

Coaching in the Emerald City: How to follow the yellow brick road!

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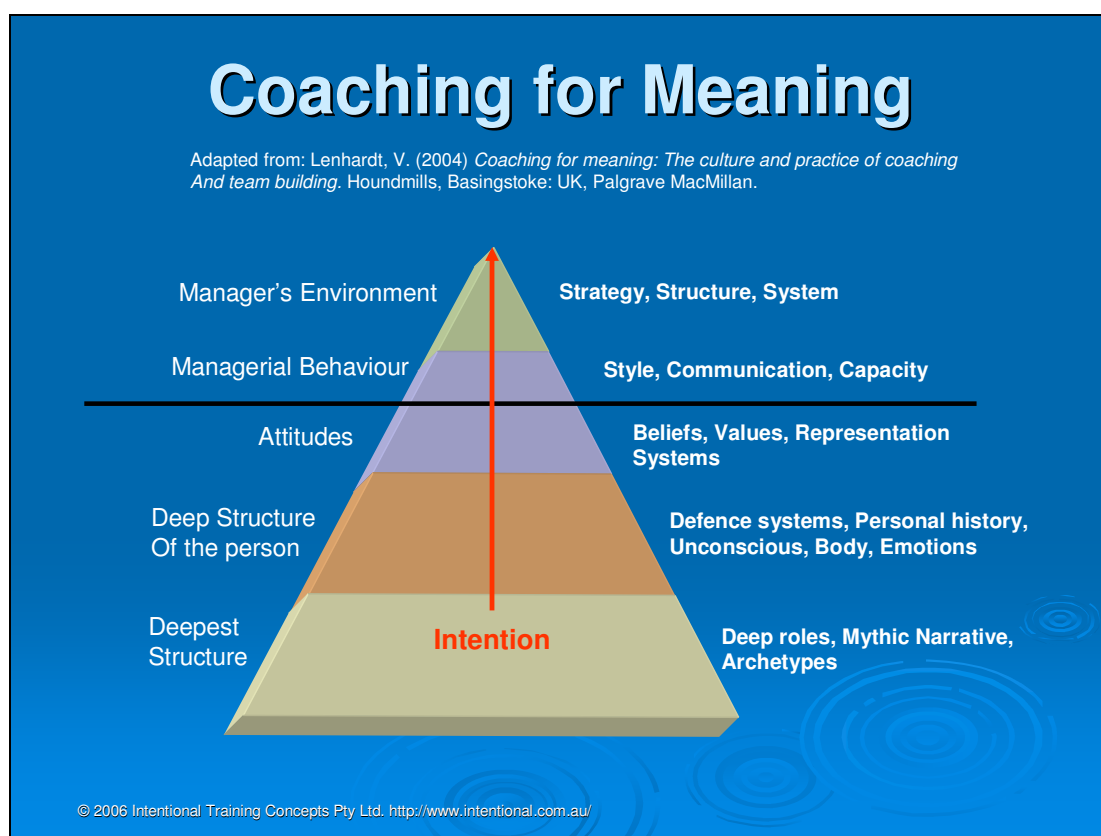
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The Yellow Brick Road of Coaching in Organisations!

1. "Over the Rainbow": Coaching for Meaning
2. "Guardians of the Gates to the Emerald City"
3. "Scarecrow": Ability to think and operate at high levels of complexity
4. "Tinman": Heart of safe containment
5. "Lion": Courage to be OK with yourself, others, and the situation
6. "Wizard of Oz": Establish willingness to change
7. "Dorothy": Manage identities and relationships

#1 "Over the Rainbow": Coaching for Meaning

- *Meaning* as direction Objectives
- *Meaning* as significance Values
- *Meaning* as experience Motivation



#2 “Guardians of the Gates to the Emerald City”

Generic Coaching Processes

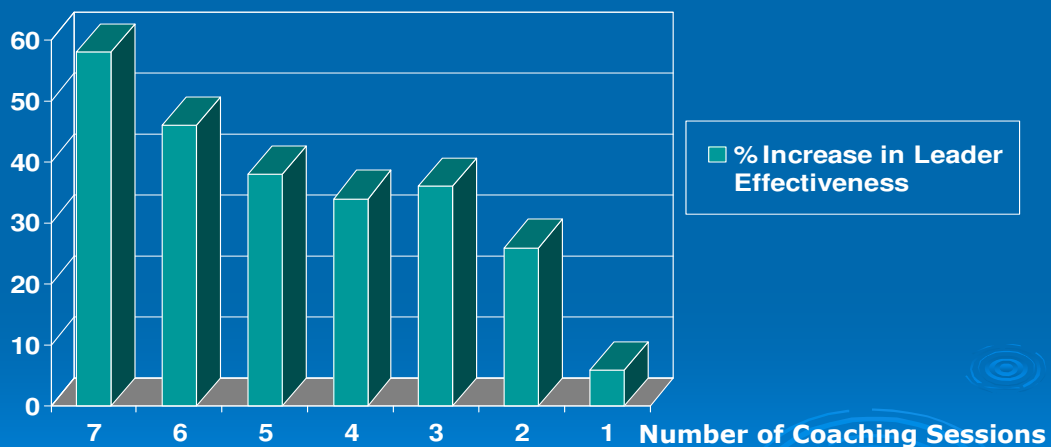
Laske, O. (2004). Can Evidence Based Coaching Increase ROI?. *International Journal of Evidence Based Coaching and Mentoring*. 2(2), 41-53.

