
BMPF7013g

Assessment Component No. 2 (Written assignment) Independent Study –

A critical reflection of the ICF approved Transformative coaching certification programme

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Word count: 4753

INTRODUCTION

This paper provides a critical reflection of my experience completing the ICF approved Transformational coaching programme delivered by Coach Masters Academy (CMA).

I will use Kolb's Cycle of Reflective Practice (2022) focussing on three areas: the coaching process; the coaching mindset and coaching skills, all in the context of how I can use my learning to best serve the needs of the client through coaching. My reflection will also draw on my previous training in coaching and Neuro-Linguistic Programming (NLP) as well as the fields of Neuroscience and Kline's Thinking Environment (2010).

MY MOTIVATION FOR COMPLETING CMA'S TRANSFORMATIONAL COACHING CERTIFICATION PROGRAMME

Progressing into full-time coaching to help individuals and teams be their best selves I wanted to build on my training in executive coaching and NLP and align my practice with a professional body such as the ICF (International Coaching Federation) to uphold standards and ethics in my practice.

My choice of CMA's Transformational certification in their Awareness-Clarity-Choice coaching approach was for two reasons. Firstly, their programme is ICF approved providing a clear pathway to ICF accreditation (CMA 2020). Secondly, I felt that their Transformational coaching approach would expand my knowledge and skillset, strengthening my ability to help individuals flourish in a changing world.

INTRODUCING KOLB'S CYCLE OF REFLECTIVE PRACTICE

David Kolb, the American educational theorist, developed his Cycle of Reflective Practice depicting his theory that learning is a combination of experience, reflection and idea generation which is then put into action starting the cycle again (McLeod 2017). His model comprises four stages as outlined in Figure 1 below.

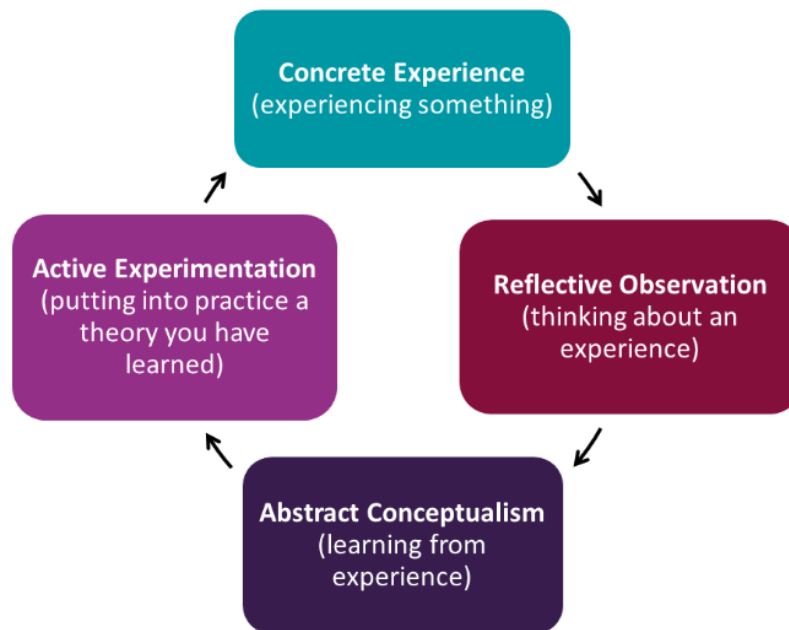


Figure 1: Kolb's Cycle of Reflective Practice

(University of Hull 2022)

The University of Hull (2022) explains the first stage, Concrete Experience describes the event itself, Reflective Observation shifts the focus to connecting with previous experience, skills and knowledge, Abstract Conceptualisation is where fresh thinking/ ideas are developed; and finally, the fourth stage, Active Experimentation is where the resulting learning is translated into future goals and action starting the cycle again.

In the section below I will explore the coaching process, coach mindset and coaching skills covered in CMA's training using stages one to three. I will then cover stage four, Active Experimentation in my conclusion.

CRITICAL REFLECTION OF THE CMA TRANSFORMATIVE COACHING PROGRAMME

CONCRETE EXPERIENCE

The coaching process

CMA (2020) describe their approach as Transformational coaching informed by the science of Positive Psychology and Adult Learning Theory.

Positive Psychology is defined as the exploration of how people flourish by identifying, nurturing and consciously applying their innate strengths and values (Gibbons 2020, Froh 2004). Seligman, who introduced Positive Psychology in 1998, acknowledged of the broad range of influences including Maslow, Beck, Csikszentmihalyi and Duckworth in shaping this evolving branch of Psychology (Gibbons 2020).

Ives (2008) describes **adult learning** informed coaching as an outcome-orientated and client-led process where an individual reflects on their experiences and questions assumptions to expand their self-awareness and gain perspective to help solve dilemmas they are facing. Kolb's Cycle of Reflective Practice applied in this paper is one example of adult learning theory (McLeod 2017).

Corrie and Lawson (2017) explore the influence of adult learning theory in **Transformational coaching**, in particular the work of Mezirow which Terblanche (2022) also explains is the theory that learning is a process of challenging the assumptions we make, expanding our perspective on our experiences to inform our action. CMA (2020) further differentiated between the types of insight that can occur in coaching conversations with Transformational coaching driving deep personal awareness of one's beliefs and assumptions to achieve lasting change, versus Transactional coaching which focusses on helping the individual obtain situational awareness of a specific experience.

