

MA Neuro Coaching

Professional Coaching Skills Assignment



By Susanna Kenyon-Muir

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**All work is that of my own, unless referenced (no plagiarism)*

Written Assignment

1. Introduction

Using Rolfe's Reflective Model (see Appendix B.1 below) I will critically evaluate my learning experience of the Professional Coaching Skills Course between 2020 and 2021. Rolfe's model aims to answer the three questions; 'what', 'so what', 'now what'¹. I decided to use Rolfe's model for this paper in contrast to Gibb's reflective model, which I used for the NLP Assignment, because of its detailed, simple, and systematic approach.

I will begin with what coaching is, the context as to why I took the course, the methodologies that had the biggest impact on me, and others, my intentions, what I learned during and after, and what I would have done differently. I will discuss my experience with a coaching client (CK) that evolved over time, with a critical and reflective lens in order to compare and contrast theories and ascertain what I could have approached differently and how that may have altered the outcome of the coaching engagement, for better or worse.

2. What is Coaching and What it Isn't

** Full terms and definitions can be found in Appendix B - Glossary of Terms*

There are many definitions of what coaching is, the one that resonates with me:

“Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential”

(International Coaching Federation, 2022).

¹ For example, what was the problem that led to me being stuck in relationships (or my client not getting promoted), what did I base my actions on, or what was going through my mind (and how does this compare or reflect on literary studies), and therefore what do I need to do to improve the situation (action plan)?

In terms of my journey, having worked with a coach in 2019, 2021 and subsequently embarking on the course, coaching encouraged deeper self-awareness and helped me to maximise my personal and professional life; in my relationships, with my clients and creating a new coaching workbook with a business partner. This will be the focus of this paper.

With a definition of what coaching is, I feel it's important to highlight what it isn't as this is often misinterpreted or confused, as I can attest to in my early client engagements. Coaching can be confused between mentoring², consulting, training or giving advice as evidenced below. See diagram in section 4 (**'Relationship of Coaching to Other Fields'**).

There are two distinct bodies - for mentoring and coaching; EMCC is a body focusing on mentoring, coaching, and supervision. Whereas the ICF focuses on coaching, not mentoring. (See Appendix B.2 for definitions).

3. Methodologies - a Brief Summary

The methodologies I will draw upon are the NLP, the NLP communication model (biases, filters, distortions), emotional intelligence, the GROW model (for performance management) as these were initially used, whilst contrasting them with other models and tools to ensure effectiveness, compliant coaching sessions.

² EMCC defines mentoring as "Mentoring is a learning relationship, involving the sharing of skills, knowledge, and expertise between a mentor and mentee through developmental conversations, experience sharing, and role modelling. The relationship may cover a wide variety of contexts and is an inclusive two-way partnership for mutual learning that values differences."

The NLP Communication Model³ (see diagram below) - “describes how we take in messages from outside the body – the external event – and move them through a series of filters into our memory...once we understand that we can learn how the ‘internal representation’ of that event can continue to impact our lives – and what we can do about it” (The Tad James Co. (2012). This is why I favour the use of NLP - through an awareness of what those filters/distortions and memories are one can help a client to reprogram their belief systems, or past experiences, and hence create an intentional solution-focused life (the premise of why I am passionate about coaching).

‘Emotional Intelligence (EI)’⁴ (the same as EQ; ‘emotional quotient’) is often regarded as the “people skill” (Goleman D, 2020). Empathy and self-awareness are key traits of EI; *“people who are empathetic are often more attuned to the subtle social skills that indicate what others need or want...which makes them better at caring professions, teaching, sales or management”* (p. 38). Whilst empathy is not the only EI trait, it’s one I can relate to having been in sales, management and now coaching, which is a caring profession. This has helped me relate, or ‘empathise’, with my clients and understand their emotions in order to build rapport⁵ and set the foundation for an effective coaching agreement⁶. I will expand on EI below and how it’s impacted me, my clients and those around me.

Grow Model⁷. It has since become the world’s most popular coaching model for problem solving, goal setting and performance improvement (Performance Consultants,

³ **NLP Communication Model:** is a simple illustration of how we communicate based on our experiences, beliefs, filters and distortions (yet there are many other modalities within NLP not covered here).

⁴**EQ** is ‘knowing one’s emotions (awareness of self), managing emotions, managing oneself, recognising emotions in others, and handling relationships’ (Goleman D, 2020, p.37).

⁵ **Rapport** is the ability to relate to others in a way that creates a climate of trust and understanding. The purpose of rapport is to establish a feeling of comfort and commonality between people, in order to be better able to influence them (NLP Dynamics, 2019)

⁶ **Coaching agreement** is explaining what coaching is (and isn’t), reaching an agreement about what is and is not appropriate in the relationship (what we can/can’t discuss), and agreeing on the parameters such as logistics, scheduling, duration, termination, confidentiality.

⁷ **GROW** stands for Goal, Reality, Options, Will - it was created by co-founder Sir John Whitmore and colleagues in the late 1980’s.

2011). It's often used in leadership coaching and organisations due to its simplicity and broad application. Such was also the case in my organisation. Being a systematic and process oriented person GROW for me stuck like glue and was easy to incorporate with my clients, including CK (below). In reflection, and what I will discuss below, was this the right and only approach with clients? There are other models that build on GROW such as T-GROW (topic), SCORE⁸ and OSKAR.⁹ (see comparison in Appendix A.2).

Other methodologies I have reflected on are outlined in Appendix B.2.

Applying the above I will reflect on my experience in the course, followed by that of a client, CK.

4. Intentions and Reflections of doing the PCS Course

What - My Intentions & Outcomes:

Being a corporate professional in IT and client management, my intention from a professional perspective was firstly, to grow in my role within the organisation by better servicing my clients and driving outcomes.

Secondly, it was to help colleagues within the organisation to navigate their career path, find inspiration in what they were doing and excel to make it happen.

Lastly, and from a personal perspective, I wanted to continue my own path of self-awareness and understanding who I was. This coincided with relationship difficulties; both long term partners but also with my parents.

⁸ **SCORE** is Symptoms, Causes, Outcomes, Resources, Effects

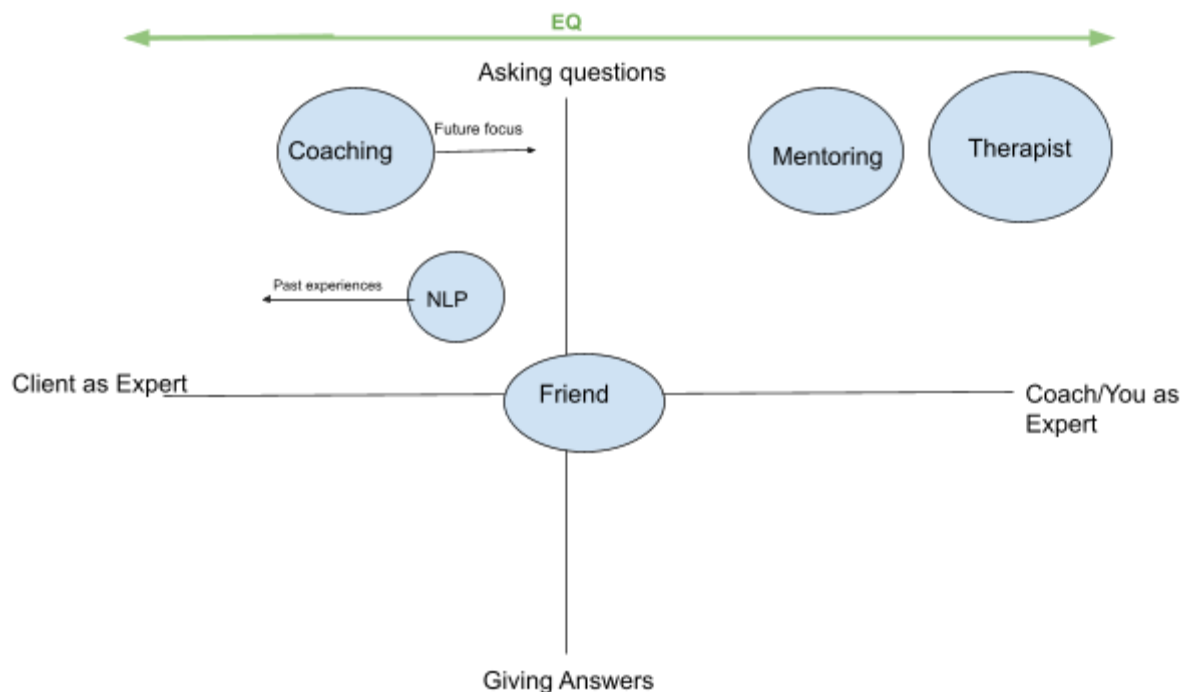
⁹ **OSKAR** is Outcomes, Scaling, Know-how and resources, and Affirm and action and Review

'By understanding themselves, the coach can get out of the way of the work the client needs to do' (Passmore J & Sinclair T., 2020) - in order to do this I wanted to understand how NLP and biases, emotional intelligence, and coaching could come together to better help my clients.

So What - NLP, Coaching and EQ: Impact on my Intentions:

The below diagram from Stephen Fairley, adapted by me, helps to show the difference between mentoring (coach as the expert) and coaching (client is the expert and a focus on coach asking questions), where I believe NLP fits in, and whether it's past problem or future solution focused. Layered across is Emotional Intelligence which I feel is important throughout any relationship or human interaction.