- Supporting and guiding attention.
- Envisioning outcomes.
- Enacting new behavioural experiences.

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Coaching and Leadership Effectiveness

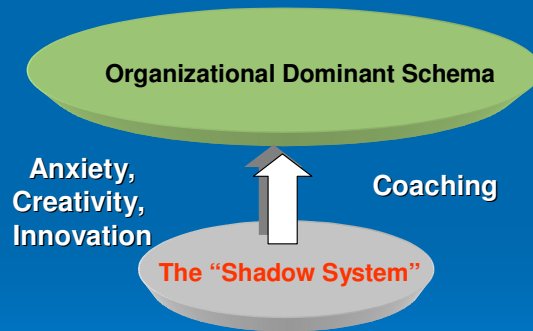
Thach, E.C. (2002). The impact of executive coaching and 360 feedback on Leadership effectiveness. *Leadership & Organization Development Journal*. 23(3/4), 205-214.



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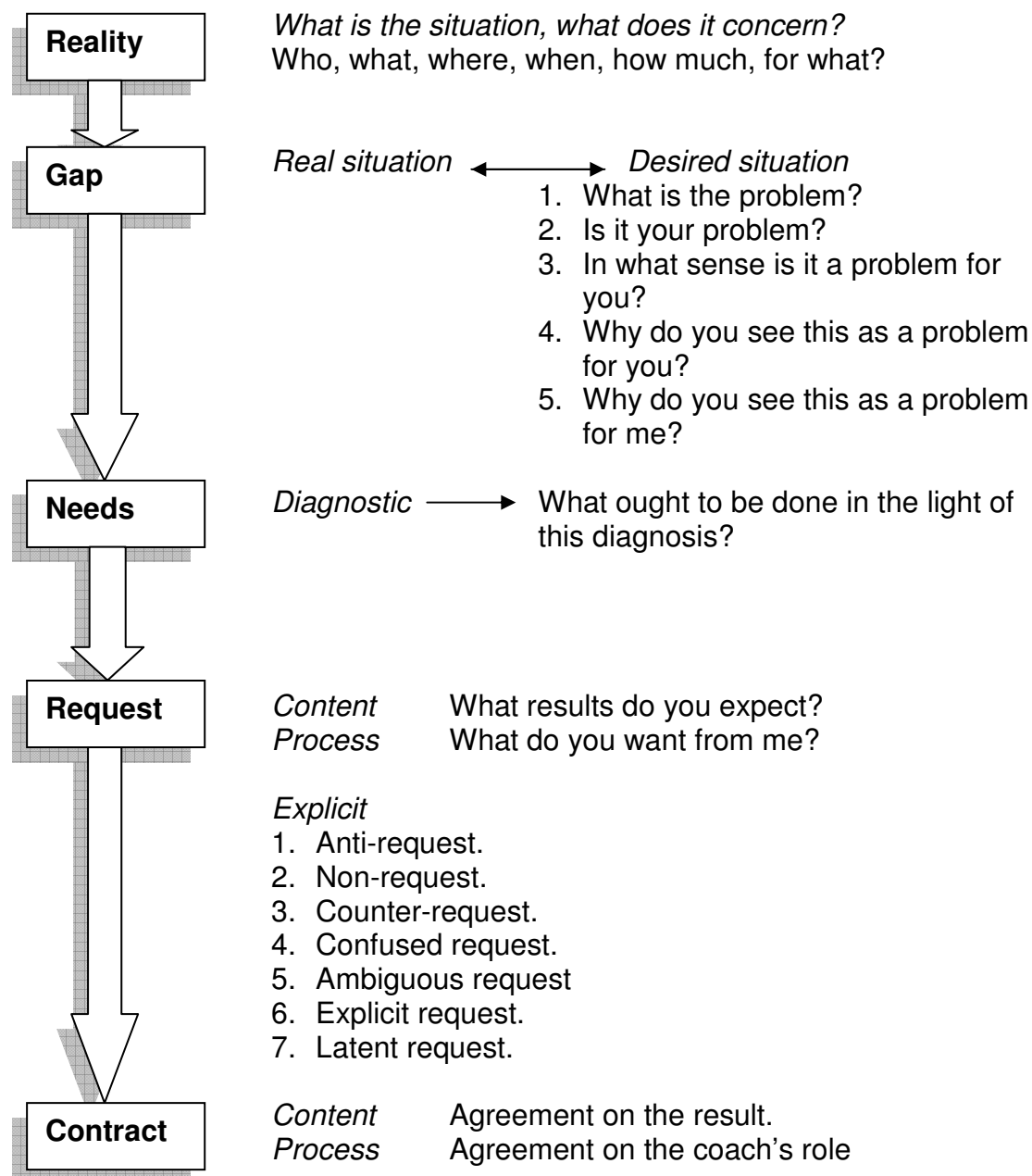
Coaching for Creativity and Innovation

Adapted from: Stacey, R. D. (2003). *Strategic management and organisational dynamics*. (4th Ed.) Edinburgh Gate, UK: Pearson Education.