All three of these influences are reflected in CMA's Awareness-Clarity-Choice Conversation coaching model (2020) shown in Figure 2 below.

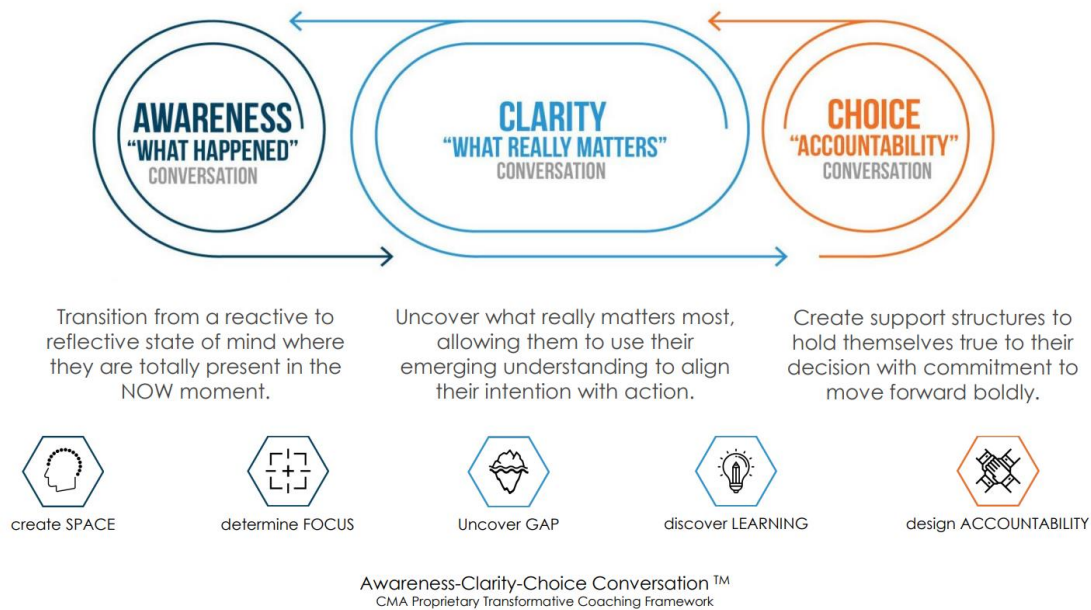


Figure 2: CMA's Awareness-Clarity-Choice coaching model
(CMA 2020)

As seen in Figure 2 above, CMA's Awareness-Clarity-Choice model (2020) follows a specific process of ensuring the client is in an optimal mindset for coaching, establishing the focus for discussion, guiding the client in reflective thinking to uncover deeper insight to then inform personal choice and future action.

Through a 12-week virtual programme we were introduced to and, built our skill in applying CMA's Awareness-Clarity-Choice model (2020) shown in Figure 2. Throughout the programme CMA (2020) made clear the expectation of adherence to the ICF Core Competencies (coachingfederation.org 2022) in Appendix A.

The programme was delivered in two parts, firstly the 'Learning Lab' exploring the theoretical structure of the model and practiced parts of the coaching process (CMA 2020). The second part was the 'Coaching Lab' where all students observed, participated in, and reflected on a series of coaching conversations applying the coaching model (CMA 2020). A reflective essay and coaching recording outlined in the Portfolio section of this submission completed the assessment process (Britz 2022a).

The coaching mindset

A core expectation set was the 'coaching mindset' that we as coaches should imbue to successfully apply the Awareness-Clarity-Choice model (CMA 2020). The ICF defines the

coaching mindset as “Develops and maintains a mindset that is open, curious, flexible and client-centred” (coachingfederation.org 2022). Building on this, CMA (2020) further articulated that coaching is different to the ‘helping’ roles of consultant and teacher where the emphasis is to impart knowledge or to direct thinking, and different to a therapist with a focus on ‘fixing’ rather, as Whitmore (2010) states, the role of the coach is to help clients learn for themselves, and in doing so help them access their inner potential.

The coaching skills

To apply the CMA Awareness-Clarity-Choice model (2020) shown in Figure 2 a set of competencies or skills were identified underpinned by the ICF Core Competencies (coachingfederation.org 2022).

CMA (2020) emphasise rapport as a critical skill based on two of the ICF Core Competencies (coachingfederation.org 2022) building a relationship of trust and being fully present. Many maintain these competencies create a connection between client and coach that facilitates a space where a client feels psychologically safe to explore their thoughts and feelings (Whitmore 2010, Cox et. al 2014, Corrie and Lawson 2017, Boyatzis and Jack 2018, Grant and Atad 2021, Hinck 2022). Dixit and Dixit (2018) further explore how a coaching presence of full attention uses a coach’s empathy to build rapport helping a client explore their thinking.

CMA (2020) also emphasised the importance of contracting, the ICF Core Competency (coachingfederation.org 2022) of ensuring clarity and agreement on the role of the coaching relationship, also discussed by Whitmore (2010), and the goal of the client in each session as shown in ‘Awareness’ phase in Figure 2 (CMA 2020).

