



Coaching Foundations Handout – A handout to support the CLD Coaching Approaches Development Programme. Delivered in conjunction with staff from the Tayside CLD Partnership and Education Scotland January –March 2013

This material was developed for the Tayside CLD Partnership by Acorn Principle Plus – a coaching training and provision company. It is for use by CLD practitioners in Scotland who are seeking to build a coaching approach into their day to day work.

The ACORN Principle - Philosophy

The concept of The ACORN Principle originated in December 2001 and continues to thrive through a variety of initiatives that offer fresh and innovative solutions to life's many challenges. In the main we develop and deliver personal and social development programmes to professionals and client groups as well as offering 1:1 coaching to individuals who want to bring about significant and lasting change in their lives. The ACORN Principle is based in the premise that, just as a tiny ACORN has the potential within it to grow into a great oak, a human being has inbuilt potential to find success in any area of their life - given the right conditions. The ACORN Coaching Process will raise awareness of those conditions, provide opportunities for increasing knowledge and skills and support individuals in taking the steps they need to unlock their own potential.



The Tap Root Principle

In his book, "Coaching for Performance", Sir John Whitmore promotes the principle that we are like an ACORN, "*...which contains within it all the potential to be a magnificent oak tree. We need nourishment, encouragement and the light to reach toward, but the oaktree-ness is already within.*"

Whitmore extends the ACORN analogy a step further:

"You may not be aware that oak saplings, growing from acorns in the wild, quickly develop a single, hair thin tap root to seek out water. This may extend downwards as far as a metre while the sapling is still only 30cm tall. When growing commercially in a nursery, the taproot tends to coil in the bottom of the pot and is broken off when the sapling is transplanted; setting back its development severely while replacement grows. Insufficient time is taken to preserve the taproot and most growers do not even know of its existence or purpose.

The wise gardener, when transplanting a sapling, will uncoil the tender taproot, weight its tip and carefully thread it down a long, vertical hole driven deep into the earth with a metal rod. The small amount of time invested in this process so early in the tree's life ensures its survival and will allow it to develop faster and become stronger than its commercially grown siblings."

A good coach is like a wise gardener, ensuring the conditions for growth are carefully nurtured"



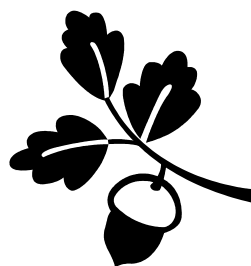


The ACORN Core Principles

Core Principles of ACORN Coaching

The principles that underpin our practice and are promoted in every aspect of our work are also important to each of the individuals that deliver the services of the ACORN Principle. These include:

- **Learning Partnership** – we believe that learning is the key to growth. **Self determined learning** comes from the belief that the client holds the key to unlock their potential. **Action learning** acknowledges that we need to take action in order to affect change. **Reflection /N** action is how we learn to recognise what impact our actions are having – this leads to the development of sensory acuity (the ability to discern between what is working for you and what is not). **Reflection ON** action is the added value that the coaching partnership brings to the relationship.
 - **Individuality** – we value the uniqueness of every individual.
 - **Connectivity** – we believe that in order for us to thrive, we need (as individuals) to develop connections with others, with the wider environment – both spiritual and physical – and with ourselves. When people learn to reconnect with their inner values they can begin to enjoy a full and authentic life.
 - **Focused Attention** – we actively promote the belief that, "if we change the way we look at things, the things we look at will change". (Dr Wayne Dyer, 2004)
 - **Human potential** – we promote and support the realisation of the amazing potential within every individual. Sir John Whitmore stated that, "to get the best out of people, we have to believe that the best is in there".
 - **Self-Knowledge** – we accept as true that increased emotional intelligence enables people to 'become' the fully functioning person that they were intended to be.
 - **Power of Intention** – we believe that a key factor in enabling a client to create the life that really excites and fulfils them is to nurture their connection with the Power of Intention because nothing that has ever been created has been created without it!



Introduction

A Coach's tool kit develops over time and is unique to the coach using it.