A Model for Action

(Adapted from: Lenhardt, V. (2004) *Coaching for meaning: The culture and practice of coaching and team building*. Houndmills, Basingstoke: UK, Palgrave MacMillan.)



#3 “Scarecrow”: Ability to think and operate at high levels of complexity

How Successful Managers Manage Complexity

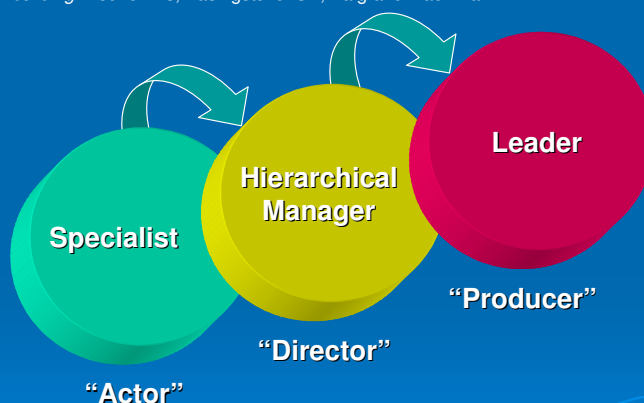
Ball, M.W. (2000). “Jack be nimble, jack be quick...”: How managers experience and adapt to complexity and uncertainty. *Dissertation Abstracts International Section B: The Sciences & Engineering*. 60(9-B). 4941.

- Accept complexity and uncertainty as the way of the world.
- Establish guiding principles for setting priorities and making decisions.
- Make timely decisions.
- Manage the information flow.
- Nurture and sustain relationships.
- Acknowledge and process emotions.
- Be a continuous learner .