Evoking awareness is also highlighted by CMA (2020) aligned with the ICF (coachingfederation.org 2022) definition - helping the client gain insight through the use of tools and techniques such as questioning, silence and working with language for example analogy and metaphor. Powerful questioning is widely considered a core part of any coaching conversation (Whitmore 2010, Cox et. al 2014, Madden and Sarantinou 2019, Fölscher-Kingwill and Terblanche 2019). In Positive Psychology coaching McQuaid (2017) asserts that the type of question a coach asks influences where a person’s thinking goes and what they discover, and Fölscher-Kingwill and Terblanche (2019) express the view that questions can unlock new thinking in a client. In CMA’s Awareness-Clarity-Choice model (2020) a coach needs to identify what question is needed at each step in the process (see Appendix B). For example, at the start of the coaching conversation in the ‘Awareness’ stage

the ability to gently probe for a client's desired outcome, or in the 'Clarity' stage, asking a question to prompt the client's conscious reflection on what might be emerging, or in the 'Choice' stage asking a question that helps a client affirm their choice in actions (CMA 2020).

Alongside questioning is the skill of listening which ICF (2022) explain is listening for both what is, and isn't said, hearing the full context of the client. In CMA's Awareness-Clarity-Choice coaching process (2020) it is important for the coach to hear where a client is in the process to inform the right question is used. Just as important is for the coach to listen for which 'domain' the client is thinking in, for example are they in a thinking, doing or feeling mode in order to match the language used, helping maintain rapport and working within the client's frame of reference (CMA 2020).

REFLECTIVE OBSERVATION

The coaching process

Through Reflective Observation, Kolb's second phase of his Reflective Cycle of Practice (2022) shown in Figure 1, I connected CMA's Awareness-Clarity-Choice model (2020) to my previous learning and experience in particular a traditional coaching framework used in my earlier coaching training, Whitmore's GROW model (2010), an example of an NLP¹ technique, Perceptual Positions (Madden 2017) and Kline's Thinking Partnership (2010) as part of her work on the Thinking Environment.

Whitmore's GROW model (2010) was developed to help individuals identify a pathway to an outcome by asking questions of them rather than instructing. It comprises four steps as shown in Figure 3 below.



Figure 3: The GROW coaching model (performanceconsultants.com 2022)

¹ NLP was first developed by Richard Bandler and John Grinder in the 1970's providing a series of techniques that explore the connections between our brain's processing patterns and our use of language to make sense of our experiences, the combination of which drive our resulting behaviour. (Britz 2021b)

Both Whitmore's GROW model (2010) and CMA's Awareness-Clarity-Choice model (2020) work to first identify the client's desired outcome in the 'Goal' step (Figure 3) and the 'Awareness' stage (Figure 2) respectively. Where they differ is Whitmore's GROW model (2010) works directly from the 'Goal' identified by the client at the start of the conversation whereas CMA (2020) maintains a client is not always clear on their goal and so the 'Awareness' phase helps do that. For example, a client first said they wanted to talk about a challenging project. However, through the 'Awareness' phase, a stakeholder relationship emerged as a more specific focus (Britz 2021a).

In Whitmore's GROW model (2010) the 'Reality' and 'Options' steps help clients obtain greater awareness of the situation and potential ways forward which then leads to the 'Will' step committing to an action. This is similar in CMA's Awareness-Clarity-Choice model (2020) in the 'Clarity' and 'Choice' phases respectively. However, similar to the 'Goal' phase in Whitmore's GROW model (2010) the questions in the 'Reality' and 'Options' stages focus very much on increasing awareness on the situation at hand. Whereas the questions in CMA's (2020) 'Clarity' and 'Choice' phases aim to deepen the client's thinking, exploring the beliefs and assumptions influencing their perception and experience of the issue. This reflects the intention of Transformational coaching to not only help the individual in the moment, but through the insight gained, make lasting change (Cox et. al 2014, Corrie and Lawson 2017, Grant and Atad 2021, Hinck 2022). However, the application of the GROW model is evolving, shifting focus on the use of GROW from a transactional to a transformational coaching framework (performanceconsultants.com 2022).

Having applied both Whitmore's GROW model (2010) and CMA's Awareness-Clarity-Choice model (2020) with clients I do believe both have merit depending on their needs. For example, I used Whitmore's GROW model (2010) with a client who wanted clarity on the development he wanted for his team and in stepping through the four phases he was able to clarify the outcome, think through the current state, evaluate the options and felt satisfied with the outcome he arrived at (Britz 2020a). Whereas another client wanted to resolve a challenging relationship and in using CMA's Awareness-Clarity-Choice model (2020) she not only identified how to deal with it, she also gained insight into a pattern of her own behaviour that was possibly contributing not only to the relationship in question but in other situations and importantly identified how to shift it (Britz 2021a).

These experiences reflect the discussions of Ives (2008) and Cox et. al (2014) on the range and diversity of coaching approaches currently available and how the choice of an approach

can influence the insight gained, such as the more situational awareness of Whitmore's GROW model (2010) or the more personal awareness of CMA's Awareness-Clarity-Choice model (2020). In reflecting on how I consider which model is most appropriate for the client in the moment I believe links back to the ICF Core Competencies (2022) of rapport, listening and questioning. By using these skills at the start of a conversation I hear what CMA (2020) describe as the presenting issue, and importantly, in line with the ICF Code of Ethics (2022, that focus is agreed with the client rather than me interpreting the focus to ensure it is a client-led process as explored by Cox et. al (2014).

