

# Post-Graduate Certificate in Psychosynthesis Leadership Coaching

September 2015



# Overview of the course

September 2015



# Overview of the Post-Graduate Certificate in Psychosynthesis Leadership Coaching units

- 1. Foundations of Psychosynthesis Leadership Coaching** – basics of coaching; context, principles, models, skills and tools
- 2. Agendas in Leadership Coaching** – Performance, Behaviour, Change, Development, Purpose, Meaning and Crisis
- 3. Coaching Psychology and Human Development** – working at a deeper level with the client
- 4. Five Dimensions of Leadership** – our core model of development for leaders
- 5. Practical, personal and organisational Challenges of Leadership Coaching**

# Learning journey overview

## Group contact time

## Study and writing

## Practice and support

Fundamentals of Psychosynthesis (4 days)	Application Form and Orientation Pack									
One Day Introduction to Psychosynthesis (optional)										
Unit 1: 3 day Workshop	Learning Journal	Study Guides: Reflection, Reading and Research								
			Peer Coaching Session	1-to-1 Supervision Session	Open Group Tutorial Session	Pro-bono practice clients (2 x 6 sessions)	Continuing Professional Practice and Supervision (optional)	Setting up or building your coaching practice (optional)		
Unit 2: 3 day Workshop										
			Peer Coaching Session	1-to-1 Supervision Session	Open Group Tutorial Session					
Unit 3: 3 day Workshop										
			Peer Coaching Session	1-to-1 Supervision Session	Open Group Tutorial Session					
Unit 4: 3 day Workshop			Journal Reflection 2500 words	Fast Track APECS application (optional)	Peer Coaching Session				1-to-1 Supervision Session	Open Group Tutorial Session
			Peer Coaching Session		1-to-1 Supervision Session				Open Group Tutorial Session	
Unit 5: 3 day Workshop										
	Written Paper 4000-5000 words									

# Key outcomes

- ❖ Solid grounding in the **principles** and skills of coaching, including equivalent of **ICF core competencies**
- ❖ Confidence in using coaching **models, strategies and tools** that support being an effective leadership coach
- ❖ Ability to work **psychologically** as a coach and a deeper awareness and understanding of **human behaviour and development**
- ❖ Understanding of **organisational dynamics** and the **leadership agendas** that are brought to coaching
- ❖ **Personalised plan** for your on-going development as a coach, with option to make a Fast-Track application for Associate Membership of **APECS**
- ❖ Option to continue your learning on the **MA in Psychosynthesis Psychology** applied to Leadership Coaching

# **Unit 1: Foundations of Psychosynthesis Leadership Coaching**

September 2015



Unit 1 Overview	Day One	Day Two	Day Three
<i>Check-in/review</i>	Inclusion and overview.	Check-in and reflection.	Check-in and reflection.
<i>Session 1</i>	Your context for the course.	Right Relations and Active Listening Skills – practice	Core ‘human’ coaching skills overview. Bushe model of communication.
<i>Break</i>			
<i>Session 2</i>	Introduction to Psychosynthesis Leadership Coaching. Bridge from Fundamentals. Trifocal vision. The 6 session model.	Powerful questions including use of GROW.	Core ‘process ‘ coaching skills overview. Engagement and contracting.
<i>Lunch</i>			
<i>Session 3</i>	Right Relations Model. Active Listening Skills – practice	Building Psychosynthesis as a context for coaching – practice	Meta-skills for leadership coaching overview. Levels of coach development model.
<i>Break</i>			
<i>Session 4</i>	Right Relations and Active Listening Skills – practice	Building Psychosynthesis as a context for coaching – plenary	Homework. Journal keeping. Peer coaching contracting.
<i>Break</i>			
<i>Session 5</i>	Introduction to Professional Practice.	Comparative Coaching Models: GROW, CLEAR and Solution focus, etc. ICF competences framework.	
<i>Check-out/ completion</i>	Reflection process and check-out.	Reflection process and check-out.	Check-out from the weekend + goals for the next month

# Unit 1: Foundations of Psychosynthesis

## Leadership Coaching: Key topics

### ***Psychosynthesis Leadership Coaching***

- ❖ Introduction to Psychosynthesis Leadership Coaching
- ❖ Bridge from Fundamentals: Key Elements of Psychosynthesis Psychology
- ❖ Trifocal Vision
- ❖ Six session structure model
- ❖ Right Relations Model
- ❖ Building Psychosynthesis as a context for coaching

### ***Coaching profession and coaching models***

- ❖ Introduction to Professional Practice.
- ❖ Comparative Coaching Models: GROW, CLEAR and Solution focus, etc.
- ❖ ICF competences framework.