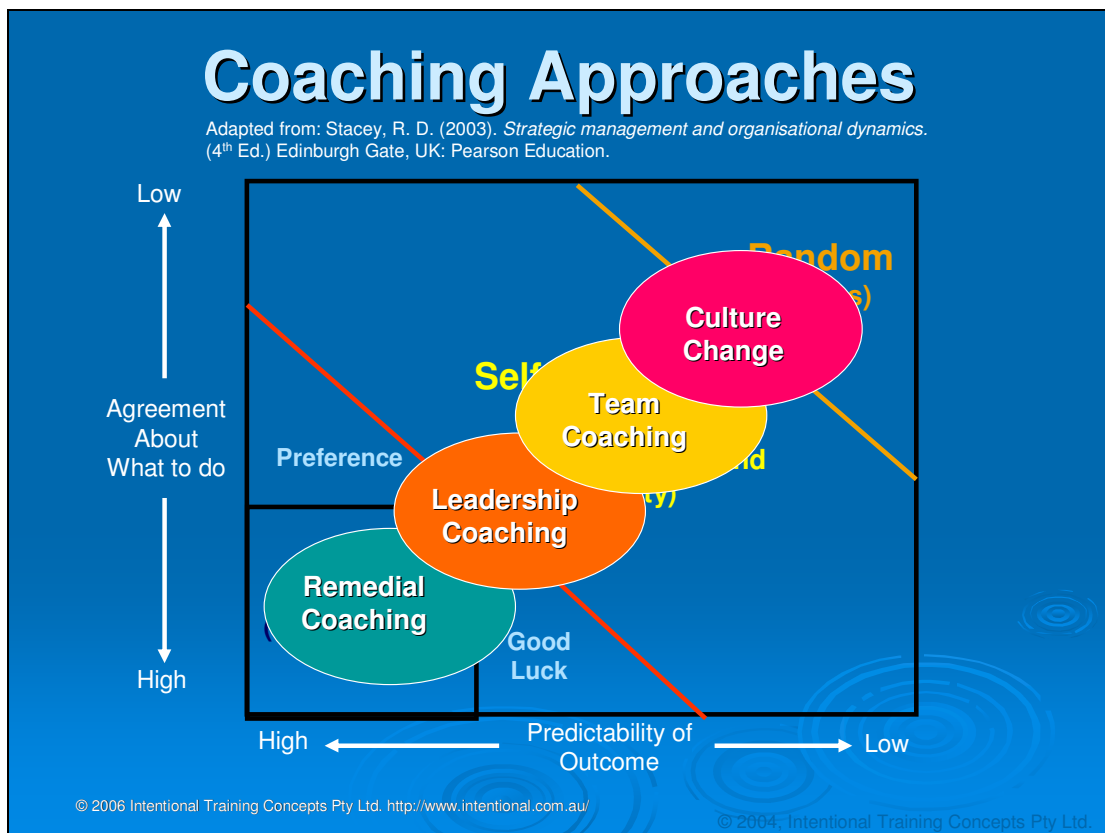
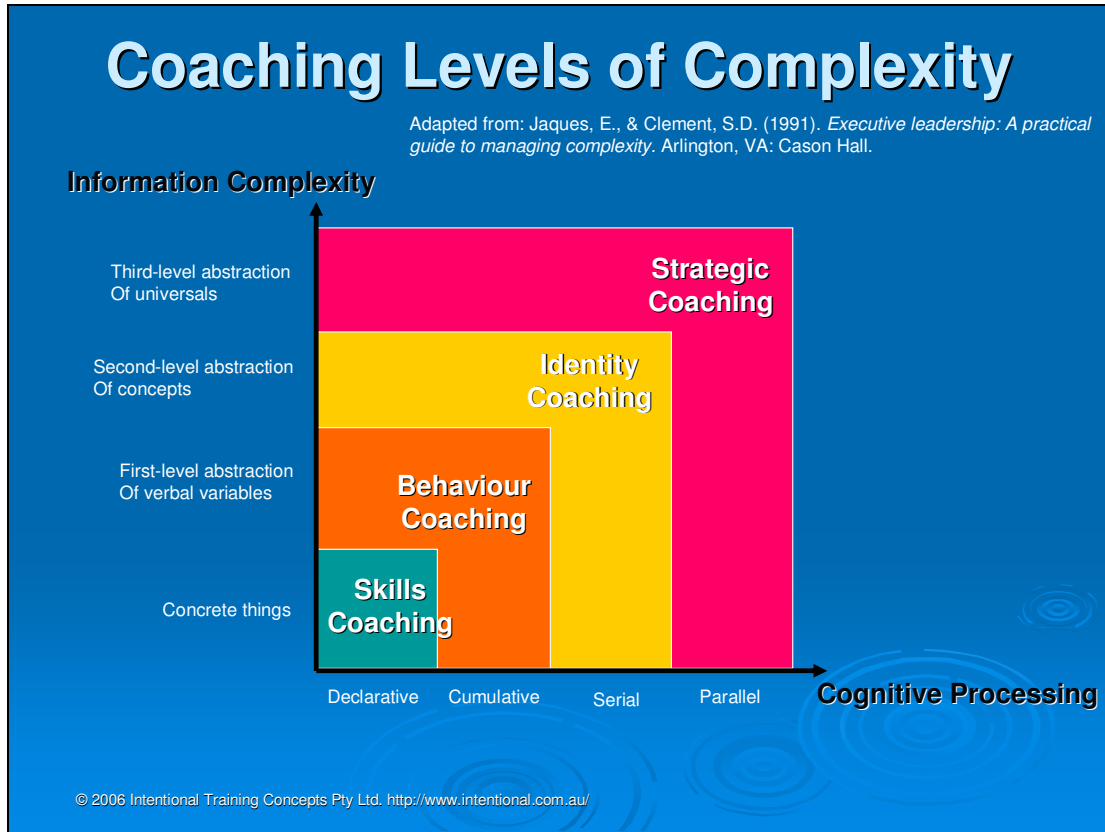
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Manager’s Stages of Development

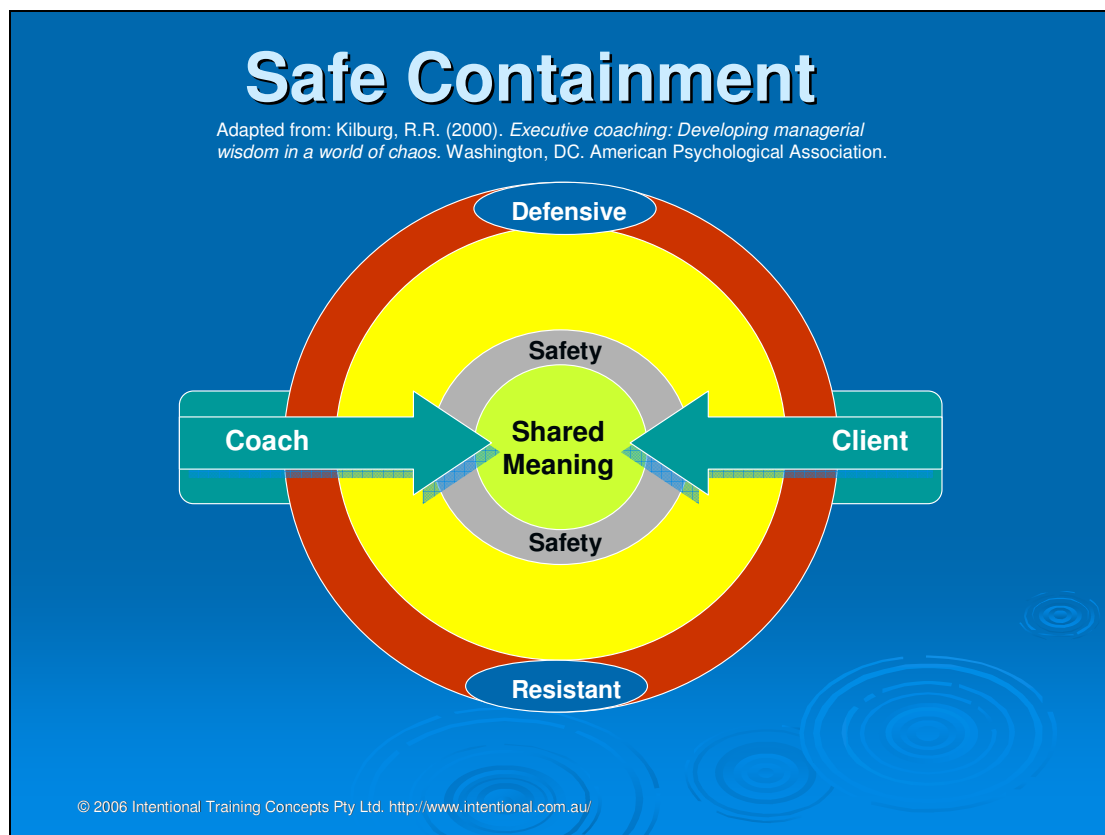
Adapted from: Lenhardt, V. (2004) *Coaching for meaning: The culture and practice of coaching And team building*. Houndmills, Basingstoke: UK, Palgrave MacMillan.