In helping a client deepen their understanding as shown in the 'Clarity' phase in Figure 2, I am reminded of the NLP technique Perceptual Positions which Zamfir (2016) explains helps an individual visualise a situation from other viewpoints to expand their understanding. This is similar in intent to Terblanche's (2022) description of Transformational coaching's ability to use reflection to expand our perspective. However, where these approaches differ is that as Madden and Sarantinou (2019) explore, Perceptual positions can be used in isolation as a tool to gain insight into the specific situation, whereas the 'Clarity' stage is part of the broader CMA Awareness-Clarity-Choice model (2020) that with the full process provides opportunity to take the situational awareness deeper to uncover more personal insight and take it through to action. For example, comparing the cases of two clients both of whom had experienced a difficult meeting and wanted to understand what had happened, I used the NLP Perceptual Positions technique with one client who reported gaining very helpful insight into how they were behaving in that meeting and how that impacted the outcome (Britz 2020a). However, once trained in the CMA Awareness-Clarity-Choice model (2020) I used it followed by the additional questions in the 'Clarity' phase and found they not only gained insight into the meeting itself but also accessed deeper understanding of the beliefs that were driving their behaviour enabling them to change it (Britz 2021a).

In reflecting on CMA's Awareness-Clarity-Choice model (2020) and Kline's Thinking Environment (2010) a key difference is process. In CMA's Awareness-Clarity-Choice model (2020) there is a defined process the coach uses to guide the client to achieve greater insight into an issue, whereas the emphasis for Kline's Thinking Environment (2010) is space for independent thinking. This is based on the observation that the quality of a person's action is driven directly by the quality of the thinking they did first and that The 10 Components of a Thinking Environment shown in Figure 4 below help a person conduct that thinking (Time to Think 2021).

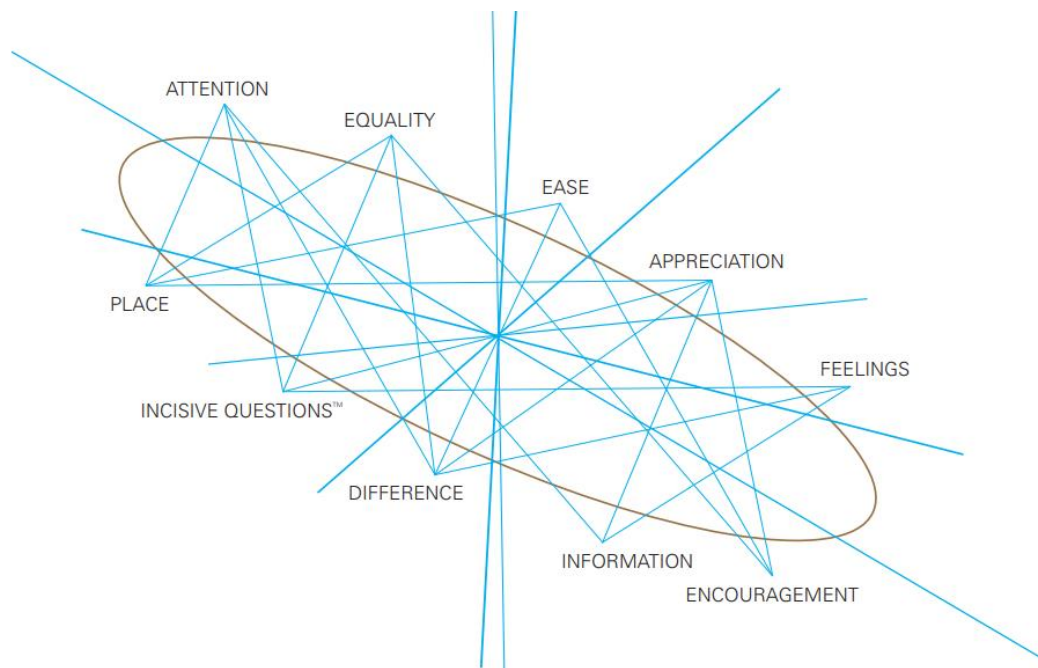


Figure 4: The Ten Components of a Thinking Environment
(Time to Think 2021)

The Thinking Partnership is an application where the 10 components of the Thinking Environment create a space for an individual to think through a particular topic to find their own solutions (Kline 2019). This correlates with the neuroscience² findings that when an individual finds their own answers, they have a greater sense of personal ownership and motivation to act (Bamber 2019). However, Kline (2020) also recognises that our thinking can sometimes become 'blocked' by a limiting assumption, and it is at that point that the use of Incisive questions³ can help an individual move forward. A key difference to the CMA Awareness-Clarity-Choice model (2020) is that rather than the coach being the guide through the process, Kline's Thinking Partnership (2010) is fully client-led with questions only asked when client's thinking wave ends or hits a block and they turn back to the coach.

The coaching mindset

Another element of the ICF (2022) coaching mindset definition is respecting the client's accountability which reflects McQuaid's (2017) assertion that a coach helps an individual access and enhance their strengths to use them in dealing with challenging situations. This echoes the NLP belief that we all have the resources we need within us and a by understanding how we process the information that forms our views of the world we can gain

² The study of the brain and the nervous system and how these systems function physiologically to transform sensory stimuli into output, actions and/or reactions (Rabikrisson 2021).

³ A carefully crafted question that helps free the mind from an untrue assumption lived as true (Kline 2020).

insight to shift unhelpful perspectives (Bandler and Grinder 1975, Cox et. al 2014, Madden and Sarantinou 2019, Dilts and DeLozier 2021). This is also echoed in Kline's (2020) belief that we are all equal and independent thinkers but that we operate in a world of interruption and so the role of the coach is to create the Thinking Environment where generative thinking can occur. I have noticed with many new clients how they start hesitant almost expecting interruption and in experiencing a space of complete attention they relax and allow themselves to think fully (Britz 2022b).