Relationship of Coaching to Other Fields (original by Stephen Fairley, Adapted by (Kenyon-Muir 2022):

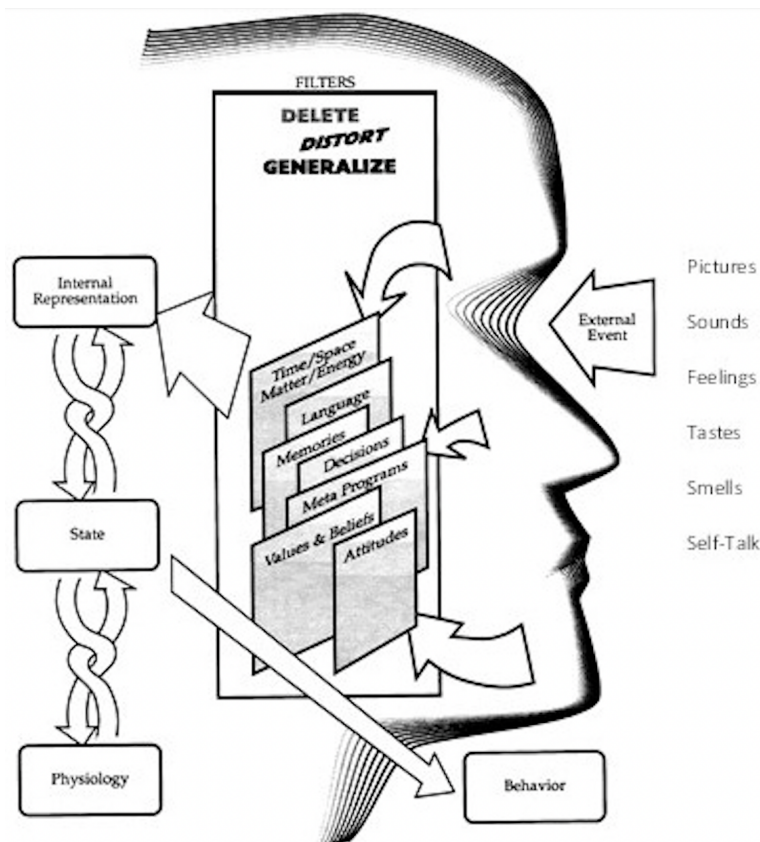


NLP (Neuro Linguistic Programming)¹⁰ is focused on the clients past experiences, whereas coaching is outcomes focused. In NLP the 'P' (programming) is defined as *'...programming is the way our past experiences, thoughts and emotions affect all areas of our lives' (NLP Training. (n.d.))*.

NLP brings awareness on working through issues of the past, which allows coach-client to work through barriers or limiting beliefs. For example, referring to the NLP Communication model below (developed by Tad James), and working with a coach, I realised I used filters, distortions and created stories in my mind based on past experiences, beliefs and values that were impacting my current state (as explored in the NLP Practitioner Assignment - (Kenyon-Muir, 2022)). And in turn that could influence my presence with others and clients.

¹⁰ Neuro is the study of the physical, mental and emotional of a person, Linguistic is the language with others and yourself and Programming is how we program our mind, or internal operating system, based on past experiences.

NLP Communication Model (The Tad James Co. (2012))



I believe the two are strongly intertwined; NLP tools and methodologies can be used in coaching and coaching modalities and questioning can be used in NLP. In researching this there is a perception, and some reviews (such as the below Oxford Review), that NLP has limited based research and evidence as being a tool that can be used for effective coaching. Sometimes it's "been described as tools of manipulation" (Says, 2020 - Oxford Review). And *"ignore the NLP brand in favour of models, approaches and techniques where a clear evidence base exists"* (Says, 2020).

Having personally done the NLP course and the impact on me, my awareness of my past and how that has influenced my present state, why, and how (tools i.e. time line therapy, limiting beliefs - see Glossary of Terms in Appendix B2.) to overcome this, I

personally oppose this view. Most of the feedback I have had in speaking to other NLP-ers is that NLP has a positive impact on oneself and others. But this piques an element of awareness in perhaps looking at other models, such as CBT¹¹, which is also commonly used in coaching. *"In coaching, we use [CBT], in a non-therapeutic way, to support clients in achieving their goals. CBT challenges unhelpful beliefs, and it is helpful for those who want to work on new thought patterns and behaviours"* (British School of Coaching. (n.d.)). A client of mine (LD) whom I wrote about in the NLP Assignment uses CBT in her coaching practice. This could be a future area of interest to embark on and broaden my areas of knowledge for myself and clients.

Coaching in contrast, through clean language¹² questions (the less one tries to change the clients map of the world, potentially through one's own biases, the more impactful the result for the client) and active listening helps the client to create well formed goals and outcomes (forward thinking). The two together (NLP and coaching) can compliment a clients desire to progress forward in their life.

Integral to NLP and coaching is emotional intelligence, consciously and unconsciously. EQ, as shown above, in my opinion should be carried throughout a client engagement, whether it's for mentoring or coaching. Understanding oneself raises the power to understanding others and the intricacies behind why they may think the way they do (their 'map of the world' and NLP) and applying emotional intelligence, to understand and to help them reach their goals. This is relevant in a corporate environment whereby we may interact with several different characters and personalities, and raising the need to understand them through self-introspection is imperative. If one understands others and oneself, one can hopefully drive positive change; for an organisation and

¹¹ Cognitive behaviour therapy (CBT) helps individuals understand how thoughts and feelings influence our behaviours.

¹² Clean Language facilitates the client's process, ensuring that the client's meaning and resonance remain wholly intact, uncontaminated by the therapist's words. It opens the door to change (Grove D., 2021)

individuals. This is what I am passionate about and why I want to help clients through 'Reveal' and continued corporate coaching.

Now What - NLP, Coaching and Outcomes:

The above highlights the importance of awareness, of oneself (EI), the client and their past experiences (NLP) and the ability to effectively coach, hence the interlink between the three methodologies. In future I would also leverage other approaches (see Appendix B.2) including Gardner's Eight intelligences, Berne's Drivers Questionnaire, Baron Model of EI, Transactional Analysis, and clean language, to remove any biases or assumptions in order to 'define preferences and refine communication to develop rapport with stronger ones' (PCS User Manual, 2021).

Gardner's Multiple Intelligences proposes eight intelligences¹³ of which interpersonal¹⁴ I related to the most (and applies to sales people and coaches, of which I am both).

Having an awareness that a client may have their own 'map of the world', which varies to that of mine, and to be able to respond to mood, behaviour or motivation, and have empathy (EQ), can help to build strong rapport with the client and drive optimal outcomes. NLP exercises such as time line therapy or understanding their limiting beliefs helps to delve into what is holding them back (in order to move forward).

In conjunction with self-awareness I believe is the importance of journaling and incorporating it into daily or weekly practice - 'the purpose of writing is not only to create a record of where we have come from, but more importantly to provide an opportunity for reflection' (Passmore J & Sinclair T., 2020, p26). This brought me onto creating a

¹³ Gardner's Eight Intelligence: Interpersonal, Intrapersonal, Linguistic, Mathematical and logical, Visual and spatial, Kinaesthetic, Musical, Naturalist (Gardner, H., 2006)

¹⁴ "To be able to understand and work with others. To see their map of the world and adjust their own behaviour. To be able to respond to mood, behaviour, motivation and intention. Get on well with people".

coaching workbook and coaching business with a business partner. As well, it's forced me to continually critique myself in how I work with clients and reflect on myself.

5. Case Study

Referring to the case in Appendix C I will critically evaluate my experience and learnings with my client CK, using Rolfe's reflective model (Appendix B.1).

I will shine a critical lens on the importance of coaching agreements, the correlation between NLP, mentoring and coaching, and how emotional intelligence played an active role with myself and him/clients. In addition how did I as a coach, and individual, develop through the experience and what eventually led me to becoming a coach and author for a coaching workbook.

1. **Contracting & Maintaining Agreement**

The ICF states that a coach must “demonstrate ethical practice: understands and consistently applies coaching ethics and standards” (International Coaching Federation, 2021) of which creating and maintaining an agreement is imperative. The Essential ICF Guide (Passmore J. & Sinclair T., 2021) simplifies this as three (3) levels that should be adhered to.¹⁵

So What: How did this Influence our Sessions and Him as a Whole?

‘Whatever form contracting takes, it is crucial for successful coaching engagements’ (Bennett J. L., 2008).

¹⁵ Level 1: establishing agreement for the coaching relationship. Level 2: Agreement for the overall coaching plan and goals. Level 3: Agreement for the session goals and objectives.

Without formal ethical contracting, and adherence to code of ethics, there is a risk that CK, or another client, could put me in breach of contract or liable for any risk associated to him or others¹⁶. Whilst I used some contracting, in retrospect I should have established them upfront and throughout. Going forward, from an ICF and ethics perspective, I would have a coaching log (with client consent) and contracts in writing and signed.

As a result, our sessions on occasion veered towards mentoring and giving advice. This wasn't explicitly solicited or clear. This is where contracting is vital to ensure compliance with the client. I must also critique and ask myself; how did this affect the outcome of our engagement? Coaching versus mentoring can lead to very different client outcomes. I particularly like Bennett's fifteen steps to effective coaching (Appendix A.6) and selecting those most applicable to a client contracting agreement. Perhaps because I like lists and steps which are easy to follow.

In addition to contracting as a vehicle to establish a foundation for effective coaching I naturally weaved emotional intelligence techniques throughout. Through empathy, rapport and self awareness of my emotions it helped to build a relationship of understanding towards CK. Empathy is one of the strongest mechanisms to emotional intelligence and in my opinion to effectively coach a client. In reflection though, was this enough? How could questionnaires and other methods have helped; i.e. PUUM's model of EI (Appendix B.2).