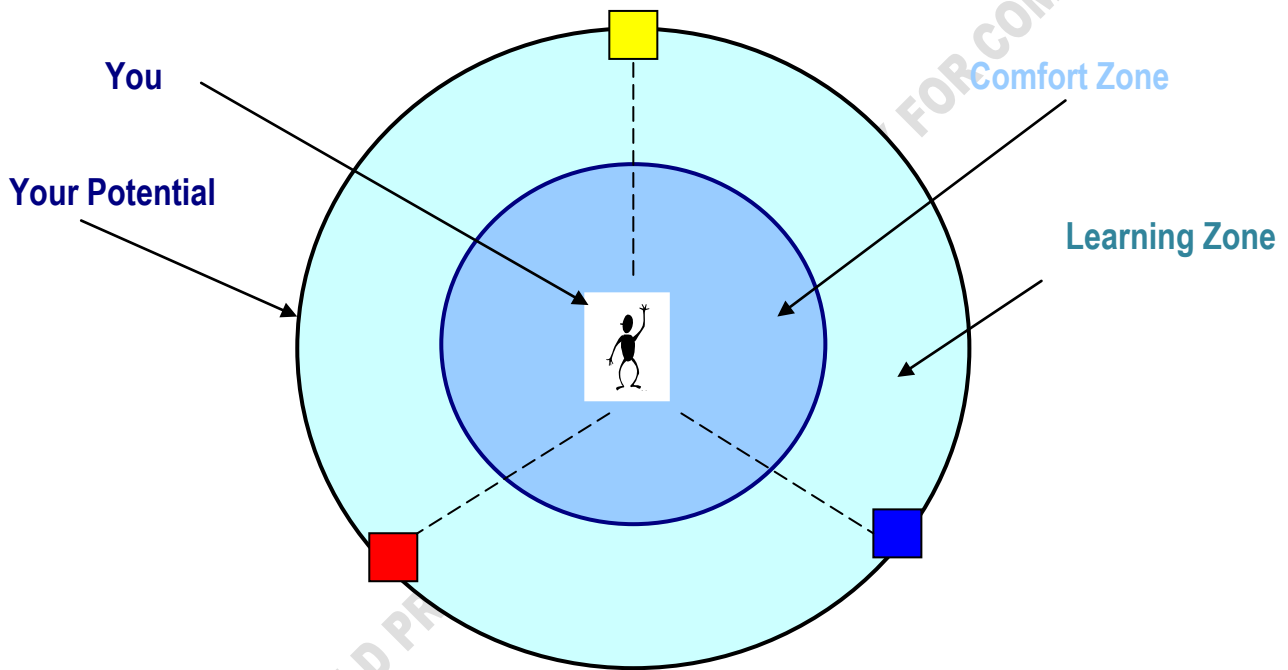
Tools – activities, models, tips and techniques etc – will be added to our coaching tool kit in line with our own unique coaching style and philosophy. A good coach will have a range of tools available at their fingertips to support coachee's in their development as and when appropriate. A good coach will not ask a coachee to do anything they haven't tried and tested themselves...so remember to give it a try first to see how it feels and to be certain that you are familiar with how to apply it. When suggesting a possible tool to use – the coach should not be attached to the outcome! Above all, the coachee must make their own decision about activities they want to try out – the best you can do is to offer suggestions.


This handout will assist you in developing your practice in an integrated way drawing on a wide range of tools and techniques.