### ***The Learning Journey***

- ❖ Basic guided meditation
- ❖ Guidelines for Skills Practice in Triads.
- ❖ Journal keeping.
- ❖ Your Will Project
- ❖ Peer coaching contracting.

### ***Coaching Competencies***

- ❖ Core 'human' coaching skills overview.
- ❖ Active Listening Skills
- ❖ Powerful Questions including use of GROW.
- ❖ Bushe model of communication.
- ❖ Core 'process' coaching skills overview.
- ❖ Engagement and contracting.
- ❖ Meta-skills for leadership coaching overview.
- ❖ Levels of coach development model.

# Day One: inclusion and overview

- ❖ Welcome and introduction
- ❖ Check-in
  - name and what you do
  - previous experience of psychosynthesis
- ❖ Introduction to the course
  - Overview of the 5 months
  - Overview of these 3 days
- ❖ Group contracting
- ❖ Venue practicalities

# Your context for the course

- ❖ Journal keeping
- ❖ Reflective exercise: make notes on (15 mins)
  - What interests or excites you about Psychosynthesis Leadership Coaching?
  - What are your expectations, hopes and fears for the course?
  - What are your personal objectives for the course?
  - What is your “Will Project” for the course?
- ❖ Short break
- ❖ Share in pairs (5 mins each)
- ❖ Plenary sharing (20 mins)

# Your Will Project

- ❖ Focus for your expression and realisation of Self in the world, involving a significant act of will to bring something about
- ❖ Related to the subject matter and scope of the course
- ❖ More than your goals or objectives for the course
- ❖ Involves an aspect of transpersonal will, connecting to the Will Projects of others
- ❖ A focus for what you bring as a coachee to practice sessions and peer coaching during the course
- ❖ Examples; setting up your coaching practice – reinventing your practice or professional life – creating a new business – working with leaders in a new way – transforming the culture of an organisation – transforming the profession – transforming a business sector – transforming society!

# Introduction to Psychosynthesis Leadership Coaching

## ❖ Bridge from Fundamentals

- Your experience of Fundamentals?
- What learning, ideas or models have stuck with you?
- What was your most important learning from Fundamentals?