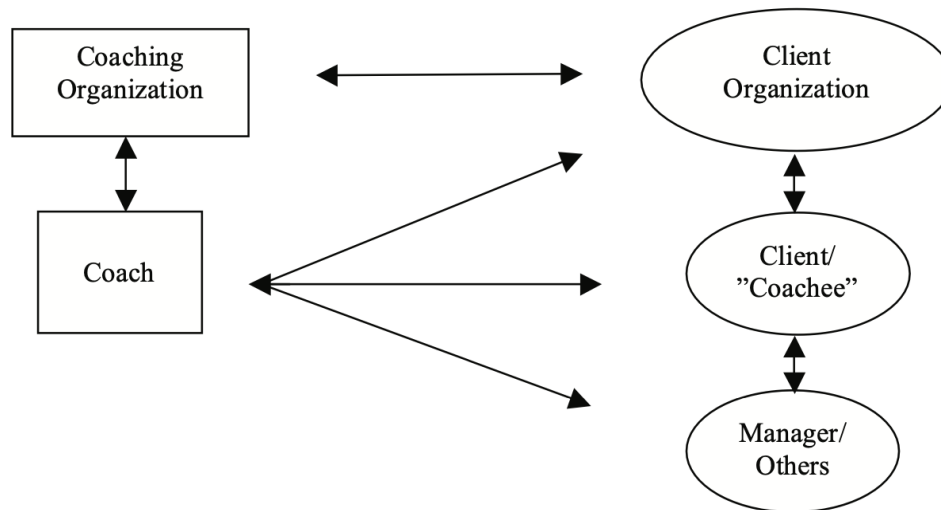
Now What: Would I do Differently?

As outlined by Bennett J.L. (2008) coaching agreements "may include additional stakeholders" across an organisation (see below diagram). Contracting and aligning

¹⁶ 14. 'Adhere to the ICF Code of Ethics in all my interactions. When I become aware of a possible breach of the Code by myself or I recognize unethical behaviour in another ICF Professional, I respectfully raise the matter with those involved. If this does not resolve the matter, I refer it to a formal authority (e.g., ICF Global) for resolution' ((International Coaching Federation. (2021)

with them could have led to a broader, joint outcome for CK and the business (i.e. moving into a different role, better promotion, achieving increased revenue results etc.).

Multiple Coaching Relationships in an Organisation: (Bennett J.L. 2008)



I would have liked to test whether the goal of getting promoted was the right one using tools and questionnaires upfront, as outlined in Sternad D.'s book *'Developing Coaching Skills'* (2021). For example the wheel of life, vision boards, strengthsfinder, or a Berne's Drivers Questionnaire (PCS User Manual, 2021, p.244). These could have broadened his thinking towards the bigger picture of what his life could look like and the art of the possible. Perhaps he would have followed his passion of setting up a live arts venue and found a path to turn that into reality (something he mentioned was his passion in our later sessions). Ironically these exercises are incorporated into my coaching workbook, 'Reveal' (Kenyon-Muir S. & Lolas R., 2022), which I am thrilled about using with future clients.

Limiting beliefs¹⁷ also arose during one of our sessions which is an area of NLP I would have liked to explore. His negative belief around a lack of time and money meant he was only focused on a promotion to increase his income. Consequently, he felt he needed time to realise his dream. But what if money wasn't an issue, could we have achieved his dream faster? Therefore, exploring the relationship between time, money and his dream, using NLP to work through his limiting beliefs. I didn't delve into this at the time given our focus on getting promoted and achieving that goal. But as stated below, had I focused on a different topic/goal (using other performance methods such as OSKAR or SCORE) or in contrast, worked through his limiting beliefs, we may have reached a completely different outcome.

To go deeper into self-awareness and emotions I would have loved to explore Bar-On's model of emotional intelligence¹⁸. On a scale of 1-10 I would rate myself across each category of the questionnaire (PCS User Manual, p.60), and subsequently focus on three areas. Using this I could have focused on developmental areas; 'managing [my] stress, 'growing self-awareness' and 'problem solving'. To manage my stress I could incorporate mindfulness, meditation or time management and therefore improve my client experience (and my own sanity!). This would ensure that I don't bring negative energy into a session and can be fully present. One approach would be to notice and label my emotions using Robert Plutchik's 'Wheel of Emotions'. *'Emotions happen as part of a sequence of events, rather than isolated occurrences. They come from somewhere, even if you don't realise it'* (Healthline, 2020). If I notice that the client is feeling stressed/unnerved for example I could also ask him/her to point out the emotion and work through it.

¹⁷ "Beliefs we have that limit the way we live, or from being, doing or having what we want, are called Limiting Beliefs" (NLP Dynamics, 2019)

¹⁸ Bar-On's EI model focuses on five EI scales: self-perception, self-expression, interpersonal, decision-making and stress management, and 15 subscales: self-regard, self-actualization, emotional self-awareness, emotional expression, assertiveness, independence, interpersonal relationship, empathy, social responsibility, problem-solving, reality testing, impulse control, flexibility, stress tolerance, and optimism, driving human behaviour and relationships (PA TIMES Online., 2017)

2. Coaching vs Mentoring & NLP

“Coaching differs from mentoring in it’s use of structured processes...and the use of specific tools and assessments to provide awareness in the client” (Passmore J. & Sinclair T., 2020).

As stated in section 2 there are vast differences between coaching, mentoring and NLP (who the expert is, questioning, and past versus future oriented). Below I will critique my experience with CK, on the outcomes and myself. I will discuss ecology and how questioning, or the focus on a goal, can influence the sum of parts (outcome) for a client.

So What: Impact on CK

“People frequently find themselves pursuing goals from the small to the life-time ones, only to realise upon getting them that they weren’t worth the sacrifice” (Dotz T. and Hoobyar T. 2018).

Being in the role of a ‘coach’ (asking him goal oriented questions) helped CK to achieve his goal; of getting promoted in the timespan that we identified. Therefore he deemed it a success and said “it [coaching with me] was life changing”. Coaching and having regular sessions gave us a platform to explore his goal(s) (future focused) and what was holding him back (NLP - past experience)); for example his limiting beliefs about building trusted relationships, lack of confidence, and limited financial capital.

What was the right approach I have to ask? To spend time focusing on the future goal(s), or working through his limiting beliefs and what was holding him back? Having NLP training I could explore his limiting belief using time line therapy¹⁹ for instance. But

¹⁹ Time Line Therapy is based on the premise that the client goes back to the first time they remember a particular problem, does change work – utilising Neuro Linguistic Programming (NLP) to eliminate

would the consequence have been investing a disproportionate time on his past, therefore impacting the timeline of getting promoted? Or, could the investment in time working through his limiting beliefs have opened the doors to reaching his dream(s)? If the focus was purely on getting promoted would mentoring and leveraging my expertise have accelerated to reach a single goal? It's a difficult conundrum to face; focus on a single goal and accelerate speed to success, or work through limiting beliefs and reach his dream? This highlights the importance of contracting and being clear with CK beforehand, so he as the client can decide. But also the awareness of ecology and outcomes. How can I test this or build awareness into practice?

In the NLP Practitioner paper I discussed the impact of ecology²⁰ on outcomes (Kenyon-Muir S., 2022), therefore the effect one approach (NLP versus coaching versus mentoring) could have on the outcome (getting promoted, realising his dream to build a music venue, or something completely different). For example, was GROW the right, goal-setting approach? Or should I have used a different approach such as T-GROW or SCORE. Or none and focused on NLP and his past experiences in order to work through his limiting beliefs and create a different future outcome?

As also mentioned above there is a perception that NLP is used as a 'manipulation tool' and little research exists in the field of NLP and coaching together being effective. Therefore I must be cognisant of how I use it for coaching clients and their perception. As CK already had a perception that coaches were fraudulent and didn't trust their abilities, NLP could potentially have veered towards being perceived as a tool to manipulate him, therefore confirming his prejudice. I still strongly see it's application in moving past limiting beliefs, with my positive experience. Which also was a big reason for incorporating NLP into my coaching workbook.

irritating behaviours or issues – and, if necessary, goes to subsequent times when their behaviour or response was a problem, and undertakes further change work to resolve it" (James T., Woodsmall W., 1988)

²⁰ study of consequences, of considering how any change you make impacts on the wider system of which the client is a part' (NLP Dynamics, 2016, p. 11).

In terms of having a coaching mindset²¹ I need to be aware of the presence of biases (NLP communication model) and how this could influence a client session. For example, based on my values, beliefs and distortions did I have a view on how CK's career should progress based on how mine did? Is that right or wrong? This is also tied into my coaching session with Jenny (ref. to transcript) where I could have a bias towards being healthy that may differ to hers.

Now What:

I find it intriguing how outcomes can be affected through different approaches; coaching versus mentoring vs NLP, depending on how/when one uses one approach, and the tools within each. To complement Emotional Intelligence and deeper awareness of self and others it would be invaluable to incorporate other tools such as Gardner's Eight intelligences, Baron Model of EI, Transactional Analysis, and self-score questionnaires such as Berners Drivers, or Strengthsfinder (see Appendix B.2), and deeper/continued self-reflection (i.e. journaling for mindfulness).

It could also have been invaluable to explore his values²², especially in a corporate sense; to align his personal values with his corporate values - would there have been a disconnect? Where did the values come from? At what age? Could we then have explored his values through NLP (time line therapy for instance)? This sets the stage for deeper exploration, and continued work as a coach.

In terms of NLP and biases, firstly I need to be conscious of them, and therefore bring unconscious biases to a conscious level. Sigmund Freud popularised the concept of the 'unconscious mind'; the thoughts, feelings, and memories that are implicit (we are not

²¹ *'The coaching mindset aims to encourage us to be open, curious, flexible and client-centred* (Passmore J & Sinclair T., 2020)

²² Values Are Those Ideas In Which We Are Willing To Invest Time, Energy And Resources To Either Avoid Or Achieve (PCS User Manual, 2021)

aware of them and don't have control over them), which still have a huge impact on our behaviour' (Dilts, R. B & DeLozier, J., 2000). Therefore, consistently checking in with myself on my behaviour through self-awareness, and potential biases with clients. If I notice something ask "so I noticed..." or "how is that serving you, do you have an awareness of how eating that food affects you"? And using clean language to eliminate biases. The cleaner the language the less leading the question, and hence the outcome will be.

One way to attempt to eliminate biases is to test them; "I realise I'm making an assumption, however I wonder if...", or "Please correct me if I'm wrong when I say/I can see your reaction..." (Passmore J & Sinclair T., 2020, p. 67). This would give CK an opportunity to agree or disagree.