The coaching skills

In reflecting on past training and the CMA Awareness-Clarity-Choice coaching model (2020) I see consistency in the types of skills required such as building rapport, active listening and questioning which Madden and Sarantinou (2019) describe as essential in NLP and which Hinck (2022) suggest are key in Transformational coaching. However, where I do notice a difference is the form these skills take in application based on the type of coaching approach being followed.

For example, Madden and Sarantinou (2019) discuss how in NLP listening has a strong focus on the mind-body connection, noticing shifts in body language and tone of voice is as important as the spoken word in helping understand how effectively a client is engaging in a technique. Whereas the CMA Awareness-Clarity-Choice focuses on noticing verbal clues as to how the client is processing the discussion (CMA 2020) such as listening for and identifying the client's 'expression of desire', the articulation of what they would like to help them move to the 'Clarity' phase. Whereas in Kline's Thinking Environment (2020) listening is not about listening to identify what question to ask next, rather it is about creating an environment where they are able to think fully, generatively and independently.

Similarly, while questions are a widely regarded coaching skill helping unlock greater insight and learning, the types of questions vary depending on the specific approach (Cox, et. al 2014, Madden and Sarantinou 2019, Hinck 2022). For example, in the NLP Perceptual Positions technique Madden and Sarantinou (2019) emphasise how questions help the individual to use their senses to fully associate into the memory of an event whereas in the CMA Awareness-Clarity-Choice approach (2020) specific questions (Appendix B) are used in different phases, such as drawing out the focus of the conversation in the 'Awareness' phase or prompting deeper learning in the 'Clarity' phase.

And in Kline's Thinking Partnership (2020) questions are used only when prompted by the thinker to aid further thinking or to help dispel a limiting assumption.

ABSTRACT CONCEPTUALISATION

Coaching process

Turning my attention to Abstract Conceptualisation (Figure 1) with fresh thinking from my Reflective Observation, my attention is drawn to the belief held across various fields that we all have individual ways of seeing the world, and to achieve change one must work within that worldview, for example the NLP view that everyone has a different 'map' of the world (Bandler and Grinder 1975, Cox, et. al 2014, Kline 2010, Zamfir 2016, Madden and Sarantinou 2019, Dilts and DeLozier 2021). Similarly, in Transformational coaching the need to understand the client's specific reality (Corrie and Lawson 2017, Hinck 2022). Whereas in Neuroscience it is acknowledged we have the same neurology however how we use them, and our resulting internal view of the world and our experience in it is unique (Boyatzis and Jack 2018, Dixit and Dixit 2018, Bamber 2019, Rabikrisson 2021).

As Ives (2008) and Cox et. al (2014) observe, these perspectives play out in different coaching approaches each with have their own merit such as Whitmore's GROW model (2010), Kline's Thinking Environment (2010), NLP techniques explored by Madden and Sarantinou (2019), and the Transformational approach of CMA's Awareness-Clarity-Choice coaching model (2020) but with different influences, questions and processes. However, the intention that Whitmore (2010), Kline (2010), Madden and Sarantinou (2019), Corrie and Lawson (2017) and Cox et. al (2014) discuss respectively is congruent. They all aim to help an individual learn from their experiences in line with the various theories on adult learning that Ives (2008) explores including Kolb's Cycle of Reflective Practice (2022) used in this paper (Figure 1).

If they all share a common intent, I am drawn to consider what flexibility there is to work together to best serve the needs of the client. For example, Whitmore (2010) refers to the GROW model as a framework that can be flexed and applied in a variety of conversational change contexts fitting into a broader leader discussion or a coaching session. Similarly, Madden and Sarantinou (2019) explain that NLP techniques are specific discreet processes applicable in a number of different settings such as in a therapeutic context, within a coaching conversation, or even an organisational context.

I have explored this flexibility with some of my coaching clients for example with one client who entered the coaching session upset by a challenging conversation with a colleague (Britz 2022b). I started with the 'Awareness' phase of the CMA Awareness-Clarity-Choice

approach (2020) and through that process she articulated wanting to expand her situational awareness of the event. Respecting a core coaching principle, being directed by the needs of the client (Whitmore 2010, Ives 2008, Cox et. al 2014, Corrie and Lawson 2017, Grant and Atad 2021, Hinck 2022) I suggested NLP Perceptual Positions as a technique that as Madden and Sarantinou (2019) explain helps one explore the situation from different perspectives. With her permission we applied the technique and in doing so she gained deeper insight into the situation itself (Britz 2022b). Once completed I then used the CMA Awareness-Clarity-Choice coaching model (2020) 'Clarity' phase questions to prompt further reflection on the patterns of behaviour she had noticed in the Perceptual Positions technique. This process, echoing what Corrie and Lawson (2017) describe as reflecting on the beliefs and assumptions driving behaviour, enabled her to identify what needed to shift to change her interactions with others (Britz 2022b). On reflection, and based on the feedback from the client, flexing the CMA Awareness-Clarity-Choice model (2020) to include the Perceptual Positions technique was effective. I believe that key to its success was clearly asking for permission to use the technique as it ensured the process remained client-led, adhering to the ICF Code of Ethics (2022) and as Bamber (2019) discusses, by acknowledging their autonomous position in the coaching discussion, increased their responsibility in the outcome.