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#4 “Tinman”: Heart of safe containment



- Self-boundaries
- Physical boundaries
- Client's boundaries
- Sacred space

Components of Successful Coaching Containment

(Adapted from: Kilburg, R.R. (2000). *Executive coaching: Developing managerial wisdom in a world of chaos*. Washington, DC. American Psychological Association)

Relationship

Predictable and reliable for the client

Agreement

1. Time
2. Fees
3. Meeting place
4. Confidentiality
5. Follow-through and homework
6. Cancellation policies
7. Information exchange
8. Goals

Behaviours

The coach consistently displays the following behaviours:

1. Respects the client as person
2. Displays consideration and understanding for the client's complexities
3. Maintains courtesy
4. Possesses accurate empathy
5. Provides an experience of *non-possessive* positive regard
6. Consistently challenges the client
7. Interacts in a non-defensive, authentic, and genuine way

Emotions

The coach identifies and regulates emotions to enable the client to use them productively

Performance

Explore issues and methods that either impede or improve the client's or the organisation's performance

Ethics Pledge

1. Responsibility

- 1.1 I accept the reasonably foreseeable consequences of my actions and I endeavour to ensure that my services are used appropriately.
- 1.2 I will conduct myself in a manner that reflects well on coaching as a profession and I will refrain from doing anything that harms the public's understanding or acceptance of coaching as a profession.

2. Competence

- 2.1 I will not misrepresent my competencies, qualifications, training or experience.
- 2.2 I will not offer advice or undertake work beyond my professional competence.
- 2.3 I will not intentionally mislead or make false claims about what my client will receive from the coaching process or from me as their coach.

3. Disclosure

- 3.1 I will ensure that the client understands the nature of coaching and the terms of the coaching agreement between us.
- 3.2 I will disclose to my client all anticipated compensation from third parties that I may receive for referrals or advice concerning that client.

4. Confidentiality

- 4.1 I will respect the confidentiality of my client's information, except as otherwise authorized by my client, or as required by law.
- 4.2 I will maintain confidentiality in the access, storage and disposal of client records.

5. Conflicts of Interest

- 5.1 I will seek to avoid conflicts between my interests and the interests of my clients.
- 5.2 Whenever any actual conflict of interest or the potential for a conflict of interest arises, I will openly disclose it and fully discuss with the client how to deal with it in whatever way best serves the client.