Another layer and consideration could have been to use the PUUM model for emotional intelligence to perceive emotions and subsequently to regulate thinking, understanding and interpreting emotions, and managing emotions for growth²³ (see Appendix B.2).

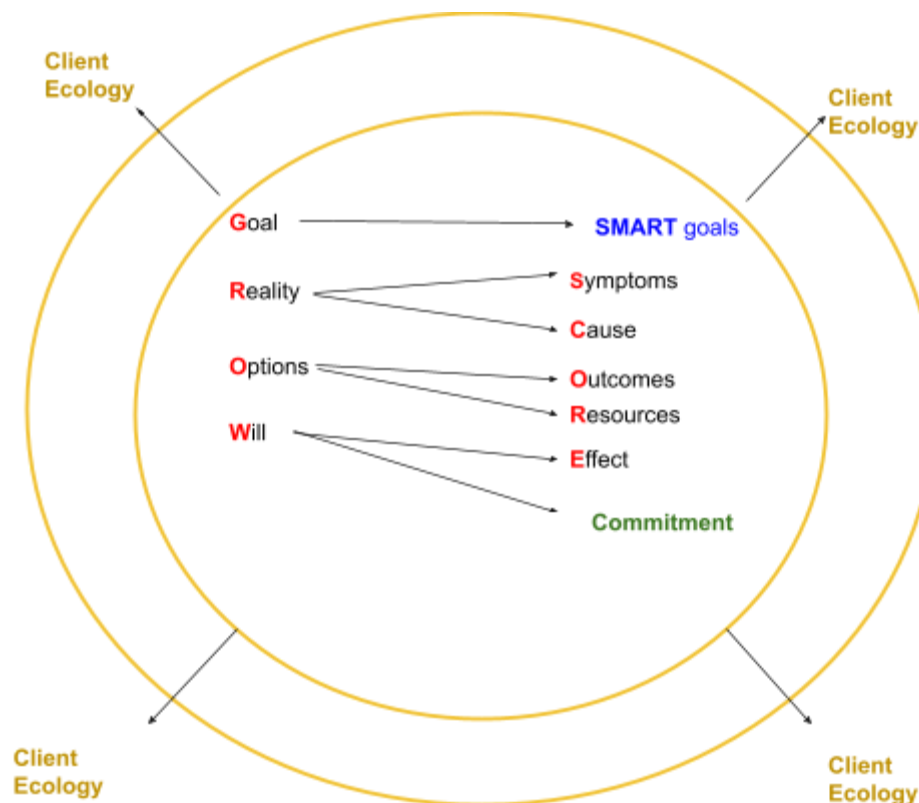
3. Focus on Goals - GROW and Other Models

Refer to Appendix C for complete description of our sessions and GROW.

What's interesting is the relationship between outcomes and using a performance management model such as GROW to drive the outcome(s) and how this affected CK. In contrast would an alternative model such TGROW, SCORE, or other, impact his ecology and how? The below diagram attempts to show the relationship between GROW, SCORE and ecology.

²³ branches work on a scale from the most basic level of emotional intelligence (perceiving emotions) through the more complex aspects (using emotions to regulate thinking, understanding and interpreting emotions, and managing emotions for growth).

Diagram: GROW, SCORE and Ecology - (Kenyon-Muir, 2022)



So What:

GROW was a comfortable approach to goal setting with CK, but I would have liked to test the hypothesis that GROW was (or wasn't) the right approach for achieving his goal of getting promoted. And whether using TGROW, SCORE or another model have led to a different outcome. What I like about incorporating 'T' to GROW is it's focus on the topic that was preventing the larger goal (promotion) from occurring, for example; "why do you want to get promoted (topic)", "What is the bigger picture as to why you want to get promoted (topic)"? But it's still limiting in that it only focuses on a problem and identified goals. Perhaps I chose this because I am a task and goal oriented person. I need to be consciously aware of the tools I am choosing, and my bias, and are they my preference or the clients'.

In reading the book 'Connect the Dots', Busch says *"the way we formulate questions, problems, goals or application processes has a major impact on the creativity, novelty and effectiveness of our solutions"* (Dr Christian Busch (2021). I find this intriguing as this points to the impact a question, approach or modality can have on outcomes, which I will discuss below.

SCORE, derived from NLP by Robert Dilts and Epstein in 1987, on the other hand aims at getting to the root of a problem, by breaking down the problem state, the solution and desired state into smaller chunks. 'These elements represent a minimum amount of information required to make any change or healing'... Its aim is to "tell a story" in more detail. (Dilts, R. B & DeLozier, J., 2000). There is a correlation between GROW and SCORE (referring to the diagram) yet I like it's deeper approach. Using SMART²⁴ goals for example to focus on the 'G' in Goal (GROW), and digging into the root cause/symptoms of the current 'Reality', and perhaps using NLP tooling for this.

SCORE Model explained: (Dilts, R. B & DeLozier J., 2000)



SCORE could help to dive deeper into telling a story about his ambitions, whilst delving into the current state, how he would get to the 'solution' through resources and techniques and what would the desired state look like (outcomes/effects). This is where I feel SCORE and the ecology and consequences intertwine - and hence the effect all of

²⁴ SMART is Specific, Measurable, Actionable, Realistic, Time-bound goals

these decisions have on outcomes. Therefore, personally a preference for this approach over GROW. Whilst SCORE was taught during our PCS course I unconsciously did not use this with CK, but should have.

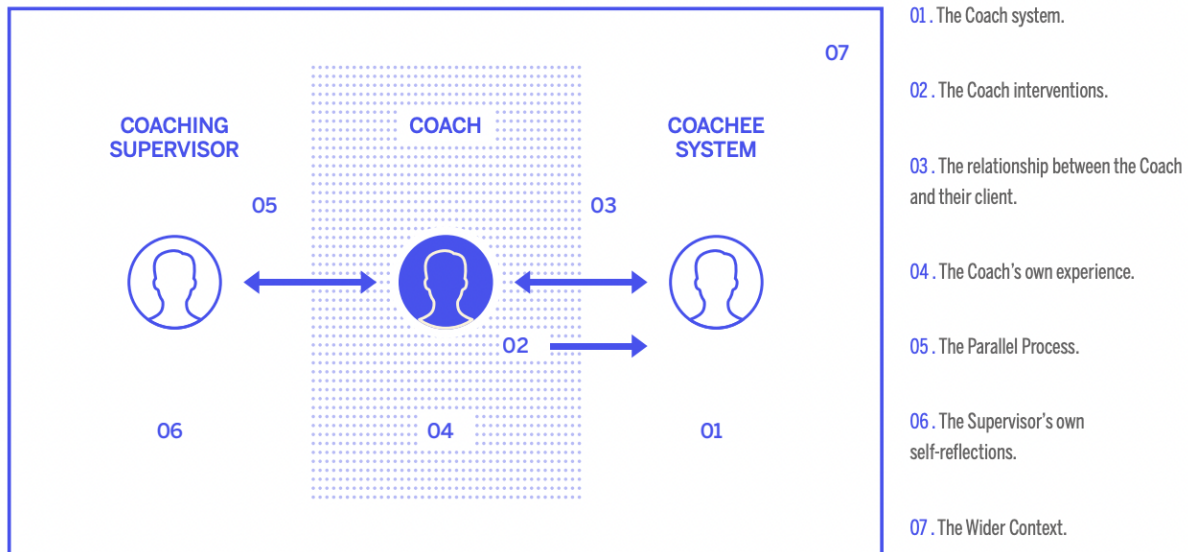
Now What:

In future sessions I would leverage a few performance management models and adapt based on the client's needs - which I would ascertain through upfront questionnaires and coaching tools, emotional intelligence to get a feeling for his emotions and state of mind. I could also test whether the goal is the right one by using clean language, eliminating biases asking several ways.

Another consideration is the '7 eyed model for coaching'²⁵ as *"It supports the coach to build and develop expertise in several levels of knowledge that will greatly enhance their effectiveness"* (PCS User Manual, 2021).

²⁵ 7 Eyed Model for Coaching combines attention to the minutiae of the work; to the beliefs, feelings and energetic experience of the coach; and to the interactions in the coaching process, as well as in the supervisory relationship itself. The key benefit to coaches is that the wider and deeper the knowledge gained, the more the work will flow".

7 Eyed Model for Coaching (Peter Hawkins and Robin Shoet (1989))



A systemic perspective to knowledge building and increased effectiveness

The steps that relate to me the most are step 4²⁶ and step 5²⁷ as I can grow, reflect and have a 3rd party perspective (supervisor) to keep me on track and help me think outside the box. Which in essence is what having a coach is (coaches need coaches too!).

As our sessions concluded (after he was promoted), I could have used this as an opportunity to ask “what next” and subsequently set the stage for further sessions and a powerful experience for him. This ties into my desire to grow my coaching practice, complete the PCC accreditation and use my book; ‘Reveal’.

²⁶ Step 4: Here there is an opportunity to become more self aware, and so deepen the learning about how to use their full potential, and about what may be getting in the way of that happening. (PCS User Manual, 2021)

²⁷ Step 5: This is a valuable perspective as the dynamics that are present in the coach and client relationship can be played out within the supervisory relationship. When this happens, the coach and supervisor learn together what it is like for the client to be in the relationship. It is as if the client is present. With an energy perspective, we learn here that their energy is present, and has arrived alongside the coach. The data gathered in this way, adds another dimension to the supervisee's learning, and effectiveness (PCS User Manual, 2021)

6. Conclusion

In conclusion, the journey of doing the PCS course has led me down a path of deeper self-awareness and emotional intelligence in order to serve myself and clients better. Having an awareness and comprehension of what coaching is and isn't, especially in comparison to other fields (mentoring, therapy) and how NLP and EI layer on top of these fields and thus influence outcomes, has been eye opening. In particular, how NLP, which is past-experiences focused, can help, or alter the direction of a coaching engagement is fascinating. Or in contrast how using various coaching tools to focus on a solution-focused outcome can drive the engagement in a completely different direction using GROW, SCORE, or tools such as Wheel of Life, Berne's Drivers questionnaire and other coaching tools. And most importantly, is the need to contract throughout in order to confirm and validate with the client on focus and expectations (hence checking in on past, future, and using EI to check their emotional state).

