



PCET Mentoring & Coaching

Establishing a mentoring/coaching programme within the context of PCET



Aims of the session

- To consider a variety of theoretical frameworks for the implementation of mentoring/coaching
- To examine challenges and considerations for the PCET sector in relation to mentoring/coaching provision



Theoretical approaches to coaching

- Psychodynamic coaching
- Person-centered approach
- Narrative coaching
- Cognitive-Developmental approach
- NLP approach
- Existential approach

Psychodynamic Coaching

- Relates to understanding the working of the human mind, the role of past experience and the unconscious mind.
- Emotional regulation
- **QUESTION** – why might we need to consider these factors in a coaching scenario? How might it impact on engagement?
- Broadly works within the following stages (Cox et al 2010, p.29)
 1. Contracting
 2. Assessing
 3. Developing
 4. Implementing
 5. Reviewing

Key terminology for psychodynamic coaching

- Creating a holding environment
- Defence mechanisms – **QUESTION** – can you name any?
- Transference – examples?
- Counter-transference
- **QUESTION** – Can we identify any benefits/challenges of this approach? What situations might this approach best be utilised for?

Person-centered approach

- Developed in the 1940s and 1950s by Carl Rogers
- Based on belief that human beings are their own best experts.
- Based on self-actualization theory

'individuals have within themselves, vast resources for self-understanding, and for altering their self-concepts, basic attitudes, and self-directed behaviour; these resources can be tapped if a definable climate of facilitative psychological attitudes can be provided' (Rogers 1980, p.115)

Rogers' Six Facilitative Relationship Conditions (Rogers 1957, p.96)

- Two persons are in psychological contact.
- The first (the client) is in a state of incongruence, being vulnerable or anxious.
- The second person (the therapist) is congruent or integrated in the relationship.
- The therapist experiences unconditional positive regard for the client.
- The therapist experiences an empathetic understanding of the client's internal frame of reference and endeavours to communicate this experience to the client.
- The communication to the client of the therapist's empathetic understanding and unconditional positive regard is to a minimal degree achieved.

Narrative coaching

- Three key levels
 - Understanding and connecting to the narrator.
 - Drawing on narrative structure to understand the material in the narrated stories.
 - Utilising narrative practices to understand the narrative field.
- Connections between the way we see ourselves, the way they narrate their lives and the way in which people behave
- How we see ourselves through positioning and identity
- Coach using appropriate leveraging points to support development

- Listening as a means of promoting change
- The development of dialogical space
- Applications?

Narrative Writing Diamond



The diagram is a diamond shape divided into five horizontal sections. From top to bottom: 1. ENTERTAINING BEGINNING. 2. ELABORATIVE DETAIL - Story Critical Character, Setting, Object. 3. SUSPENSE or anticipation leading to the main event. 4. THE MAIN EVENT - Show action in slow motion, frame by frame, stretch it out! Include description and main character's thoughts and feelings! 5. Action leading to SOLUTION of problem or CONCLUSION of adventure. Below the diamond is a small icon of a diamond with rays. To the right of the diamond is the text: EXTENDED ENDING: Memory, Decision, Feeling, Wish.

Cognitive-Developmental approach

- Based on research linked to differences between individuals not explained by learning styles, personal preferences, personality types etc.
- As well as differing from other individuals we undergo changes within ourselves which impact on the way we make meaning of our lives.
- Such changes occur in logical sequential stages throughout a person's life and influence how a person reacts and engages with change.
- Each stage retains the qualities of the previous one and therefore has potential to become more developed and complex.

Purpose

- Not developed to respond to coaching in particular.
- More as a way of understanding human development and the differences between people and a way of exploring the stages that individuals go through.
- Benefits and uses of this approach?

NLP approach

- Neuro-linguistic programming – no real theoretical basis and often seen as more of a practical than theoretical discipline.
- Based on classical conditioning and also cognitive psychology
- The way in which we use language to articulate and represent experience
- The need to understand how coachees can create their own reality is important within this tradition.
- What's going on in this scenario?

Change and development strategies

(cited in Cox et al 2010)

- Matching and pacing
- Leading
- Well-formed outcomes
 - a. Stated in the positive
 - b. Sensory based goals
 - c. Chunk size
 - d. Ecology
 - e. Time frame
 - f. Ownership

- Meta model
- Milton model
- Metaphor
- Anchoring
- Logical levels
- Eye-accessing cues

Existential approach

- Focuses on key concerns of coaching i.e. professional, managerial and leadership development and performance from the perspective of universal concerns of individuals and organisations.
- The tension between certainty and uncertainty in our existence.
- Key aim is for clients to understand their concerns within the wider context.
- The need to understand the root of any anxieties/concerns is key in this approach.
- [Working with Yannick](#)

Key principles

- No single underlying theory
- Spinelli (2007) looks at three key principles
 1. Relatedness
 2. Uncertainty
 3. Existential anxiety
- Acknowledges that human development is open ended in nature and therefore uncertain.
- Dual aim of the coach and can use a broad range of methods and techniques
- Applicability?

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TASK

- In pairs draw up a coaching plan for a PCEI 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