Another approach that has been designed specifically to work within other coaching frameworks is the Master Mind Institute's Four C's model (2022) shows in Figure 5 below.

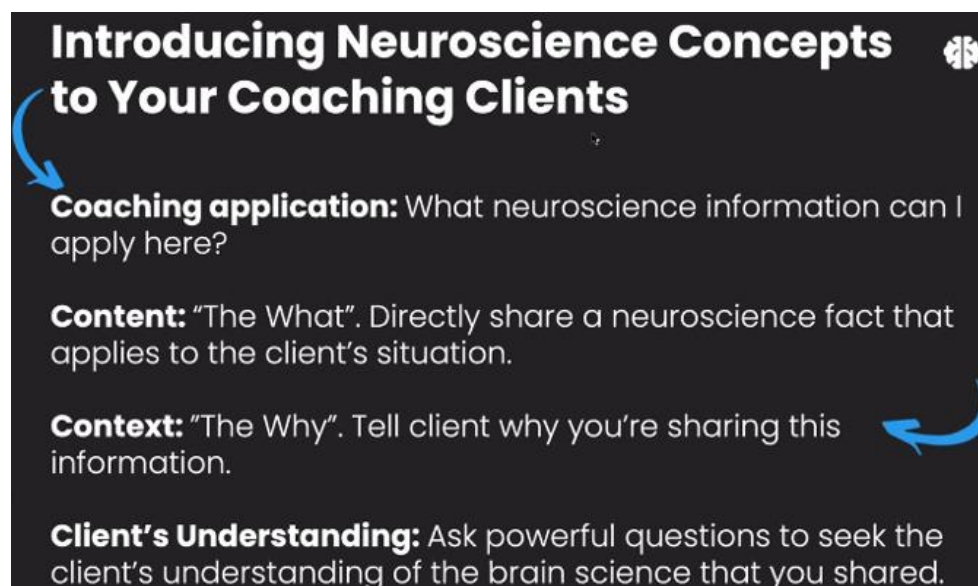


Figure 5: The Four C's approach
(Master Mind Institute 2022)

As Boyatzis and Jack (2018) explore, the field of Neuroscience is enriching our understanding of the underlying process of coaching and Bamber (2019) further maintains that incorporating neuroscience into a coach's practice can enhance the efficacy of their coaching better serving the client.

The Four C's approach aims to support the coaching conversation by sharing appropriate insight into the neuroscience of what a client might be experiencing in a particular situation (Master Mind Institute 2022). In this process, when a client is in the 'Clarity' stage of the CMA's Awareness-Clarity-Choice conversation (CMA 2020) and I hear them grappling with something that neuroscience research is able to provide insight on, I first request permission to share, impart the piece of information and then ask a question to invite their reflective thinking. For example, with a client who was grappling with a change and was experiencing a significant stress response, I shared how the brain responds in times of stress and a simple three step process to stop the reaction and shift back into a more resourceful state (Britz 2022b). In reflecting on this information, the client not only felt calmed but in conjunction with some of the 'Clarity' questions gained greater awareness of their stress triggers and autonomy in how they could manage them (Britz 2022b).

The coaching mindset

Another element of the ICF Core Competency (2022) the coaching mindset, is a commitment to ongoing professional development. In adhering to this commitment, I align with Whitmore's (2010) view that in a constantly changing world it is important for a coach to keep abreast of global trends as well as Cox et. al's (2014) suggestion that coaches should follow the developments in existing bodies of knowledge including psychology and education. I do believe my exploration of different fields helps me better serve the needs of my clients in agreement with Cox et. al (2014) that remaining open to a variety of different approaches rather than becoming fixed to one.

I have also experienced the value of regular reflection, another element of the ICF's (2022) definition of the coaching mindset, also suggested by Ives (2008) and Cox et. al (2014) as an important part of learning. For me to serve my clients in the best way possible I believe I need to role model the same commitment to reflective learning that the field of coaching, from Whitmore's GROW model (2010) to CMA's Awareness-Clarity-Choice coaching model (2020) encourages. In considering Kolb's Cycle of Reflective Practice, for the learning cycle to complete we then put those reflections into action for as Dias et. al (2015) describe, it is through focussed practice that this learning is then embedded.

The coaching skills

While the coaching skills taught by CMA (2020) underpinned by the ICF (2022) are consistent with those I have previously experienced, one of the new skills that forms a key part of the 'Awareness' phase in CMA's Awareness-Clarity-Choice coaching model is getting the client into an optimal frame of mind for the coaching conversation or which CMA (2020) term a 'gain frame'.

Bamber (2019) discusses how if a client arrives at a session in a stressed state their thinking is likely to be more defensive and untrusting impacting on the effectiveness of the coaching session. Dixti and Dixit (2018) explore the importance of the coach's ability to build rapport in these situations in order to help what Boyatzis and Jack (2018) describe as helping calm this stress response, creating a safe space for the client where they can comfortably open up and explore their thinking. I have experienced this a number of times with clients, for example when a client joined a session in a very negative state of mind, with language reflecting what CMA (2020) define as a 'loss frame' and I have used the CMA (2020) questions (Appendix B) to help switch their mindset into a 'gain frame' (Britz 2022b).