The other key learning is my own development as a coach - through EI practices such as mindfulness, meditations, reflective practices (journaling, writing), or PUUM's model of EI to continually expand on my self-awareness but also to ensure I am not bringing in any biases into a coach-client session. And incorporating the 7 eyed Model of Coaching through having a supervisor and/or coach. The journey has just begun and I look forward to completing the MA, becoming PCC accredited and building my coaching practice.

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Appendix A

1. Coaching vs Mentoring vs NLP Comparison Table

	Coaching	Mentoring	NLP
'What' Definition	Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential.	Mentoring is a learning relationship, involving the sharing of skills, knowledge, and expertise between a mentor and mentee through developmental conversations, experience sharing, and role modelling." ²⁸	Describes how we take in messages from outside the body – the external event – and move them through a series of filters into our memory. It's an important model to learn because once we understand that we can learn how the 'internal representation' of that event can continue to impact our lives – and what we can do about it" ²⁹ .
'So What' Reflection	There were instances where I used coaching to thoughtfully provoke CK to think about what his goals were and to help him reach his potential with Customer Success and getting promoted. I noticed though that he had his own internal challenges (NLP) whereby he doubted his confidence, and was struggling to build trusted relationships. This is perhaps where I could have spent time using NLP tools such as understanding his 'limiting beliefs' in order to work through them before focusing on the goals. What is the right approach; focus on what's holding him back or on future outcome/goal? This is the conundrum between coaching and NLP. There were times too whereby I wanted to mentor him based on my experience being more senior. But I must be aware of contracting and being clear with CK beforehand.		
'Now What'	Be clear with the client on whether I am coaching or mentoring through contracting, and also check whether they want to work on what's holding them back (NLP) or focus on the goal. Use testing questions to check this such as "I am curious, which area would you want to focus on - limiting beliefs and what's holding you back, or your goal of getting promoted"?		

²⁸ <https://www.emccglobal.org/leadership-development/leadership-development-mentoring/>

²⁹ <https://performancepartnership.com/nlp-communication-model/>

2. GROW vs SCORE Comparison Chart

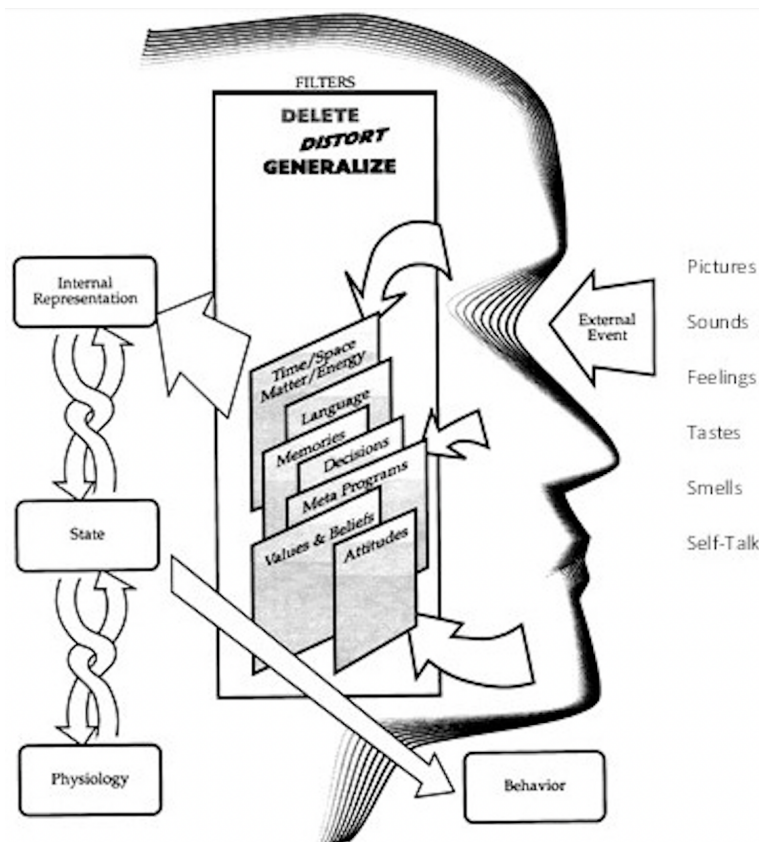
	GROW	T-GROW	SCORE
Definition	Goal, Reality, Options, Will	Topic, Goal, Reality, Options	Symptoms, Causes, Outcomes, Resources, Effects
Focus Area	The model is particularly useful in Personal development, Performance appraisal and improvement, action planning and change situations. ³⁰	The model is particularly useful in Personal development, Performance appraisal and improvement, action planning and change situations. ³¹	For mapping out problems and designing interventions to get to solutions. ³²
Common Questions	G: What do you want? R: Where are you now? O: What could you do (options)? W: What will you do (will)?	G: What do you want? R: Where are you now? O: What could you do (options)? W: What will you do (will)?	S: What's not working? What do you want to change? C: What are the underlying causes? What's stopping you from fixing this? O: What do you want instead of the problem? Where do you want to get to? R: What resources do you have available? What do you need to make this happen? E: What would this mean to you? Effect?

³⁰ <https://www.performanceconsultants.com/grow-model>

³¹ <https://www.performanceconsultants.com/grow-model>

³² <https://nlppod.com/the-nlp-s-c-o-r-e-model-part-1-the-basics/>

3. NLP Communication Model



4. 'Successful Coaching ': 15 Coaching Agreement Items, by John L. Bennett

1. Definition of who the coaching client is
2. Measures of progress
3. Length of coaching engagement
4. Frequency and number of sessions
5. Work to be performed by coach that extends to other activities - interviews, questionnaires, surveys etc.
6. Confidentiality and anonymity
7. Record keeping associated with the engagement
8. Format of coaching session; phone, email, in person
9. General format or process of the coaching session
10. Clarity about what is and what isn't coaching
11. Administrative practises such as billing, payment, cancellations

12. Roles and responsibilities of coach and coachee
13. When mutual feedback should be given
14. Behaviours and interaction during the coaching relationship
15. Agreements about which parties should or should not be involved during a coaching agreement

Appendix B

1. Rolfe's Model of Reflection

Based on the three "What? So what? Now what?" questions, but repeats these questions at three levels, with increasingly deeper reflection at each level. The levels are descriptive, theoretical and action-orientated. This model is based on Borton's developmental model

Descriptive level of reflection	→	Theory - and knowledge - building level of reflection	→	Action-orientated (reflexive) level of reflection
What ...	↔	So what ...	↔	Now what ...
... is the problem/difficulty/ reason for being stuck/reason for feeling bad/reason we don't get on/etc., etc.?		... does this tell me/teach me/imply/mean about me/my patient/others/our relationship/my patient's care/the model of care I am using/my attitudes/my patient's attitudes/etc., etc.?		... do I need to do in order to make things better/stop being stuck/improve my patient's care/resolve the situation/feel better/get on better/etc., etc.?
... was my role in the situation?		... was going through my mind as I acted?		... broader issues need to be considered if this action is to be successful?
... was I trying to achieve?		... did I base my actions on?		... might be the consequences of this action?
... actions did I take?		... other knowledge can I bring to the situation?		
... was the response of others?		- experiential		
... were the consequences		- personal		
- for the patient?		- scientific		
- for myself?		... could/should I have done to make it better?		
- for others?		... is my new understanding of the situation?		
... feelings did it evoke		... broader issues arise from the situation?		
- in the patient?				
- in myself?				
- in others?				
... was good/bad about the experience?				

2. Glossary of Terms

- The **Professional Coaching Skills (PCS)** Course is ICF (International Coaching Federation) accredited and this course counts towards ACC/PCC (Associate/Professional Certified Coach). We were also bound by the ICF Code of Ethics
- **International Coaching Federation** (ICF) describes the ICF core values, ethical principles and ethical standards of behaviour for all ICF Professionals (International Coaching Federation, 2021)
- **EMCC defines mentoring** as “Mentoring is a learning relationship, involving the sharing of skills, knowledge, and expertise between a mentor and mentee through developmental conversations, experience sharing, and role modelling. The relationship may cover a wide variety of contexts and is an inclusive two-way partnership for mutual learning that values differences.” (www.emccglobal.org, n.d.)
- **Emotional Intelligence** - “Emotional Intelligence embraces and draws from numerous other branches of behavioural, emotional and communications theories, such as NLP (Neuro-Linguistic Programming), Transactional Analysis, and empathy” (PCS Handbook, 2021)
- **NLP Communication Model** “describes how we take in messages from outside the body – the external event – and move them through a series of filters into our memory. It’s an important model to learn because once we understand that we can learn how the ‘internal representation’ of that event can continue to impact our lives – and what we can do about it”
- **Coaching agreement** is explaining what coaching is (and isn’t), reaching an agreement about what is and is not appropriate in the relationship (what we can/can’t discuss), and agreeing on the parameters such as logistics, scheduling,

duration, termination, confidentiality. Also refer to Appendix A.4 (Bennett J.L., 2008))

- **Integral Coaching** - Complete, inclusive, balanced and comprehensive. Works with perceptual positions and 4 quadrant model. An all encompassing model and many coaches build their practice on a variation of this, especially in organisations. Can become a very spiritual model and may work differently for different genders.
- **Outcomes** and an outcomes oriented approach are to “create a direction and purpose in life by which we can “programme” ourselves to consistently achieve what we want” (NLP Dynamics User Manual, 2019)
- **Rapport** is the ability to relate to others in a way that creates a climate of trust and understanding. The purpose of rapport is to establish a feeling of comfort and commonality between people, in order to be better able to influence them (NLP Dynamics, 2019)
- **GROW** - performance management tool, most commonly used for goal setting and improvement in an organisational setting. Goal, Reality, Options, Will. Questions are centred around each area.
- **Transactional Analysis (TA)** - Developed by Eric Berne it focuses on understanding behaviour choices. Transactional Analysis (TA) is a psychoanalytic theory and method of therapy. TA recognized that the human personality is made up of three "ego states"; each of which is an entire system of thought, feeling, and behaviour from which we interact with each other (Berne, E., 1961)
- **PUUM model** (Emotional Intelligence model) - Developed by Mayer and Salovey, in 1997. The model consists of 4 branches of emotional problem solving that are required to carry out emotional reasoning. Known as the PUUM Model, the branches work on a scale from the most basic level of emotional intelligence (perceiving emotions) through the more complex aspects (using emotions to regulate thinking, understanding and interpreting emotions, and managing

emotions for growth). Furthermore, the branches contain a set of skills that are also scaled from basic skills to more complex/ challenging skills.