You at the centre

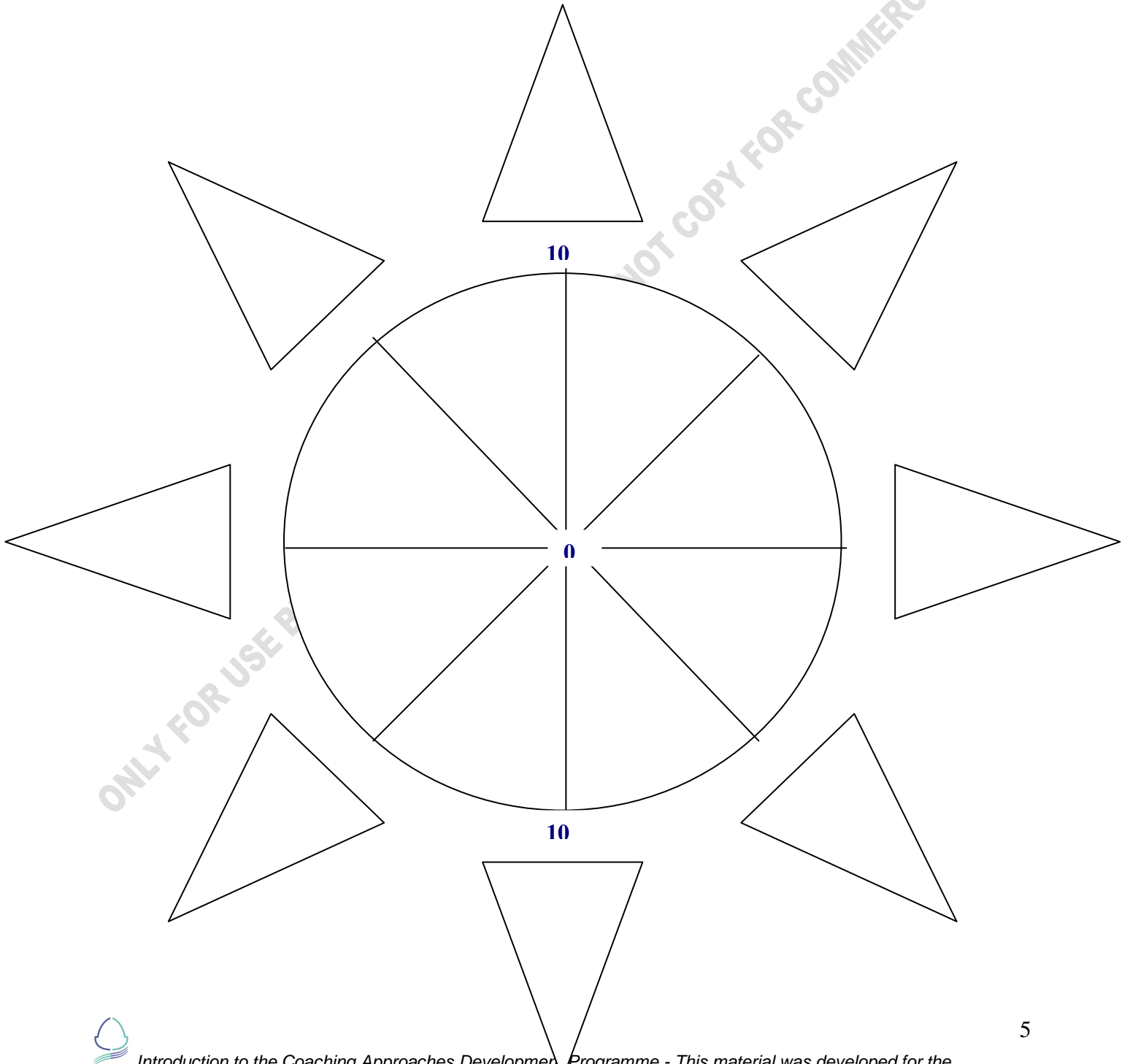


 = your 3 outcomes = the strategies to reach the outcomes





Performance Wheel





Assessment Wheel Options

Possible topics for Personal & Professional coaching:

Personal: In life coaching programmes, the coachee will often focus on 1 work/career outcome and 2 personal outcomes as part of an overall improvement plan for their life.

Professional: In work based situations (whether you are delivering Professional, Performance or Executive coaching), coachees generally benefit from focusing on 2 x professional and 1 personal outcome.

Feel free to offer a checklist of topics that combine both personal and professional topics. In any coaching arrangement, you are working with the whole person and so anything that is having an impact on the person you are coaching will be reflected in both scenarios.

Personal Checklist of topics

- Significant relationship
- Work/career
- Health
- Fitness
- Personal Development
- Emotional Development
- Community involvement
- Hobbies & Interests
- Finance / Wealth
- Family
- Parenting
- Friends
- Social Life
- Home Environment
- Creativity
- Spirituality
- Dreams (if only...)

Professional Checklist of topics

- Work role and responsibilities
- Career Path
- Personal Organisation
- Time Management
- Presentation Skills
- Communications
- I.T.
- Working relationships
- Work/Office Environment
- Professional Development
- Management – people
- Management – Resources
- Leadership
- Interpersonal Skills
- Systems & structures
- Strategic vs. Operational
- Work/Life Balance

When selecting the topics, ensure that nothing is lost. The coachee should not feel limited to only 8 topics; instead they can be made aware that the important elements of their lists can be combined to ensure that everything has its place.