Further, Boyatzis and Jack (2018) explain that when a person feels excluded or judged a pattern of brain activity occurs that is very similar to that of a stress response when experiencing pain or fear and to calm that response a coach needs to create a space of trust and connection. This echoes Kline's Thinking Environment (2010) that believes when a client feels heard and supported, they can think fully and be motivated for change.

CONCLUSION: ACTIVE EXPERIMENTATION

Through Kolb's Cycle of Reflective Practice (2022) I've realised that with every new coaching model I explore, be it Whitmore's GROW (2010), NLP, Kline's Thinking Environment (2010) or CMA's Awareness-Clarity-Choice (2020) approach, I gain a greater appreciation for the depth of the human mind and grow my 'toolbox' of skills providing greater scope in how I can best serve a client's needs. I am aware of an increasing confidence to integrate these different approaches into my practice. Listening for the client's need, I flex my approach using the broader CMA Awareness-Clarity-Choice (2020) framework, adding specific NLP and other coaching techniques where appropriate, all underpinned by the principles of Kline's Thinking Environment (2010) and the ICF Core Competencies (2022).

To do this the practice of reflection, one of the ICF (2022) Coaching mindset core competencies, is increasingly important. Each approach adds a new layer of perspective which I need to assimilate into my existing knowledge for application in my coaching. In addition, as Cox et. al (2014) discuss, coaching is an evolving field, and I believe it is important for me to consider how my skillset adapts to best support clients in a changing world.

With every learning experience, whether it is through formal training or active experience I am reminded of how much more there is for me to discover and am curious to explore CMA's advanced training, expand my knowledge of Neuroscience and embrace the learning through this MA.

I have noticed that Kolb's Cycle of Reflective Practice (2022) doesn't include a place to seek the feedback/ viewpoints of others to feed into the learning cycle. Given the valuable information feedback can provide, as outlined in a previous paper (Britz 2021b), I am building feedback into the cycle to further enrich my own learning.

APPENDIX A: ICF CORE COMPETENCIES – UPDATED (coachingfederation.org 2022)

A. Foundation

1. Demonstrates Ethical Practice

Definition: Understands and consistently applies coaching ethics and standards of coaching

1. Demonstrates personal integrity and honesty in interactions with clients, sponsors and relevant stakeholders
2. Is sensitive to clients' identity, environment, experiences, values and beliefs
3. Uses language appropriate and respectful to clients, sponsors and relevant stakeholders
4. Abides by the ICF Code of Ethics and upholds the Core Values
5. Maintains confidentiality with client information per stakeholder agreements and pertinent laws
6. Maintains the distinctions between coaching, consulting, psychotherapy and other support professions
7. Refers clients to other support professionals, as appropriate

2. Embodies a Coaching Mindset

Definition: Develops and maintains a mindset that is open, curious, flexible and client-centred

1. Acknowledges that clients are responsible for their own choices
2. Engages in ongoing learning and development as a coach
3. Develops an ongoing reflective practice to enhance one's coaching
4. Remains aware of and open to the influence of context and culture on self and others
5. Uses awareness of self and one's intuition to benefit clients
6. Develops and maintains the ability to regulate one's emotions
7. Mentally and emotionally prepares for sessions
8. Seeks help from outside sources when necessary

B. Co-Creating the Relationship

3. Establishes and Maintains Agreements

Definition: Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching session

1. Explains what coaching is and is not and describes the process to the client and relevant stakeholders
2. 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
3. Reaches agreement about the guidelines and specific parameters of the coaching relationship such as logistics, fees, scheduling, duration, termination, confidentiality and inclusion of others
4. Partners with the client and relevant stakeholders to establish an overall coaching plan and goals
5. Partners with the client to determine client-coach compatibility
6. Partners with the client to identify or reconfirm what they want to accomplish in the session
7. 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
8. 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
9. Partners with the client to manage the time and focus of the session
10. Continues coaching in the direction of the client's desired outcome unless the client indicates otherwise
11. Partners with the client to end the coaching relationship in a way that honours the experience

4. Cultivates Trust and Safety

Definition: Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust

1. Seeks to understand the client within their context which may include their identity, environment, experiences, values and beliefs
2. Demonstrates respect for the client's identity, perceptions, style and language and adapts one's coaching to the client
3. Acknowledges and respects the client's unique talents, insights and work in the coaching process
4. Shows support, empathy and concern for the client
5. Acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs and suggestions
6. Demonstrates openness and transparency as a way to display vulnerability and build trust with the client

5. Maintains Presence

Definition: Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident

1. Remains focused, observant, empathetic and responsive to the client
 2. Demonstrates curiosity during the coaching process
 3. Manages one's emotions to stay present with the client
 4. Demonstrates confidence in working with strong client emotions during the coaching process
 5. Is comfortable working in a space of not knowing
 6. Creates or allows space for silence, pause or reflection
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C. Communicating Effectively**6. Listens Actively**

Definition: Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression

1. Considers the client's context, identity, environment, experiences, values and beliefs to enhance understanding of what the client is communicating
2. Reflects or summarizes what the client communicated to ensure clarity and understanding
3. Recognizes and inquires when there is more to what the client is communicating
4. Notices, acknowledges and explores the client's emotions, energy shifts, non-verbal cues or other behaviours
5. Integrates the client's words, tone of voice and body language to determine the full meaning of what is being communicated
6. Notices trends in the client's behaviours and emotions across sessions to discern themes and patterns