- PERCEIVE Perceiving emotions (body language, verbal, expressions etc.)
 - USE Using emotions to promote clear thinking
 - UNDERSTAND Understanding emotions and interpreting them accurately
 - MANAGE Managing emotions to react appropriately
- **7 Eyed Model of Coaching** - 'Peter Hawkins and Robin Shoet (1989) developed this model originally for supervisors working with individuals, with groups, and with organisations. It supports the coach to build and develop expertise in several levels of knowledge that will greatly enhance their effectiveness' (PCS User Manual, 2022)
- **Bar-on model** - focuses on five EI scales: self-perception, self-expression, interpersonal, decision-making and stress management, and 15 subscales...to driving human behaviour and relationships (PA TIMES Online., 2017)

Appendix C: Case Study

1. Matrix for the case study

Month/ Session	'What' Description	Methodology/ Tool	'So What?' Reflection/Reference	'Now What'
1	Introduction - chemistry test	Emotional intelligence	Ethical contracting (or lack of). In some cases but not enough	Ensure ethical contracting for future client sessions
2	Challenges/areas he's stuck in - confidence, product knowledge, not being a trusted advisor, fear of losing accounts, difficult customers	NLP - understanding the issues he was facing	Where did his beliefs/values stem from? Limiting beliefs (reference NLP course)	Could have spent more time on NLP limiting beliefs but also qualified where he wanted to focus time. Coaching vs. NLP
3	How's he feeling? Focus on 'Quarterly check in' with manager. What would good look like?	Emotional Intelligence	Empathy to understand how he was feeling. Using Rapport (NLP) mixed with coaching clean language	Explore PUUM's model of EI, use questionnaires to baseline i.e. Bar-on's model, Berne's Drivers
4	Lost some of his accounts. Frustration	Emotional Intelligence	handling his emotions. Using awareness and understanding to create a different state. Blend between NLP and Emotional intelligence	Plutchik's wheel of emotions to raise awareness of his emotions then understand why, use NLP to work through past, and EI to empathise and understand them.
5	Identify goals - get promoted. Solution focus-oriented	GROW	Used coaching versus NLP to gravitate towards outcomes. Compare/contrast between NLP/Coaching	Compare models. Assess appropriate model based on client and situation.
6	Work on goals and progress	GROW-SCORE-OSKAR	How could I have used various approaches and how would they have impacted the outcomes?	Compare models. Assess appropriate model based on client and situation.
7	Work through	GROW -	Use of other models. Could I	Use SCORE, OSKAR, test client

	promotion plan	accountability	have used other approaches to identify what his broader goals were - questionnaires, values etc. Impact?	on what the right approach is. Use questionnaires and coaching methods to baseline and understand where gaps are before deciding on model
8	Review of sessions/success - reflection	GROW - emotional coaching	Accountability - could I have broadened the engagement by opening conversation around other topics?	Use questionnaires and coaching methods to baseline and understand where gaps are before deciding on model

2. Case Study (Full Details)

Session 1: Contracting & Maintaining Agreement

	What?	Methodology	So what?	Now What?
1	Introduction - chemistry test	Emotional intelligence	Ethical contracting (or lack of). In some cases but not enough	Ensure ethical contracting for future client sessions

According to The Essential ICF Guide (Passmore J. & Sinclair T., 2021) there are three (3) levels that should be adhered to from a contracting perspective.³³ The level of focus for each of these sections can be fluid and adjusted to the client based on client focus and suitability, but all should be covered. To compare are also Bennett's fifteen steps to effective coaching (Appendix A.6). I particularly like the steps outlined and selecting those most applicable to a client contracting agreement.

What - Contracting

Our first session was an informal 'get-to-know' each other call (chemistry session). After our first session, and through coaching questions³⁴, we determined that he wanted to get promoted to Senior Customer Success by the end of the year 2021. Ethics and

³³ Level 1: establishing agreement for the coaching relationship. Level 2: Agreement for the overall coaching plan and goals. Level 3: Agreement for the session goals and objectives.

³⁴ "what do you want to achieve in the next six months, what would good look like to you", "why is this goal important to you"? When are you looking to achieve this goal"? (Stanier M.B., 2016)

contracting are critical in working with a client as they set the expectations for the engagement, ensure confidentiality (with other stakeholders for example), and unearth what the clients' goals are.

So What: How did this Influence our Sessions and Him as a Whole?

'Whatever form contracting takes, it is crucial for successful coaching engagements' (Bennett J. L., 2008).

Without formal ethical contracting, and adherence to code of ethics, there is a risk that CK, or another client, could put me in breach of contract or liable for any risk associated to him or others³⁵. Whilst I used some contracting, in retrospect I should have established them upfront and throughout. Going forward, from an ICF and ethics perspective, I would have a coaching log (with client consent) and contracts in writing and signed.

As a result, our sessions on occasion veered towards mentoring and giving advice. This wasn't explicitly solicited or clear. This is where contracting is vital to ensure compliance with the client. I must also critique and ask myself; how did this affect the outcome of our engagement? Coaching versus mentoring can lead to very different client outcomes. I particularly like Bennett's fifteen steps to effective coaching (Appendix A.6) and selecting those most applicable to a client contracting agreement. Perhaps because I like lists and steps which are easy to follow.

In addition to contracting as a vehicle to establish a foundation for effective coaching I naturally weaved emotional intelligence techniques throughout. Through empathy, rapport and self awareness of my emotions it helped to build a relationship of

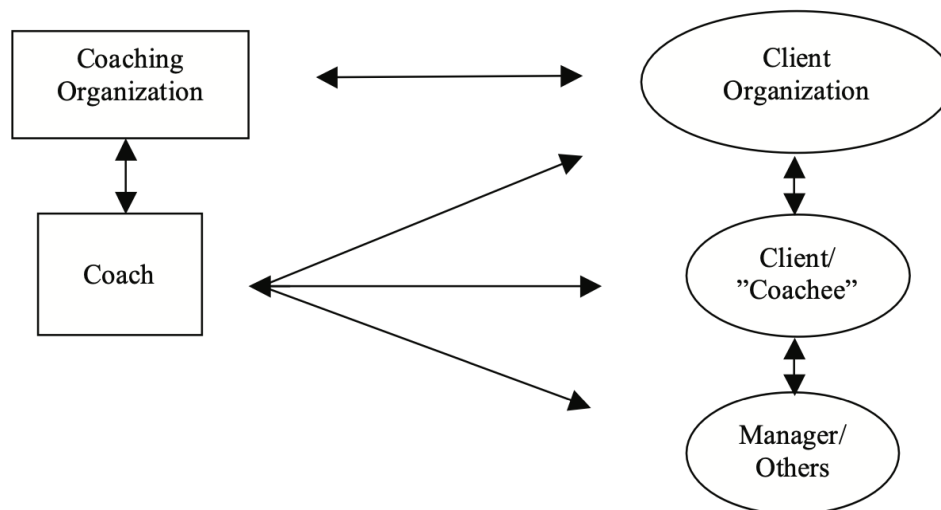
³⁵ 14. 'Adhere to the ICF Code of Ethics in all my interactions. When I become aware of a possible breach of the Code by myself or I recognize unethical behaviour in another ICF Professional, I respectfully raise the matter with those involved. If this does not resolve the matter, I refer it to a formal authority (e.g., ICF Global) for resolution' ((International Coaching Federation. (2021)

understanding towards CK. Empathy is one of the strongest mechanisms to emotional intelligence and in my opinion to effectively coach a client. In reflection though, was this enough? How could questionnaires and other methods have helped; i.e. PUUM's model of EI (Appendix B.2).

Now What: Would I do Differently?

As outlined by Bennett J.L. (2008) coaching agreements “may include additional stakeholders” across an organisation (see below diagram). Contracting and aligning with them could have led to a broader, joint outcome for CK and the business (i.e. moving into a different role, better promotion, achieving increased revenue results etc.).

Multiple Coaching Relationships in an Organisation: (Bennett J.L. 2008)



I would have liked to test whether the goal of getting promoted was the right one using tools and questionnaires upfront, as outlined in Sternad D.'s book '*Developing Coaching Skills*' (2021). For example the wheel of life, vision boards, strengthsfinder, or a Berne's Drivers Questionnaire (PCS User Manual, 2021, p.244). These could have broadened

his thinking towards the bigger picture of what his life could look like and the art of the possible. Perhaps he would have followed his passion of setting up a live arts venue and found a path to turn that into reality (something he mentioned was his passion in our later sessions). Ironically these exercises are incorporated into my coaching workbook, 'Reveal' (Kenyon-Muir S. & Lolas R., 2022), which I am thrilled about using with future clients.

