



Mentoring and Coaching

Week 2: Coaching in Context



Aims of the session

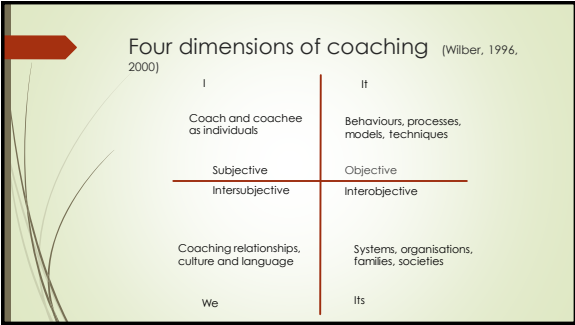
- To examine situations applicable for the use of coaching?
- To explore key principles and beliefs for coaching
- Theoretical principles



Where does the concept of coaching come from?

- 1830 term developed to mean an instructor or trainer
- 20th century – adopted by the workplace, typically a more experienced employee supervising and feeding back to a more junior colleague.
- Development of coaching to a more intrinsically focused set of activities
- How does coaching link it to concepts of adult learning?





Coaching examples

- The Chimp Paradox – Prof. Steve Peters
- Method of the grandmother

TASK

- Working in groups explore these theoretical approaches to coaching and prepare to feedback to the rest of the group on the nature and purpose of these approaches and highlight any positives/negatives as well as any potential applications you can see for them. Would you use it in your PCET setting and why?

1. Psychodynamic coaching
2. Person-centered approach
3. Narrative coaching
4. Cognitive-Developmental approach
5. NLP approach
6. Existential approach

Skills and Performance Coaching

- Usually involves meeting external requirements established by others
- GROW model (Whitmore 2002) – Goals, Reality, Options, Will.
- 7 key tasks
 - To...
 - 1. Cultivate motivation
 - 2. Expand awareness
 - 3. Build self-efficacy
 - 4. Frame opportunities
 - 5. Design experiments
 - 6. Structure repetition
 - 7. Savour success

TASK - Effective coaching conversations

- Using the GROW model – write down a series of questions you could use to help a potential coaching client.

Developmental Coaching

- Often seen as a natural progression from skills and performance coaching
- Agenda of the coachee is paramount and it is their goals that must prevail
- Involves reflection of current status with view to some progressive and permanent change within the individual
- Humanist and person-centered approach
- Goodman's developmental coaching process (2002)
 - 1. Asking for meaning
 - 2. Building a new perspective
 - 3. Creating a bridge
 - 4. Developing action

Transformational Coaching

- Addresses changes ways of thinking, feeling and behaving within the coachee
- CLEAR process (Contracting, Listening, Exploring, Action, Review)
- Works to enable a shift in the mind-set of individuals and enables them to re-evaluate their perspectives
- Four levels of engagement
 - Facts
 - Behaviours
 - Personal feelings
 - Assumption values/Motivational roots
- The need for narrative and dialogue to address where the crux of the problem is

Key principles for effective coaching

(adapted from Connor & Pokora 2007)

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graph TD; Individual((Individual)) --> LR((Learning relationship)); LR --> LearningDev((Learning & Development)); LearningDev --> Skills((Skills)); Skills --> EthicalPractice((Ethical Practice)); EthicalPractice --> MentorCoach((Mentor or coach qualities)); MentorCoach --> Context((Context)); Context --> Change((Change)); Change --> Framework((Framework)); Framework --> Individual;
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TASK

- In pairs draw up a coaching plan for a PCET setting of your choice and prepare to feedback to the group.
- You should consider the following:
 - Aims and objectives
 - Success criteria
 - Theoretical approach
 - Context that will be used
