

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?



Four dimensions of coaching (Wilber, 1996, 2000)

I	It
Coach and coachee as individuals	Behaviours, processes, models, techniques
Subjective	Objective
Intersubjective	Interobjective
Coaching relationships, culture and language	Systems, organisations, families, societies
We	Its

The development of coaching (Cox et al 2010)

- | From | To |
|--|---|
| <ul style="list-style-type: none"> Coach requires expertise/knowledge of the task Driven by the coach's agenda, or at best an agreed agenda Coachee performance (doing) Skills acquisition (building knowledge of the task) Meeting standards set by others | <ul style="list-style-type: none"> Coach requires expertise/knowledge of the coaching process Driven by the coachee's agenda Coachee self-actualization (becoming) Capability development (building insight and self-knowledge as stepping stones to more substantive change) Meeting standards set by the coachee |

Adult learning and coaching

- Andragogy (Malcolm Knowles)
- Experiential learning (David Kolb)
- Transformative learning (Jack Mezirow)

Focus for today

- Skills and performance coaching
- Developmental coaching
- Transformational coaching

Cognitive Behavioural Coaching

- This theory underpins all the main coaching models
- *'An integrative approach which combines the use of cognitive, behavioural, imaginal and problem solving techniques and strategies within a cognitive behavioural framework to enable coaches to achieve their realistic goals.'*
(Palmer & Szymanska, 2007 p.86)
- Basic premise is that the way you think about events impacts on the way you feel about them and subsequently affects performance
- Beck (1995) three levels of cognition
 1. Automatic thoughts
 2. Intermediate beliefs (attitudes, rules, assumptions)
 3. Core beliefs
- The role of cognitive distortions

TASK

- Using the statements provided and the example given on each, decide on what you would say to a friend/colleague who has asked for help and are displaying the thinking error on the statement. How would you help them?

Solution-focused approach

- Roots are in therapy
- Based on constructionist theory
- Coachee works to develop a future state and construct a pathway in both thinking and action that assists them to achieve that
- Unlike other coaching approaches this is not backwards looking – knowing how a problem came about doesn't necessarily help us fix it

Key principles

- Use of a non-pathological interpretive framework
- Client based experience
- Coaching is about facilitating the construction of a solution
- A focus on client resources
- Specific and clear goal setting
- Action orientation
- Doing what works and stopping doing what doesn't
- Change can happen in a short period of time
- Coaching process should be designed to be engaging for the coachee

Techniques

- Changing the viewing – if you're looking at the problem you're not looking for the solution. The magic question
- Changing the doing – possibilities, how and why and experimentation

Person-centred approach

- Developed by Carl Rogers 1940s-50s
- The individual is their own best expert
- Facilitation of self-determination and full functioning of the coachee

Some key points

- Thinking skills – coping with change and developing resilience
- Self-acceptance
- Use of cognitive tools and techniques

Skills and Performance Coaching

- Usually involves meeting external requirements established by others
 - 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

Key features and processes of skills and performance coaching

1. Identifying a learning need with intrinsic value
2. Listening to understand and support
3. Discovering capacities, strengths and resources
4. Observing examples of successful accomplishment
5. Formulating a vision of personal mastery
6. Brainstorming innovative designs and strategies
7. Practising and refining new behaviours
8. Celebrating improvement
9. Repeating these steps for continued improvement

Models of skills and performance coaching

- GROW – Goals, Reality, Options, What You Will Do
- IMPACT – Identify Life Chapters, Make sense of Transitions, Plan, Act, Consider, Track
- OSKAR – Outcome, Scaling, Know-How, Affirm and Action, Review
- CLEAR – Contracting, Listening, Exploring, Action, Review

TASK - Effective coaching conversations

- Using one of the previously identified models – write down a series of questions you could use to help a potential coaching client who is seeking your support and wishes to become a better tutor/teacher.

The Chimp Paradox – Prof Steve Peters

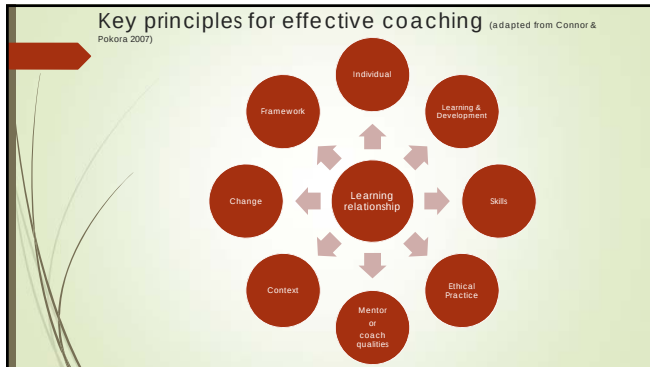
- <https://www.youtube.com/watch?v=R-K1D5NPJs&t=254s>
- What do you think of this approach to coaching and development?

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
 1. Facts
 2. Behaviours
 3. Personal feelings
 4. Assumption values/Motivational roots
- The need for narrative and dialogue to address where the crux of the problem is



TASK

- Revisit the list of cognitive errors you considered earlier on, would you change your approach to how you would help your colleague/friend?