7. Evokes Awareness

Definition: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy

1. Considers client experience when deciding what might be most useful
2. Challenges the client as a way to evoke awareness or insight
3. Asks questions about the client, such as their way of thinking, values, needs, wants and beliefs

4. Asks questions that help the client explore beyond current thinking
 5. Invites the client to share more about their experience in the moment
 6. Notices what is working to enhance client progress
 7. Adjusts the coaching approach in response to the client's needs
 8. Helps the client identify factors that influence current and future patterns of behaviour, thinking or emotion
 9. Invites the client to generate ideas about how they can move forward and what they are willing or able to do
 10. Supports the client in reframing perspectives
 11. Shares observations, insights and feelings, without attachment, that have the potential to create new learning for the client
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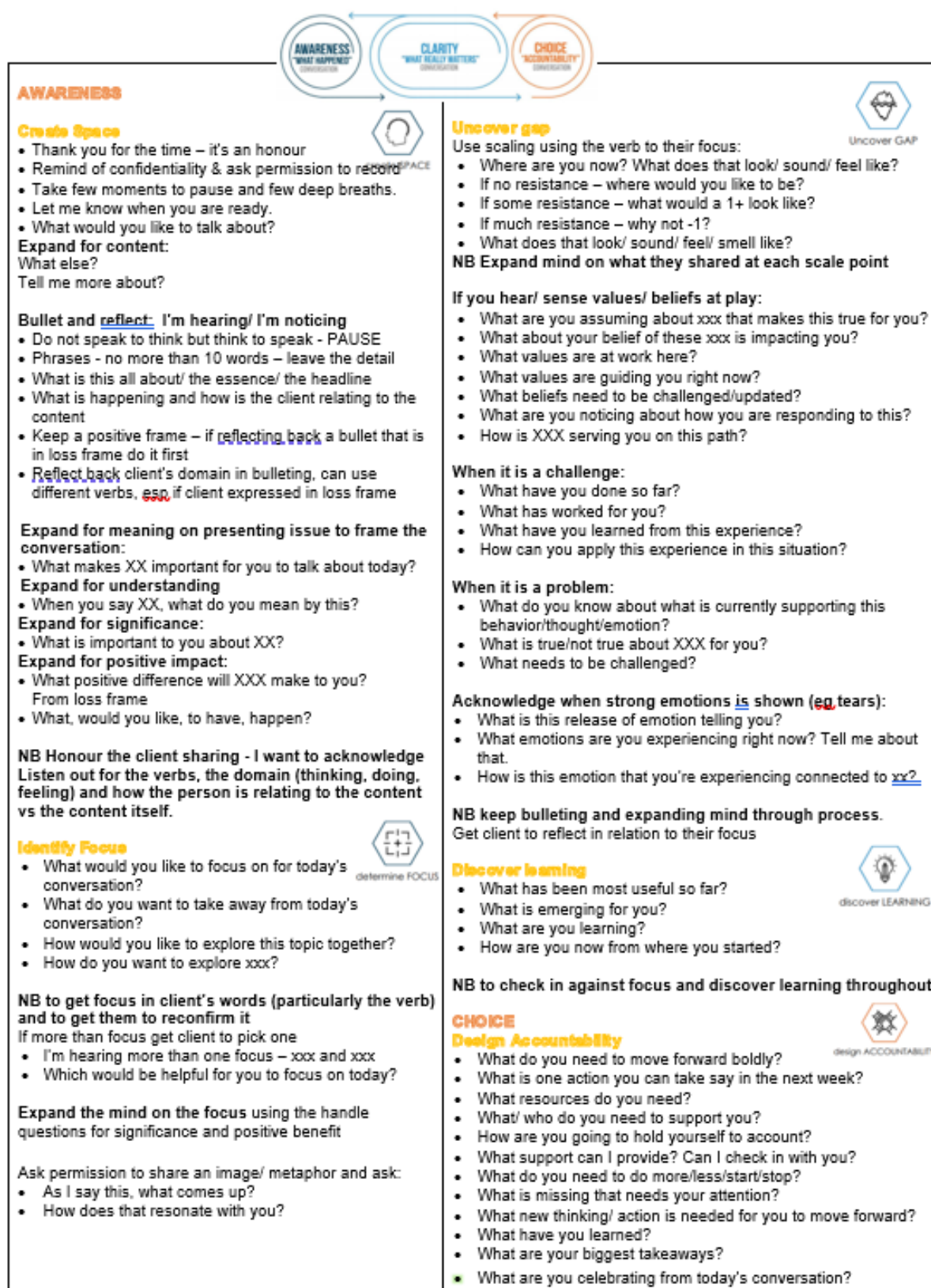
D. Cultivating Learning and Growth

8. Facilitates Client Growth

Definition: Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process

1. Works with the client to integrate new awareness, insight or learning into their worldview and behaviours
 2. Partners with the client to design goals, actions and accountability measures that integrate and expand new learning
 3. Acknowledges and supports client autonomy in the design of goals, actions and methods of accountability
 4. Supports the client in identifying potential results or learning from identified action steps
 5. Invites the client to consider how to move forward, including resources, support and potential barriers
 6. Partners with the client to summarize learning and insight within or between sessions
 7. Celebrates the client's progress and successes
 8. Partners with the client to close the session
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APPENDIX B: CMA AWARENESS-CLARITY-CHOICE CONVERSATION MODEL (Britz 2020b)



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