6. Informed Consent

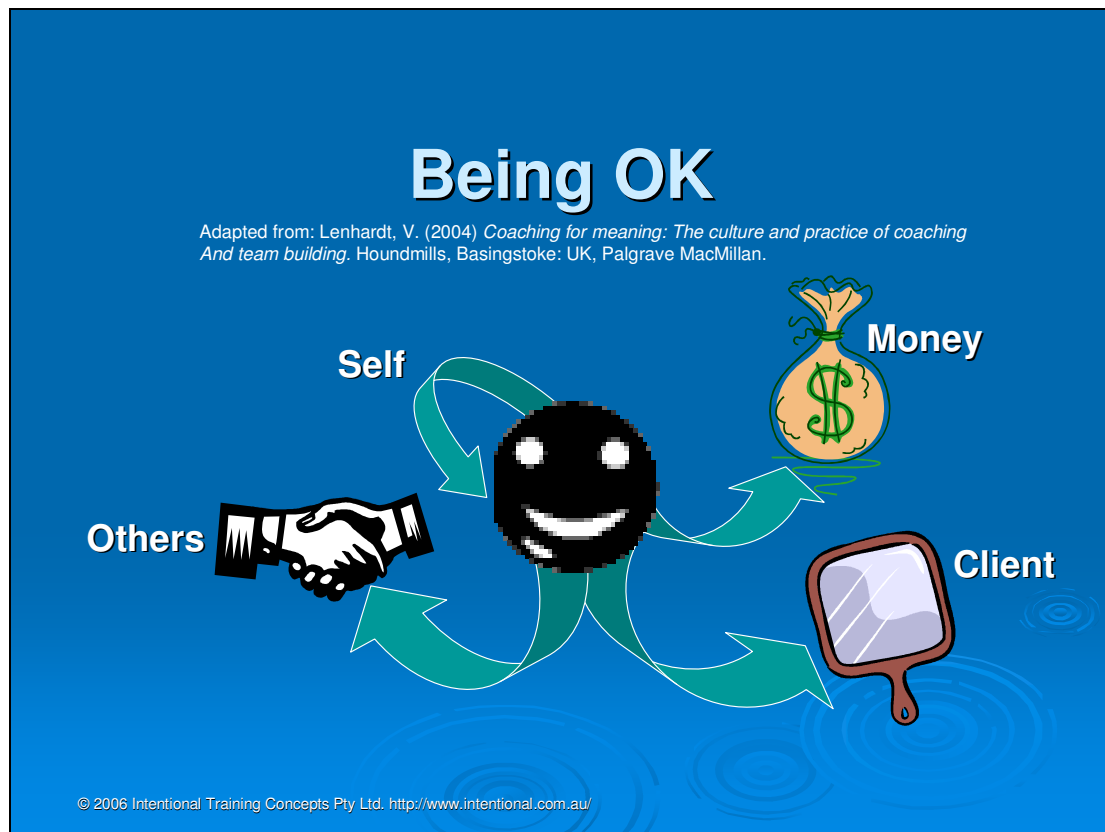
- 6.1 I will reveal client information to others only with the written consent of the client. However in those unusual circumstances where failure to disclose may result in clear risk to the client or others, I may disclose minimal information necessary to avert risk.
- 6.2 I will obtain informed permission from the client before releasing their names as clients or references or any other client-identifying information.

7. Propriety

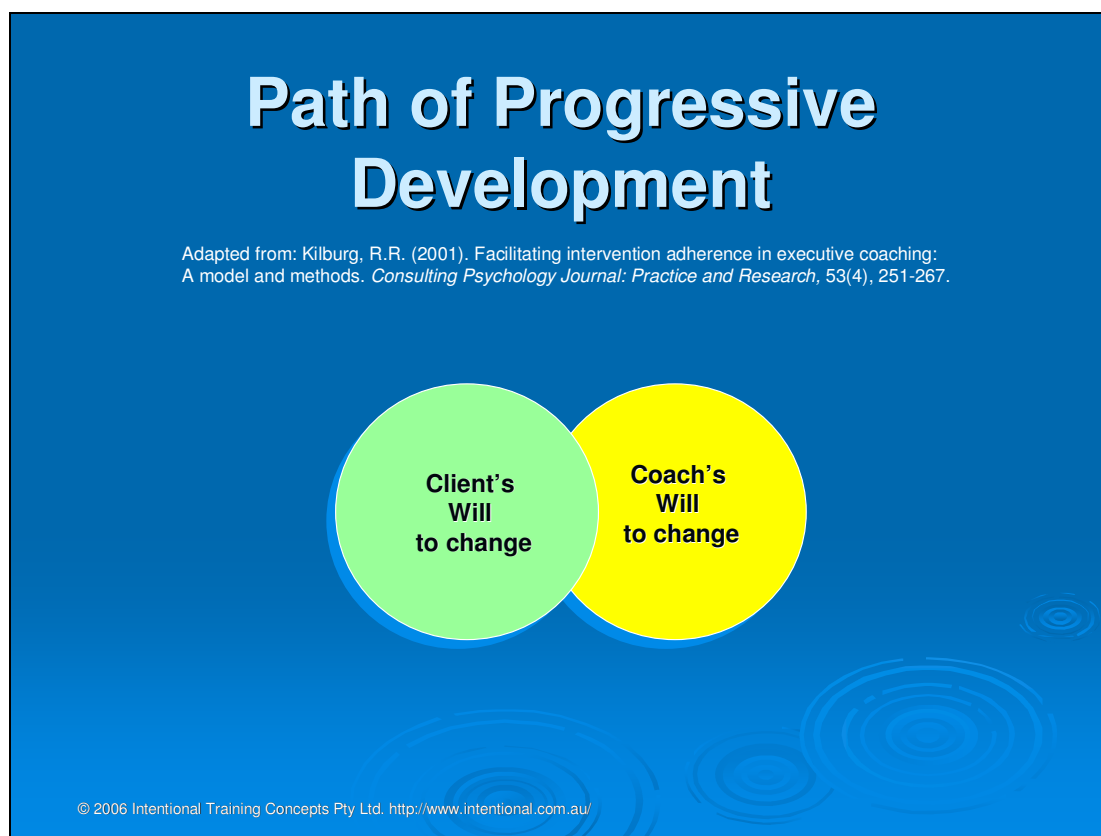
- 7.1 I will be mindful of the legal context in which I work, my obligations towards clients and stakeholders, and my duties towards clients.
- 7.2 I will honour agreements I make in my coaching relationships.
- 7.3 I will be sensitive to cultural, contextual, gender and role differences and the impact of those on my coaching of clients.
- 7.4 I will not act in a discriminatory manner nor condone discriminatory practices against clients on the basis of those differences.

