

THE ADVANCED COACHING POCKETBOOK

Lynne Walley

Drawings by Phil Hailstone

"Lynne Walley's book is thorough, deep and insightful. Her SPACE model stands as a powerful metaphor and helpful mnemonic for thoughtful coaches who want to reflect on their own practice."

David Megginson, Emeritus Professor of HR, Sheffield Business School

"Lynne's new model 'SPACE' provides coaches with a very clear and comprehensive way to consider and reflect on their personal presence, their overall practice and their relationship with clients. I'm delighted to endorse this new pocketbook as both accessible and relevant for any experienced coaches."

Dr Alison Hodge, Executive Coach and Coaching Supervisor

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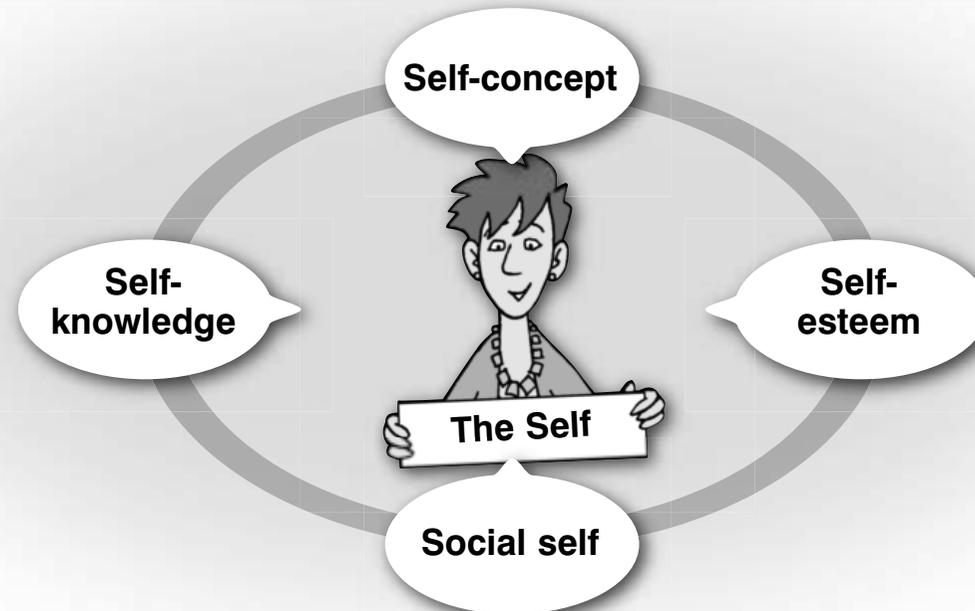
S SELF & THE CONCEPT OF SELF

STAGE 1: SELF & THE CONCEPT OF SELF



KNOWING YOURSELF

'With realisation of one's own potential and self-confidence in one's ability, one can build a better world.' 14th Dalai Lama



STAGE 1: SELF & THE CONCEPT OF SELF



HOW THIS INFORMS YOUR COACHING PRACTICE

A good level of self-awareness is essential for a coach. In recognising your own frailties, weaknesses, biases and prejudices, you will be better placed to identify similar patterns in others, prevent yourself from influencing them inadvertently or bringing any of your own anxieties and tensions into the coaching space.

If you are to encourage the growth of self-awareness in others, you need to have worked on it for yourself.

Carl Rogers, a human psychologist writing in the 1960s, said that the concept of self has three parts: self-image (*how you see yourself*), self-esteem (*how you value yourself*) and the ideal self (*what this would look like*). We will look at each of these aspects to see how to build self-knowledge. You can then take your understanding of these concepts into the coaching arena with more knowledge of what the process is likely to reveal for others.

STAGE 1: SELF & THE CONCEPT OF SELF

BEING AWARE OF 'SELF'



Self-image (*how you see yourself*)

Your self-image will not always align to reality (this will often be the case for your coachees, who may be struggling with negative self-image if they are having a difficult time at work). Are you aware that at times you are unnecessarily hard on yourself? Do you feel you have to earn love, or that you don't always live up to expectations?

Self-esteem (*how you value yourself*)

Do you spend time comparing yourself with others you perceive as better, more attractive, more successful, etc? Do you fret over the smallest piece of negative feedback while taking less notice of praise? Are you over-conscientious, fearing criticism, or even a little bit self-satisfied?

Ideal self (*what this would look like*)

How do you view your ideal self? When your actual behaviour is congruent with your image of your ideal self, you can reach self-actualisation. For most of us, this is an ongoing goal, rather than an end destination.

STAGE 1: SELF & THE CONCEPT OF SELF

HAVING SELF-BELIEF AS A COACH



What does a fully self-aware individual (and coach) look like?

- Someone who is open to all experiences, accepting both positive and negative emotions, and working through, rather than denying, the latter
- Someone flexible in their concept of self who can say, *'That is how it is with that coachee but it is different for this one'*
- Someone who doesn't judge or have preconceptions but has unconditional regard for their coachees; who offers an environment that is genuine, accepting, and empathetic

How does this description fit with you and how you coach?



STAGE 1: SELF & THE CONCEPT OF SELF

HAVING SELF-BELIEF AS A COACH



As you gain more experience as a coach, you will come to recognise that you don't have all the answers and that it is fine for you not to know the coachee's world in its entirety.

