p>USE OF MODELS AND TECHNIQUES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops a coherent model of mentoring/coaching based on one or more established models. <input type="checkbox"/> Uses several established tools and techniques to help the client work towards outcomes. <input type="checkbox"/> Utilizes models and approaches from client's context. <p>EVALUATING</p>

Common Coaching Competency	ICF	EMCC
		<ul style="list-style-type: none"> • Uses a formal feedback process from the client. • Establishes rigorous evaluation processes with clients and stakeholders (if relevant). • Evaluates outcomes with client and stakeholders (if relevant). • Has own processes for evaluating effectiveness as a mentor/coach.
Notes:		

What is one area of strength?

What is one area for development?