Well formed outcomes can integrate 2 or more specific topics if the coachee wants to work on closely related issues (e.g. in personal coaching, Health, Fitness and Emotional Development can be combined to produce a 'Wellbeing' outcome and in a professional context, time management, organisational skills and self confidence could form the basis of a 'Self management' outcome).

If working on specific areas of development (such as leadership or running your own business) you can develop your own checklists – or in partnership with the coachee – to ensure that the foundation of the assessment wheel is relevant and appropriate to their needs. For example:

Leadership Wheel Assessment

(Topics fit within 4 quadrants; coachees focus on 2 x leadership and 1 personal outcome).

Self Awareness	Self awareness	Self confidence	Value Base
Self Management	Optimism	Recognise & manage own emotions	Inspiration / Motivation
Social Awareness	Organisational Awareness	Networking	Interpersonal Skills
Relationship Management	Teamwork & Collaboration	Developing Others	Managing emotions of others



Some Models, approaches and tools

Diagnostic Tools

Coaching is very much about self discovery and your role as a coach is often about assisting the coachee to gain insights about themselves that will enable them to make a paradigm shift and move their thinking to a new level.

During your training, you will be introduced to a range of diagnostic tools that we recommend you try out primarily to increase self knowledge and also to ensure that, as a coach, you have experienced the tools that you will be using with your coachees. One way to approach the use of this type of tool is to use the following criterion: don't ask a coachee to do something you wouldn't do yourself.

Through the course you will become familiar with the Learning Styles Inventory, Assessment Wheels and the Outcome Setting Scale – on the following pages you will find other tools and links to more formal profiling tools to support increased self awareness in yourself and your clients (e.g. “Who am I being?” – a very useful tool for assisting people with relationship outcomes).

Some qualified coaches choose to develop their coach's tool kit by gaining further training – such as MBTI, MiRo or Insights training – to enable them to gain a licence for using specific diagnostic tools as an integral part of their practice. Other online tools – such as VIA Signature Strengths (free) and Wealth Dynamics (requires payment) – provide excellent in-depth feedback to an online questionnaire. Acorn are accredited MiRo practitioners and can provide full feedback and a written report for any individual wishing to take this online profiling tool.

Useful Resources:

Books

- ❑ “Authentic Happiness” by Prof Martin Seligman
- ❑ “Working with Emotional Intelligence” by Daniel Goleman
- ❑ “Scots Crisis of Confidence” by Carol Craig
- ❑ “Psychometrics in Coaching” edited by Jonathan Passmore (an AC publication)

Websites

- ❑ <http://miro-assessment.com/index.html> (APP are accredited MiRo assessment providers)
- ❑ http://www.personalitypathways.com/type_inventory.html (free informal MBTI test)
- ❑ <http://www.authentic happiness.sas.upenn.edu/Default.aspx> (free on-line assessment of signature strengths / hope and satisfaction levels)
- ❑ <http://www.wdprofiletest.com/download-eGuide.php> free downloadable e-guide to the whole Wealth Dynamics philosophy and a direct link to the profile test.

T.O.U.C.H. This model provides some suggestions to consider in developing core conditions.

In order to establish an effective working relationship, certain core conditions need to be established. These are summarised in the mnemonic 'TOUCH'.

Trust

If there is a lack of trust between you and the learner, he/she will not talk freely to you.

Organisational pressures are such that managers are finding the number of interactions per day increasing, but the time per interaction is decreasing. This means that managers need to establish relationships of trust quickly. This underlines the importance of good interpersonal skills. Trust involves encouraging growth and development, developing reciprocal equal interactions, communicating respect, building self-esteem and confidence. But most importantly it involves delivering what you promise to deliver.

Openness

Being open involves being able to share your thoughts and feelings with others. Self-disclosure is usually reciprocated by self-disclosure and this is more likely to produce reciprocal openness. However, too much self-disclosure can also put people off. The skill is to be able to vary the breadth and depth of self-disclosure in order to improve relationships and communication.

Understanding

The ability to see the world from the others point of view is an essential pre-requisite for effective coaching. This is known as EMPATHY. Empathy can be placed in a continuum with 'apathy' (total non-involvement) at one end and 'sympathy' (over involvement – from a coaching perspective) at the other.