#5 “Lion”: Courage to be OK with yourself, others, and the situation

- Being OK in relation to oneself.
- Being OK in relation to others.
- Being OK with regard to money.
- Being OK with your social and professional identity relative to your client.



#6 “Wizard of Oz”: Establish willingness to change



The Path of Progressive Development

(Adapted from: Kilburg, R.R. (2001). Facilitating intervention adherence in executive coaching: A model and methods. *Consulting Psychology Journal: Practice and Research*, 53(4), 251-267.)

“The psychological motivation and associated behaviours that are necessary to move a human being toward defined goals over a reasonably extensive period of time... (involving) ... deliberate efforts to change the self through time in the context of social roles and occurring in the complexity of the inner biopsychological life space of the participants”.

Coaching for Cognitive Dissonance

(Adapted from: Draycott, S. & Dabba, A. (1998). Cognitive dissonance 2: a theoretical grounding of motivational interviewing. *British Journal of Clinical Psychology*, 37, 355-364.

And from: Devine, P.G., Tauer, J.M., Barron, K.E., Elliott, A.J., and Vance, K.M. (1999). Moving beyond attitude change in the study of dissonance-related processes. In E. Harmon-Jones & J. Mills (Eds). *Cognitive dissonance: Progress on a pivotal theory in social psychology*. Washington DC: American Psychological Society.)

Cognitive dissonance is both a psychological discomfort and a drive-state, which postulates: (A) inconsistency between cognitions, then (B) dissonance arousal, followed by (C) reduction strategy implemented, and finally (C) dissonance alleviated.

Clients fill out a **Motivation Balance Sheet** in the coaching session, listing the reasons for making a desired change, and the reasons against (*status quo*). They also weight each reason (cognition) in terms of importance to them (1-10). This is used as a basis for discussion, and referred to throughout the session to allow dissonance to be maintained. At the end of the session, clients are invited to re-rate their reasons for and against change, and to take this balance sheet with them in order to maintain dissonance between sessions.

Statements of resistance might include one of the three common responses to dissonance:

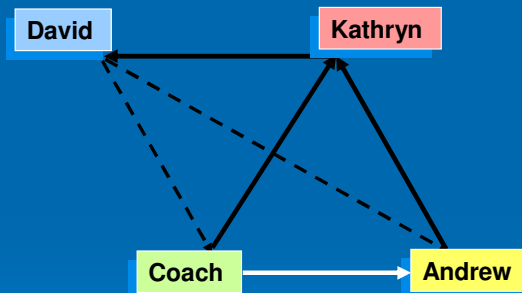
1. Altering an inconsistent cognition (re-defining reasons to change),
2. Adding a consistent cognition (finding another reason to keep *status quo*), or
3. Altering the weights of cognitions (increasing the rating of *status quo* reasons or decreasing the rating of reasons to change).

The coach can use reflective statements to reinforce and imply the response of behavioural change (favouring the reasons for making the desired change) as soon as possible within the normal flow of conversation. Since the dissonant state lasts only a few minutes such statements should be acted on immediately to re-introduce the dissonance that elicited the clients' response.

#7 “Dorothy”: Manage identities and relationships

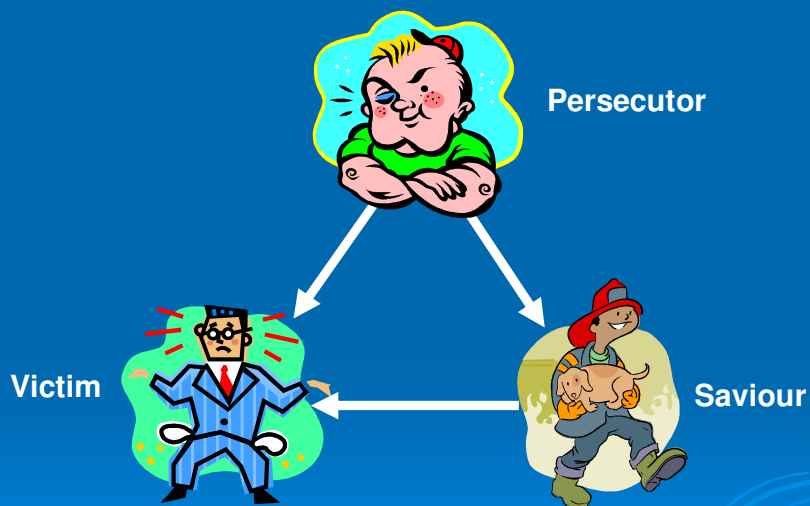
Beware the Triangles!