## ❖ Key elements of Psychosynthesis Psychology

## ❖ Self and Will

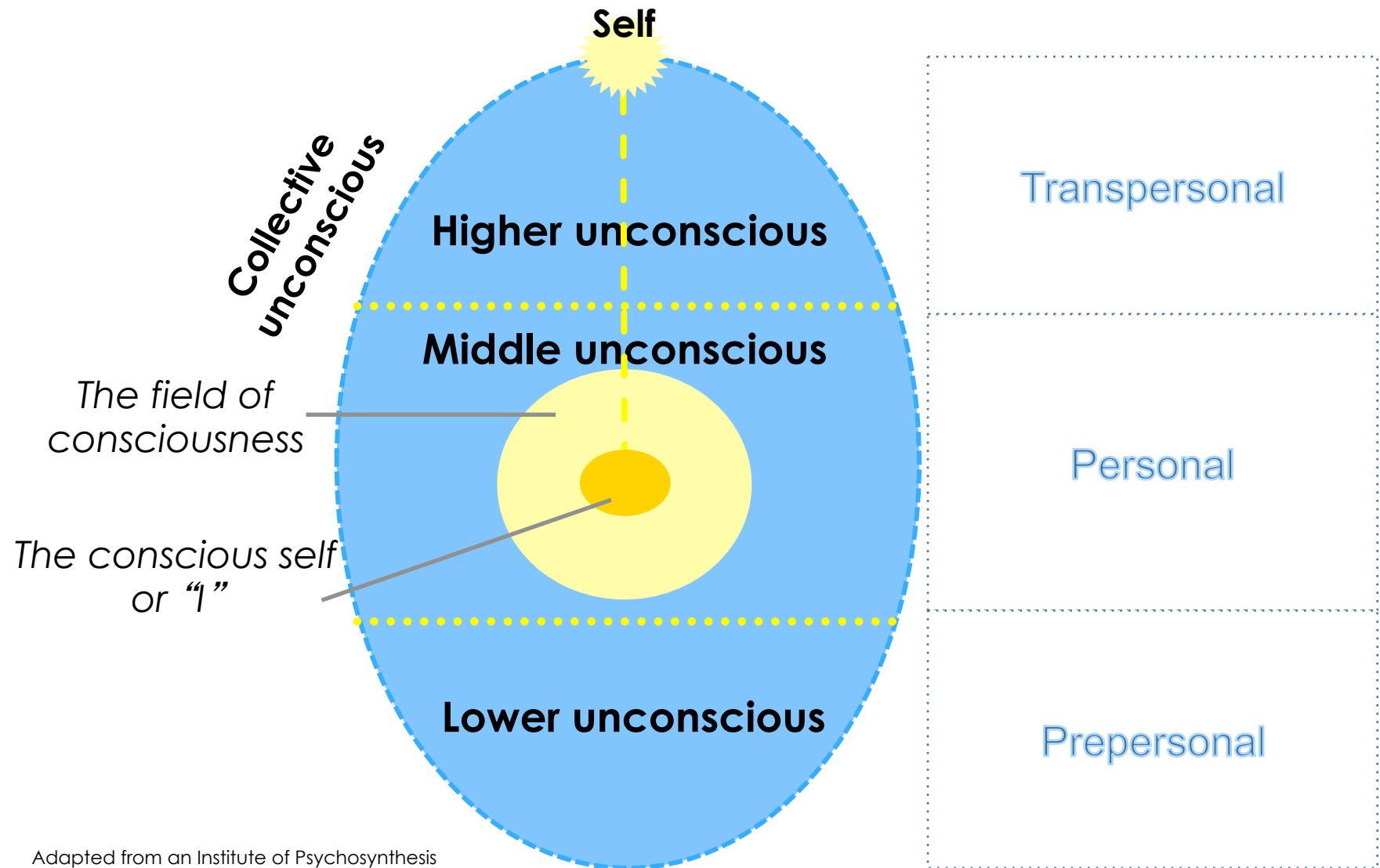
## ❖ Trifocal Vision

## ❖ Six session structure context

# Key Elements of Psychosynthesis Psychology?

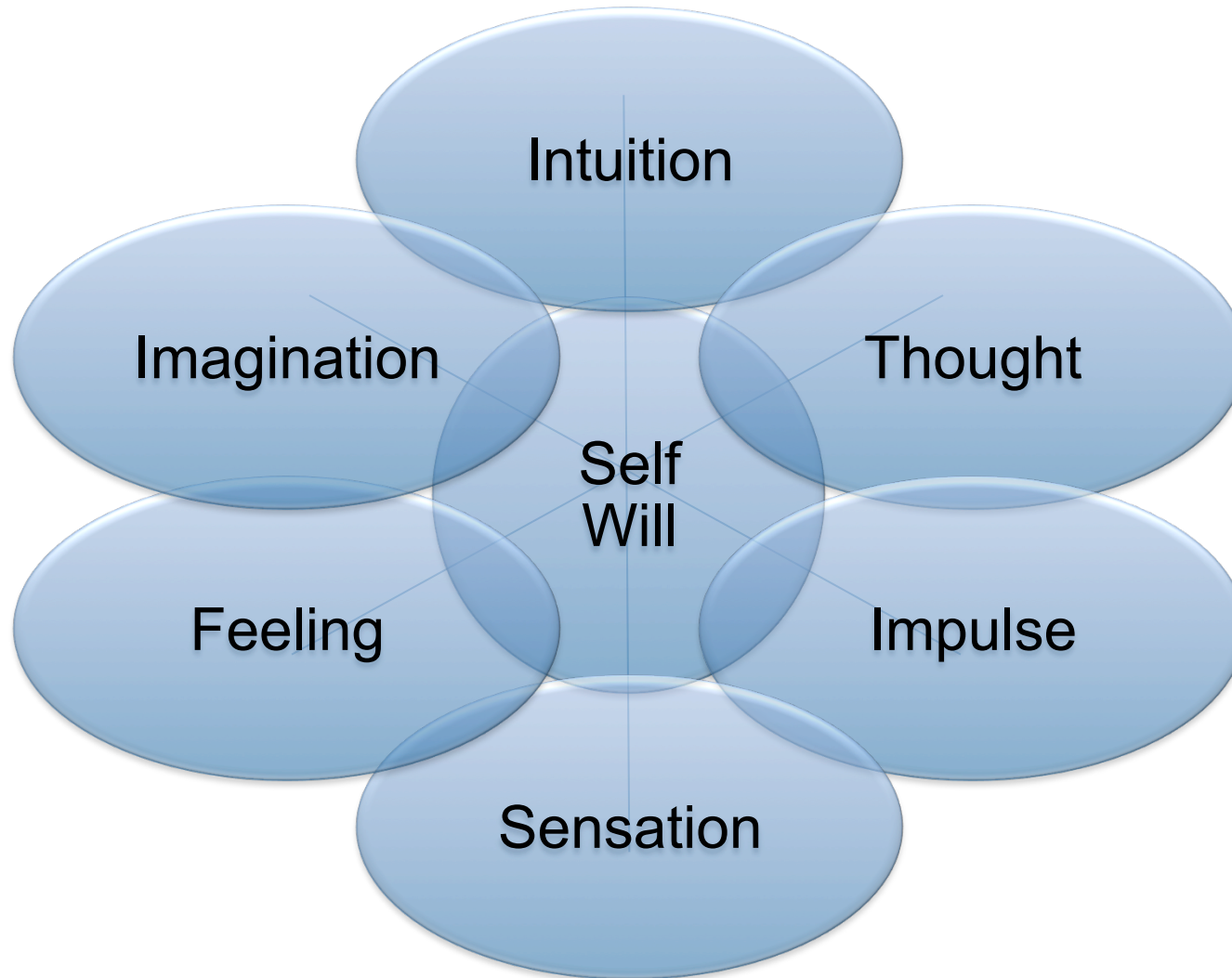
- ❖ Assagioli's Map of the Psyche
- ❖ Self
- ❖ Body, Feelings and Mind
- ❖ Subpersonalities
- ❖ Will
- ❖ Identification and disidentification
- ❖ Self-Realisation, Self-Actualisation, Spiritual Awakening, Crisis
- ❖ Right Relations, Being and Presence
- ❖ Guided meditation and mindfulness