Limiting beliefs³⁶ also arose during one of our sessions which is an area of NLP I would have liked to explore. His negative belief around a lack of time and money meant he was only focused on a promotion to increase his income. Consequently, he felt he needed time to realise his dream. But what if money wasn't an issue, could we have achieved his dream faster? Therefore, exploring the relationship between time, money and his dream, using NLP to work through his limiting beliefs. I didn't delve into this at the time given our focus on getting promoted and achieving that goal. But as stated below, had I focused on a different topic/goal (using other performance methods such as OSKAR or SCORE) or in contrast, worked through his limiting beliefs, we may have reached a completely different outcome.

To go deeper into self-awareness and emotions I would have loved to explore Bar-On's model of emotional intelligence³⁷. On a scale of 1-10 I would rate myself across each category of the questionnaire (PCS User Manual, p.60), and subsequently focus on three areas. Using this I could have focused on developmental areas; 'managing [my] stress, 'growing self-awareness' and 'problem solving'. To manage my stress I could incorporate mindfulness, meditation or time management and therefore improve my client experience (and my own sanity!). This would ensure that I don't bring negative

³⁶ "Beliefs we have that limit the way we live, or from being, doing or having what we want, are called Limiting Beliefs" (NLP Dynamics, 2019)

³⁷ Bar-On's EI model focuses on five EI scales: self-perception, self-expression, interpersonal, decision-making and stress management, and 15 subscales: self-regard, self-actualization, emotional self-awareness, emotional expression, assertiveness, independence, interpersonal relationship, empathy, social responsibility, problem-solving, reality testing, impulse control, flexibility, stress tolerance, and optimism, driving human behaviour and relationships (PA TIMES Online., 2017)

energy into a session and can be fully present. One approach would be to notice and label my emotions using Robert Plutchik's 'Wheel of Emotions'. *'Emotions happen as part of a sequence of events, rather than isolated occurrences. They come from somewhere, even if you don't realise it'* (Healthline, 2020). If I notice that the client is feeling stressed/unnerved for example I could also ask him/her to point out the emotion and work through it.

Session 2: Coaching vs Mentoring & NLP

	What?	Methodology	So what?	Now What?
2	Challenges/areas he's stuck in - confidence, product knowledge, not being a trusted advisor, fear of losing accounts, difficult customers	NLP - understanding the issues he was facing	Used coaching versus NLP to gravitate towards outcomes. Different focus areas and impact on ecology and outcome as a consequence.	Could have spent more time on NLP limiting beliefs but also qualified where he wanted to focus time. Coaching vs. NLP.

As stated above I will compare coaching, mentoring and NLP as these were closely intertwined in my sessions with CK. Below I have provided a summary of the definitions and what this meant to our sessions. I will also touch on ecology and how the line of questioning, or goal, can influence the sum of parts (outcome) for a client.

Coaching vs mentoring vs NLP comparison matrix (Appendix A.2)

	Coaching	Mentoring	NLP
'What' Definition	Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximise their	Mentoring is a learning relationship, involving the sharing of skills, knowledge, and expertise between a mentor and mentee	Describes how we take in messages from outside the body – the external event – and move them through a series of filters into our memory. It's an important

	personal and professional potential.	through developmental conversations, experience sharing, and role modelling.” ³⁸	model to learn because once we understand that we can learn how the ‘internal representation’ of that event can continue to impact our lives – and what we can do about it” ³⁹ .
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What: Difference Approaches

What I find interesting is how independently they all play an important yet different role, and together can have a dramatic impact on the output of the client engagement.

There were occasions, such as in the earlier sessions, whereby I coached through GROW, emotional intelligence and questioning to help him draw his own conclusions, whilst other times I mentored him by giving advice (in reflection I did this subconsciously). At other times I leveraged NLP techniques (from the NLP Practitioner course, (Kenyon-Muir 2022)) to work on his past and limiting beliefs.

“Coaches must be careful not to get drawn into mentoring relationships when they have contracted to deliver coaching” (Passmore J. & Sinclair T., 2020).

From a mentoring perspective, and given my role with CK in the organisation, I was more senior and experienced and therefore on occasion traversed from coaching to mentoring. In reflection I should have contracted for this and stipulated it. What would the impact have been had I not mentored him, and coached him instead?

So What: Impact on CK

³⁸ <https://www.emccglobal.org/leadership-development/leadership-development-mentoring/>

³⁹ <https://performancepartnership.com/nlp-communication-model/>

"People frequently find themselves pursuing goals from the small to the life-time ones, only to realise upon getting them that they weren't worth the sacrifice" (Dotz T. and Hoobyar T. 2018).

Being in the role of a 'coach' (asking him goal oriented questions) helped CK to achieve his goal; of getting promoted in the timespan that we identified. Therefore he deemed it a success and said "it [coaching with me] was life changing". Coaching and having regular sessions gave us a platform to explore his goal(s) (future focused) and what was holding him back (NLP - past experience)); for example his limiting beliefs about building trusted relationships, lack of confidence, and limited financial capital.

What was the right approach I have to ask? To spend time focusing on the future goal(s), or working through his limiting beliefs and what was holding him back? Having NLP training I could explore his limiting belief using time line therapy⁴⁰ for instance. But would the consequence have been investing a disproportionate time on his past, therefore impacting the timeline of getting promoted? Or, could the investment in time working through his limiting beliefs have opened the doors to reaching his dream(s)? If the focus was purely on getting promoted would mentoring and leveraging my expertise have accelerated to reach a single goal? It's a difficult conundrum to face; focus on a single goal and accelerate speed to success, or work through limiting beliefs and reach his dream? This highlights the importance of contracting and being clear with CK beforehand, so he as the client can decide. But also the awareness of ecology and outcomes. How can I test this or build awareness into practice?

⁴⁰ Time Line Therapy is based on the premise that the client goes back to the first time they remember a particular problem, does change work – utilising Neuro Linguistic Programming (NLP) to eliminate irritating behaviours or issues – and, if necessary, goes to subsequent times when their behaviour or response was a problem, and undertakes further change work to resolve it" (James T., Woodsmall W., 1988)

In the NLP Practitioner paper I discussed the impact of ecology⁴¹ on outcomes (Kenyon-Muir S., 2022), therefore the effect one approach (NLP versus coaching versus mentoring) could have on the outcome (getting promoted, realising his dream to build a music venue, or something completely different). For example, was GROW the right, goal-setting approach? Or should I have used a different approach such as T-GROW or SCORE. Or none and focused on NLP and his past experiences in order to work through his limiting beliefs and create a different future outcome?

As also mentioned above there is a perception that NLP is used as a 'manipulation tool' and little research exists in the field of NLP and coaching together being effective. Therefore I must be cognisant of how I use it for coaching clients and their perception. As CK already had a perception that coaches were fraudulent and didn't trust their abilities, NLP could potentially have veered towards being perceived as a tool to manipulate him, therefore confirming his prejudice. I still strongly see it's application in moving past limiting beliefs, with my positive experience. Which also was a big reason for incorporating NLP into my coaching workbook.

In terms of having a coaching mindset⁴² I need to be aware of the presence of biases (NLP communication model) and how this could influence a client session. For example, based on my values, beliefs and distortions did I have a view on how CK's career should progress based on how mine did? Is that right or wrong? This is also ties into my coaching session with Jenny (ref. to transcript) where I could have a bias towards being healthy that may differ to hers.

Now What:

⁴¹ study of consequences, of considering how any change you make impacts on the wider system of which the client is a part' (NLP Dynamics, 2016, p. 11).

⁴² *'The coaching mindset aims to encourage us to be open, curious, flexible and client-centred* (Passmore J & Sinclair T., 2020)

I find it intriguing how outcomes can be affected through different approaches; coaching versus mentoring vs NLP, depending on how/when one uses one approach, and the tools within each. To complement Emotional Intelligence and deeper awareness of self and others it would be invaluable to incorporate other tools such as Gardner's Eight intelligences, Baron Model of EI, Transactional Analysis, and self-score questionnaires such as Berners Drivers, or Strengthsfinder (see Appendix B.2), and deeper/continued self-reflection (i.e. journaling for mindfulness).

It could also have been invaluable to explore his values⁴³, especially in a corporate sense; to align his personal values with his corporate values - would there have been a disconnect? Where did the values come from? At what age? Could we then have explored his values through NLP (time line therapy for instance)? This sets the stage for deeper exploration, and continued work as a coach.

In terms of NLP and biases, firstly I need to be conscious of them, and therefore bring unconscious biases to a conscious level. Sigmund Freud popularised the concept of the 'unconscious mind'; the thoughts, feelings, and memories that are implicit (we are not aware of them and don't have control over them), which still have a huge impact on our behaviour' (Dilts, R. B & DeLozier, J., 2000). Therefore, consistently checking in with myself on my behaviour through self-awareness, and potential biases with clients. If I notice something ask "so I noticed..." or "how is that serving you, do you have an awareness of how eating that food affects you"? And using clean language to eliminate biases. The cleaner the language the less leading the question, and hence the outcome will be.

One way to attempt to eliminate biases is to test them; "I realise I'm making an assumption, however I wonder if...", or "Please correct me if I'm wrong when I say/I

⁴³ Values Are Those Ideas In Which We Are Willing To Invest Time, Energy And Resources To Either Avoid Or Achieve (PCS User Manual, 2021)

can see your reaction...” (Passmore J & Sinclair T., 2020, p. 67). This would give CK an opportunity to agree or disagree.

Another layer and consideration could have been to use the PUUM model for emotional intelligence to perceive emotions and subsequently to regulate thinking, understanding and interpreting emotions, and managing emotions for growth⁴⁴ (see Appendix B.2).