However, you are the coaching expert, you have faith in your own experience and intuition and the courage to act on what both these things tell you. You will have learnt to recognise and put aside your own inner voices, allowing you to concentrate on your coachee and the moment that is now.

For more on this topic, Maria Iliffe-Wood's helpful book *Coaching Presence* talks about self-awareness in a coaching relationship.

STAGE 1: SELF & THE CONCEPT OF SELF



A MODEL TO EXPLORE 'SELF'

JOHARI WINDOW

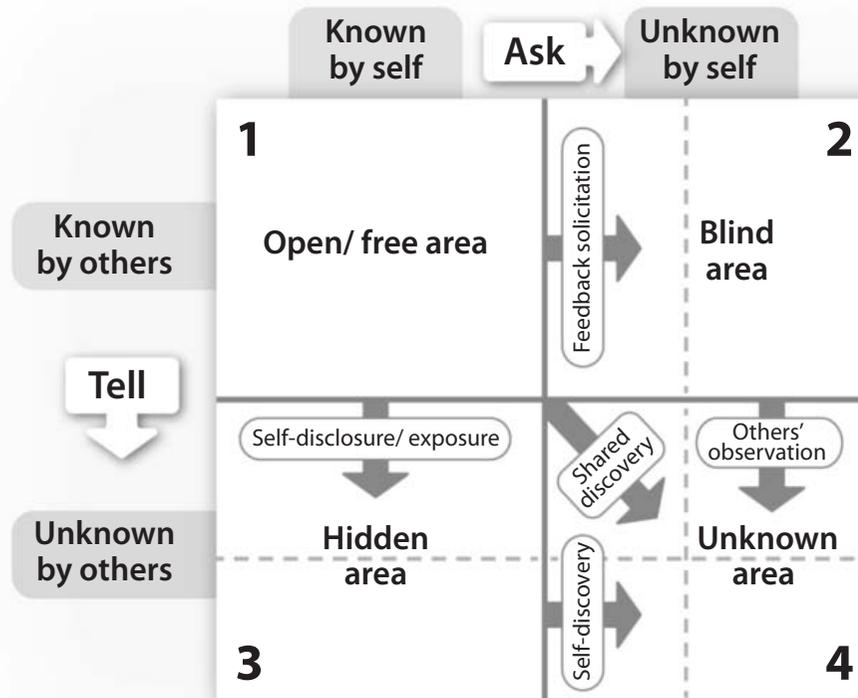
The Johari Window was devised in 1955 by two American psychologists, Joseph Luft and Harrington Ingham, who developed an exercise where participants had 55 adjectives to describe themselves. The process was repeated with their peers. Adjectives were then placed into the 'four rooms' of *open*, *blind*, *hidden* and *unknown* (see next page). The Johari Window exercise provides an excellent way of gaining greater self-awareness.

If viewed as a house, Room 1 presents the 'us' that we and others see. Room 2 shows aspects of ourselves that we don't see but others do: kindness perhaps, generosity or modesty. Room 3 is our own space that we keep private from others, eg parts of our past or mistakes we've made. Finally, Room 4 is the unknown area that can be unlocked by coaching. It contains feelings, aptitudes, behaviours and abilities that may be latent and can be released and explored, leading to moments of discovery.

You could try working with a fellow coach or supervisor to unlock your own Room 4 qualities.

STAGE 1: SELF & THE CONCEPT OF SELF

AWARENESS OF YOUR HIDDEN SELF



STAGE 1: SELF & THE CONCEPT OF SELF



HOW YOUR LEARNING STYLE INFORMS YOUR COACHING

How you take in information and interact with the world will also have an influence on your understanding of self and your approach to coaching. Based on Kolb's learning cycle, Honey & Mumford (1986) devised a four step learning cycle to illuminate different preferences.

1. Activists (DO) learn by getting involved and use activities like brainstorming, puzzles, role play or problem solving.
2. Theorists (LEARN) like to understand the theory behind actions and need models and concepts.
3. Pragmatists (APPLY) need to see how to put learning into practice and ideas into action. Useful activities are discussion, case studies and using thinking time.
4. Reflectors (REVIEW) learn by observing and thinking, using self-analysis and feedback from others; they can appear detached.

Your personal preferences may be very different from those of your coachees. Are there ways you can capitalise on these differences? Do you ensure you work equally with all styles?

About the Author

Lynne Walley

LLB(Hons) M.A PG Cert Business Coaching. ILM Level 7 Diploma in Executive Coaching and Mentoring. Executive coach, leadership development facilitator and author.



Lynne spent most of her working life in Higher Education latterly running a highly successful corporate management centre, designing and delivering both accredited and non-accredited leadership management programmes in both the public and private sector. A coach for the last 12 years, working predominately with middle and senior managers and directors of service, her coaching style is one of positive psychology and is people-centred. She is particularly interested in the development of neuroscience in coaching and how emotions rule teams' and senior leadership's decision making.

She has delivered leadership courses nationally as well as working in Abu Dhabi, Canada and Mauritius advising senior leaders on management development. Lynne is a guest speaker at coaching network events; the founding director of Coachingand, and is a member of the Midlands based Coaching & Mindfulness Consortium.

She has co-authored a successful ebook: *Maximizing People Potential: A Coaching Perspective for Leaders and Managers* (2014) which has had over 147,000 downloads to date.

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