Adapted from: O'Neill, M.B. (2000). *Executive coaching with backbone and heart*. San Francisco, CA: Jossey-Bass.



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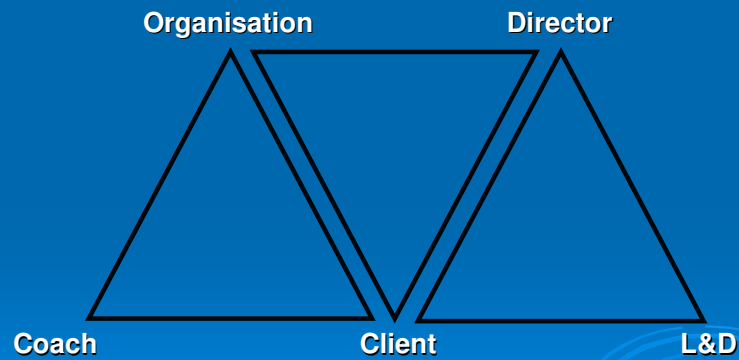
Dysfunctional Triangle

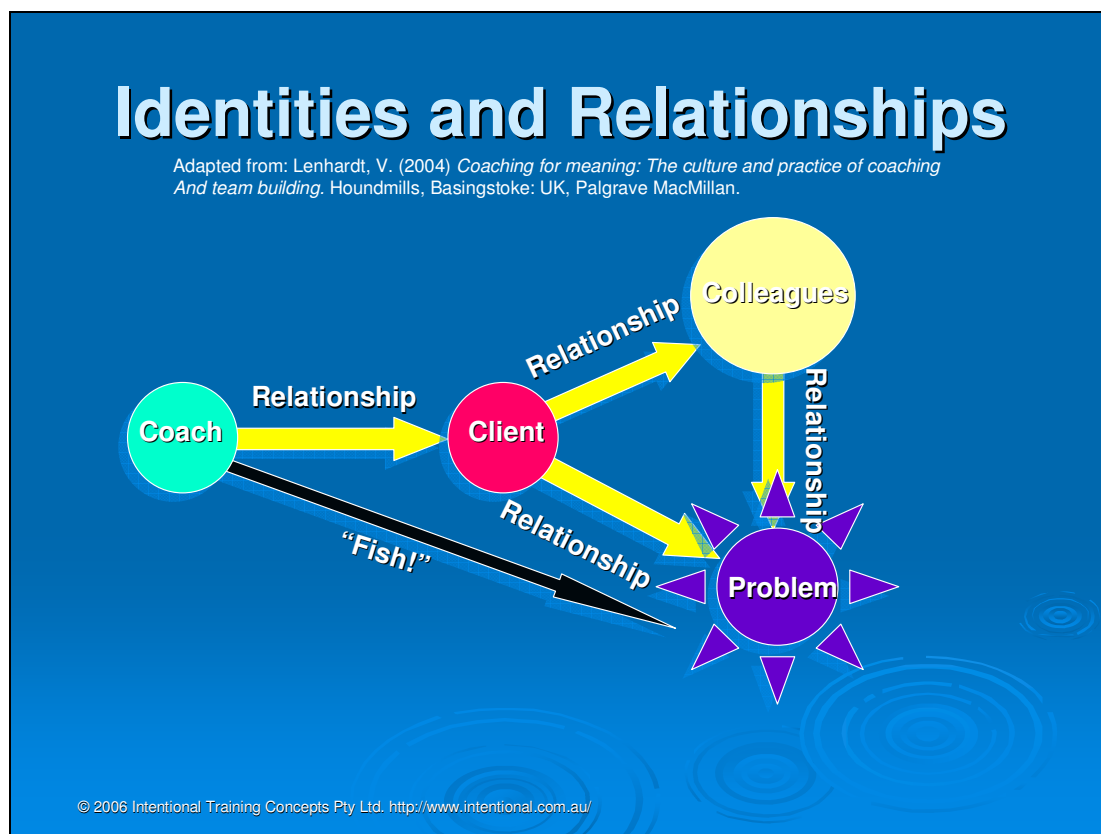


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Coach's Triangular Contract

Adapted from: Lenhardt, V. (2004) *Coaching for meaning: The culture and practice of coaching And team building*. Houndmills, Basingstoke: UK, Palgrave MacMillan.





Zone 1: The coach and his identity

Zone 2: The coach's relationship with the client

Zone 3: The client and his identity

Zone 4: The client's relationship with his colleagues

Zone 5: The reality of the colleagues with whom the client is in relationship

Zone 6: The problem as presented by the client

Zone 7: The relationship between the colleagues with whom the client is in contact and the problem

Zone 8: The client's relationship with the problem

Fish!

The coach attacks the problem side by side with the client, offers his point of view, or suggests theories or models that will assist the client in understanding the problem.

Fishing Rod

The coach refuses to offer a fish (provide a solution first), but enables the client to come up with his own solution, thereby making him recognize that he is OK and capable of finding his own solutions.