Session 5-7: Focus on Goals - GROW and Other Models

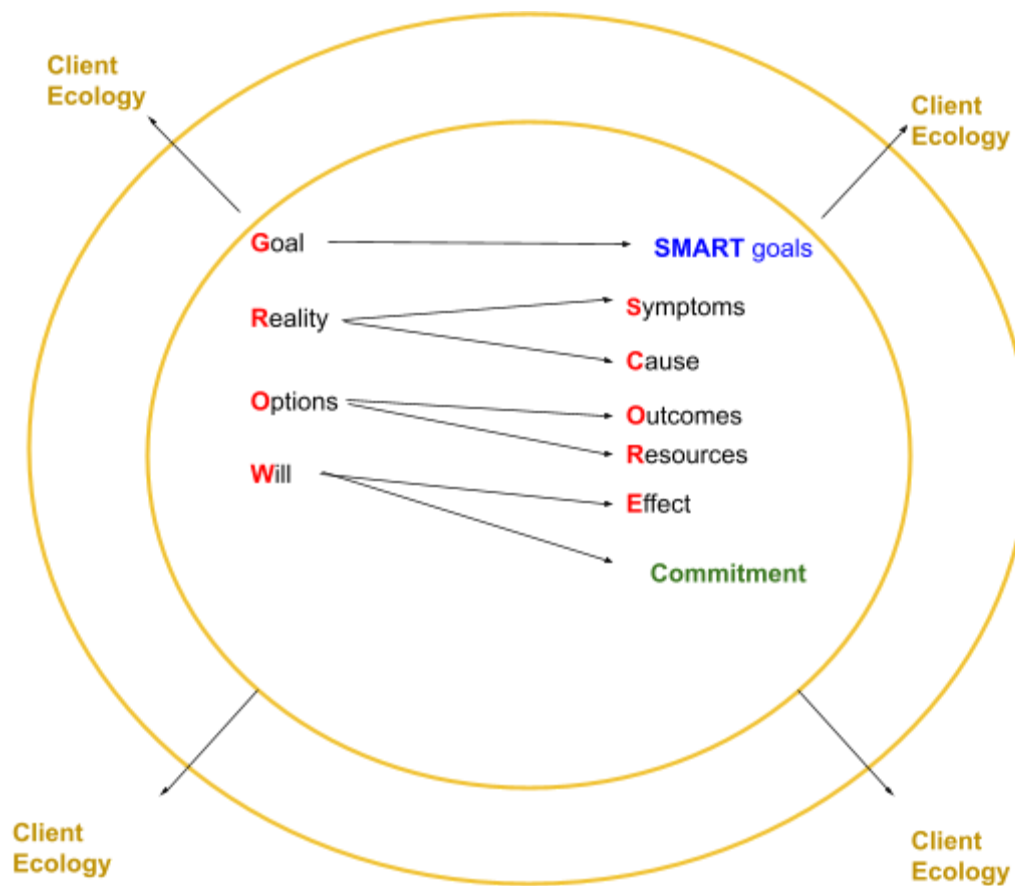
Session	What?	Methodology	So what?	Now What?
5	Identify goals - get promoted. Solution focus-oriented	GROW - SCORE - TGROW	Compare/contrast between various models and impact.	Compare models. Assess appropriate model based on client and situation.

What:

The GROW model (Appendix A.3) is an easy systematic methodology for capturing and managing outcomes and goals for a client. In the case of CK (Appendix A.1), and because we both came from the Customer Success function in our organisation, we were very familiar with this approach. I used open-ended questions such as “tell me about your goal”, “what does (success) look like in six months time/end of our session”, “what’s happening today”, “what could you do to get there etc. This got us to the goal of ‘getting promoted in 2021’. What I will explore below is was this the right methodology and how did it, or other approaches affect the outcome (ecology)?

Diagram showing relationship between GROW, SCORE and Ecology

⁴⁴ branches work on a scale from the most basic level of emotional intelligence (perceiving emotions) through the more complex aspects (using emotions to regulate thinking, understanding and interpreting emotions, and managing emotions for growth).



So What:

GROW was a comfortable approach to goal setting with CK, but I would have liked to test the hypothesis that GROW was (or wasn't) the right approach for achieving his goal of getting promoted. And whether using TGROW, SCORE or another model have led to a different outcome. What I like about incorporating 'T' to GROW is it's focus on the topic that was preventing the larger goal (promotion) from occurring, for example; "why do you want to get promoted (topic)", "What is the bigger picture as to why you want to get promoted (topic)"? But it's still limiting in that it only focuses on a problem and identified goals. Perhaps I chose this because I am a task and goal oriented person. I need to be consciously aware of the tools I am choosing, and my bias, and are they my preference or the clients'.

In reading the book 'Connect the Dots', Busch says *"the way we formulate questions, problems, goals or application processes has a major impact on the creativity, novelty and effectiveness of our solutions"* (Dr Christian Busch (2021). I find this intriguing as this points to the impact a question, approach or modality can have on outcomes, which I will discuss below.

SCORE, derived from NLP by Robert Dilts and Epstein in 1987, on the other hand aims at getting to the root of a problem, by breaking down the problem state, the solution and desired state into smaller chunks. 'These elements represent a minimum amount of information required to make any change or healing'... Its aim is to "tell a story" in more detail. (Dilts, R. B & DeLozier, J., 2000). There is a correlation between GROW and SCORE (referring to the diagram) yet I like it's deeper approach. Using SMART⁴⁵ goals for example to focus on the 'G' in Goal (GROW), and digging into the root cause/symptoms of the current 'Reality', and perhaps using NLP tooling for this.

SCORE Model explained: (Dilts, R. B & DeLozier J., 2000)



SCORE could help to dive deeper into telling a story about his ambitions, whilst delving into the current state, how he would get to the 'solution' through resources and techniques and what would the desired state look like (outcomes/effects). This is where I feel SCORE and the ecology and consequences intertwine - and hence the effect all of

⁴⁵ SMART is Specific, Measurable, Actionable, Realistic, Time-bound goals

these decisions have on outcomes. Therefore, personally a preference for this approach over GROW. Whilst SCORE was taught during our PCS course I unconsciously did not use this with CK, but should have.

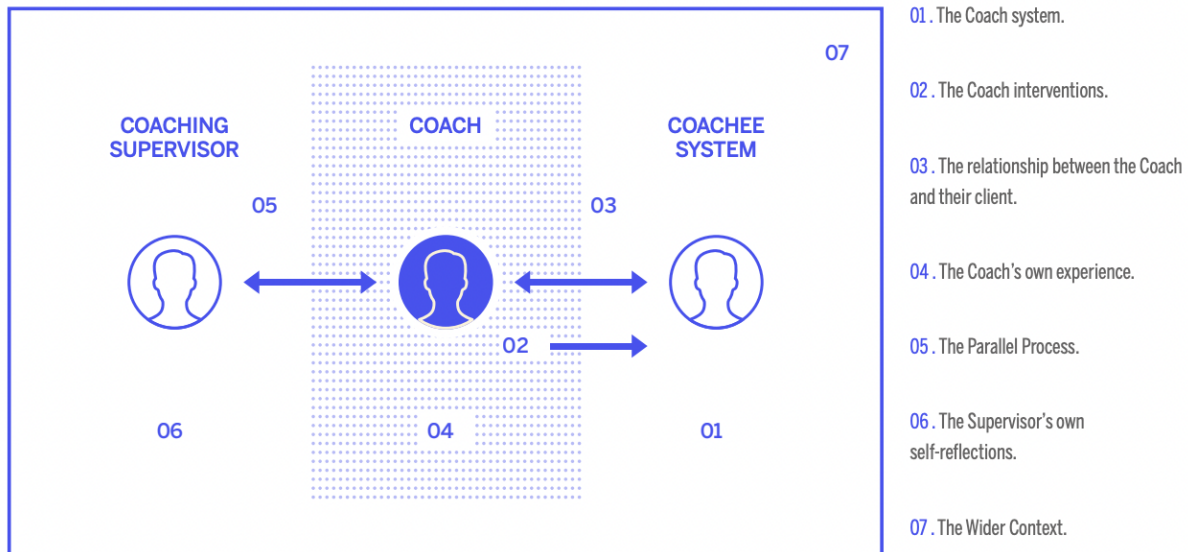
Now What:

In future sessions I would leverage a few performance management models and adapt based on the client's needs - which I would ascertain through upfront questionnaires and coaching tools, emotional intelligence to get a feeling for his emotions and state of mind. I could also test whether the goal is the right one by using clean language, eliminating biases asking several ways.

Another consideration is the '7 eyed model for coaching'⁴⁶ as *"It supports the coach to build and develop expertise in several levels of knowledge that will greatly enhance their effectiveness"* (PCS User Manual, 2021).

⁴⁶ 7 Eyed Model for Coaching combines attention to the minutiae of the work; to the beliefs, feelings and energetic experience of the coach; and to the interactions in the coaching process, as well as in the supervisory relationship itself. The key benefit to coaches is that the wider and deeper the knowledge gained, the more the work will flow".

7 Eyed Model for Coaching (Peter Hawkins and Robin Shoet (1989))



A systemic perspective to knowledge building and increased effectiveness

The steps that relate to me the most are step 4⁴⁷ and step 5⁴⁸ as I can grow, reflect and have a 3rd party perspective (supervisor) to keep me on track and help me think outside the box. Which in essence is what having a coach is (coaches need coaches too!).

As our sessions concluded (after he was promoted), I could have used this as an opportunity to ask “what next” and subsequently set the stage for further sessions and a powerful experience for him. This ties into my desire to grow my coaching practice, complete the PCC accreditation and use my book; ‘Reveal’.

⁴⁷ Step 4: Here there is an opportunity to become more self aware, and so deepen the learning about how to use their full potential, and about what may be getting in the way of that happening. (PCS User Manual, 2021)

⁴⁸ Step 5: This is a valuable perspective as the dynamics that are present in the coach and client relationship can be played out within the supervisory relationship. When this happens, the coach and supervisor learn together what it is like for the client to be in the relationship. It is as if the client is present. With an energy perspective, we learn here that their energy is present, and has arrived alongside the coach. The data gathered in this way, adds another dimension to the supervisee's learning, and effectiveness (PCS User Manual, 2021)