Confidentiality

The more confidential the sessions, the more the learner will talk freely about his/her concerns. This doesn't mean that you have to assure complete confidentiality. This may not be organisationally feasible. However, it can be helpful if you define the limits of confidentiality with the learner.

Honesty

Being honest involves being genuine. It is very important that you use your own personality and style in the coaching process. If you put on a façade, people will eventually see through it and you will lose credibility. Being honest also means being prepared to tell people what they need to know, not necessarily what they want to hear.

Having paid attention to setting conditions conducive to learning, the following models offer some frameworks for getting the best out of coaching conversations and sessions, assisting you to manage the coaching process.



Process Tool - C.R.E.A.T.E.

The CREATE model is a conversational model, designed by David Rock, that can be applied to a whole session or to one particular conversation. It provides guidance and direction and helps the coach to keep the conversation dynamic and productive. This is one of my particular favourites!

CR = Current Reality

In a session or conversation, begin by discussing the current reality until both you and the coachee have a clear picture of what is going on. Current reality is also a great place to start the journey to the outcome.

EA = Explore Alternatives

Once you are very clear on the current situation and have established a baseline that you can measure any progress against, begin to explore all the possible options the coachee can try – ensuring that they select the options they'd like to apply.

TE = Target Energy

In a conversation where you are exploring options you will notice the change in energy when the coachee comes across an activity they would really like to try – often the energy increase is on a sub-conscious level so even the coachee wouldn't recognise the surge. You'd be amazed what a difference you will see in the results when a coachee is following their energy!

Process Tool - 5 Levels of Focus (D. Rock)

At any given time our attention or focus will be located on one of 5 levels:

- **Vision** this is about focusing on where you are heading. Vision is not detailed – it's the bigger picture that we want to keep in the centre of our thoughts.
- **Planning** When you have the coachee focusing on the bigger picture, the next step is to explore how they are going to get there – exploring options and targeting energy on the steps that will take them towards achievement of their outcomes.
- **Detail** This is the area that most people spend most of their time focussing on. Detail is necessary because it is where the action is however, if our coachee gets too immersed in the detail then they can often forget to look up and keep an eye on the vision – this can lead to loss of motivation or feeling overwhelmed with the task in hand.
- **Problems** This is the arena where things go pear shaped! Focussing on a problem is a very common activity – people do it a lot. Often it has become such a habit that they don't even know how not to do it. The thing is – whatever we focus on gets bigger and more powerful and generates an energy that will attract more of the same into our lives. Whether we focus on problems or solutions, the process is the same.
- **Drama** This is where we usually end up if we slip down a step from when we were, focused on problems. It is a very short & easy place to get to once we have spent time dwelling on our problems so it is important that we support our clients in redirecting their attention to a more positive arena – like Vision or Planning.



Process Tool - G.R.O.W.

The context of the GROW Model is to develop awareness and responsibility in the coachee and this useful mnemonic provides the coach with a useful sequence for managing coaching sessions. Sir John Whitmore points out in his book, '**Coaching for Performance**' that, "...G R O W, without the context of AWARENESS and RESPONSIBILITY and the skill of questioning to generate them, has little value.

Goal – can either be long/short term goals set by the coachee or the goal for this specific session.

Reality – ensuring that there is clarity on the current situation.

Options – exploring options and alternative strategies or courses of action.

Will / Wrap Up – the final letter can refer to checking that the coachee has the WILL to carry out the actions but has also been used to indicate the wrapping up of the session (clarifying / gaining commitment). Whitmore has also suggested that it reflects the WHAT, WHEN, WHOM line of questioning taken by the coach.

C.L.E.A.R

Contracting: Opening the discussion, setting the scope, establishing the desired outcomes, and agreeing the ground rules.

Listening: Using active listening and catalytic interventions the coach helps the coachee develop their understanding of the situation and generate personal insight.

Exploring: Helping the coachee to understand the personal impact the situation is having on themselves. 2: Challenging the coachee to think through possibilities for future action in resolving the situation.

Action: Supporting the coachee in choosing a way ahead and deciding the next step.

Review: Closing the intervention, reinforcing ground covered, decisions made and value added. The coach also encourages feedback from the client on what was helpful about the coaching process, what was difficult and what they would like to be different in future coaching sessions.

Skill/Will matrix – Useful model for gauging the coachee's levels of motivation and ability and for determining the most appropriate approach for the coach.

High Will	GUIDE	DELEGATE
Low Will	DIRECT	EXCITE
	Low skill	High skill

Rule of 3 – a sequence of three questions that a coach can use to assist the coachee in generating quick solutions. This works by engaging the recall and recognition elements of the brain.

- Tell me 3 things about the issue**
- Tell me three consequences**
- Tell me 3 things you can do about it**



Making the most of your life

If you think you are beaten, you are.
If you think you dare not, you don't.
If you'd like to win but think you can't,
It's almost certain that you won't.
Life's battles don't always go
To the stronger woman or man,
But sooner or later, those who win
Are those who think they can.
Author Unknown

This poem says it all! If you want to make the most of your life you need to be in control of what you allow yourself to think about!

Remember the thought process...



Whatever we THINK determines how we FEEL - this will influence what we DO / how we BEHAVE. If we allow ourselves to think the same negative thoughts time and time again, this will lead us to feel/do the same things over and over again and this will create the habits that keep us locked into the lifestyle that develops through these patterns.

Choose your thoughts carefully!

Useful Resources:

Books

- ❑ "The Inner Game of Work" by Tim Gallwey (ACT & STOP tools)
- ❑ "Coaching for Performance" by John Whitmore (GROW Model)
- ❑ "Time to Think" by Nancy Kline (The Thinking Environment)





Further information and suggestions to add to your Coach's Tool Kit

Here are different types of tools that will become relevant and useful depending on the situation, the coach using it, the purpose of the application...here are just a few:

- ❑ Visual imagery & physiological activity;
- ❑ The Coaching session - assignments, tools and templates

Visual Imagery and Physiological Activity

Useful Resources:

Books

- ❑ "Life Mapping" by Brian & Sangeeta Mayne
- ❑ "Life Choices, Life Chances" by Dina Glouberman

Websites

- ❑ <http://learningvisions.blogspot.com/2009/03/learning-to-work-working-to-learn.html>
- ❑ <http://www.healthjourneys.com/> (guided imagery resources)





Our Deepest Fear

By Marianne Williamson

Our deepest fear is not that we are inadequate
Our deepest fear is that we are powerful beyond measure
It is our light, not our darkness, that most frightens us
We ask ourselves, who am I to be brilliant,
Gorgeous, talented, fabulous?
Actually, who are you NOT to be?
You are a child of God.
Your playing small does not serve the world
There is nothing enlightened about shrinking so that
Other people won't feel insecure around you
We were born to make manifest the glory of God
That is within us
It is not just in some of us
It is in everyone
As we let our own light shine, we unconsciously
Give other people permission to do the same
As we are liberated from our own fear
Our presence automatically liberates other



Some Useful Resources

Books

Coaching for Performance: GROWing People, Performance and Purpose, John Whitmore, Nicholas Brealey Publishing 2002

Co-Active Coaching, Laura Whitworth et al, Davies-Black Publishing 1998

The Power of Intention, Dr Wayne W. Dyer, Hay House Inc 2004

Life Mapping, Brian & Sangeeta Mayne, Vermilion 2002

Authentic Happiness, Martin E P Seligman, Ph D, Free Press, 2002

Flow: the classic work on how to achieve happiness, Mihaly Csikszentmihalyi, Rider. 2002

The Power of Your Subconscious Mind, Joseph Murphy, Simon & Schuster, 2000.

Think and grow Rich, Napoleon Hill, Vermillion, 2003.

The Inner Game of Work, Timothy Gallwey, 2002

Living your Best Life; Laura Berman-Fortgang, Thorsons, 2001

Coaching for Performance: GROWing People, Performance and Purpose, John Whitmore, Nicholas Brealey Publishing 2002

Co-Active Coaching, Laura Whitworth et al, Davies-Black Publishing 1998

Quiet Leadership by David Rock, 2006

Websites

Acorn Principle Plus Ltd

www.theacornprinciple.com

Association for Coaching

www.associationforcoaching.com

International Coach Federation

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Institute of Leadership & Management

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