# Structure of the psyche – Roberto Assagioli



Adapted from an Institute of Psychosynthesis  
Training Handout

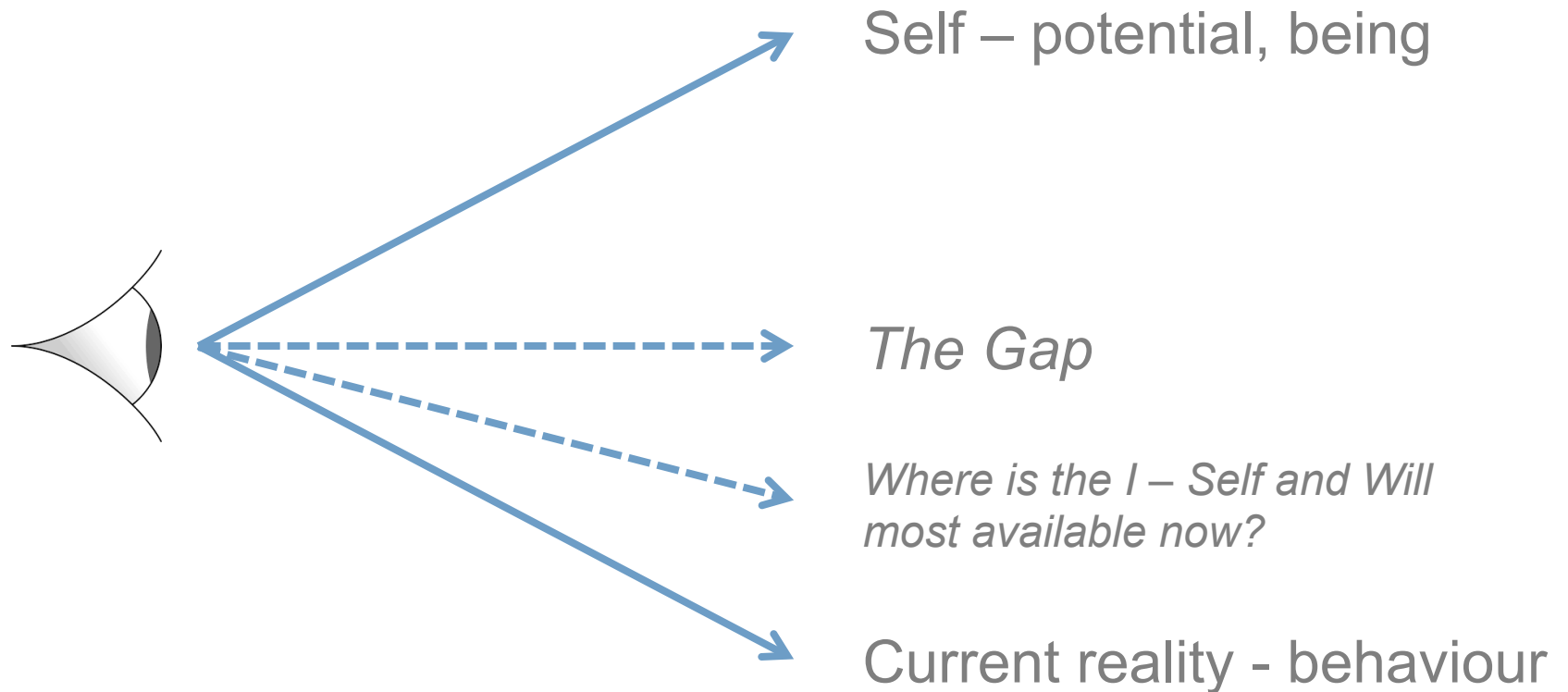
# Functioning of the psyche – Roberto Assagioli



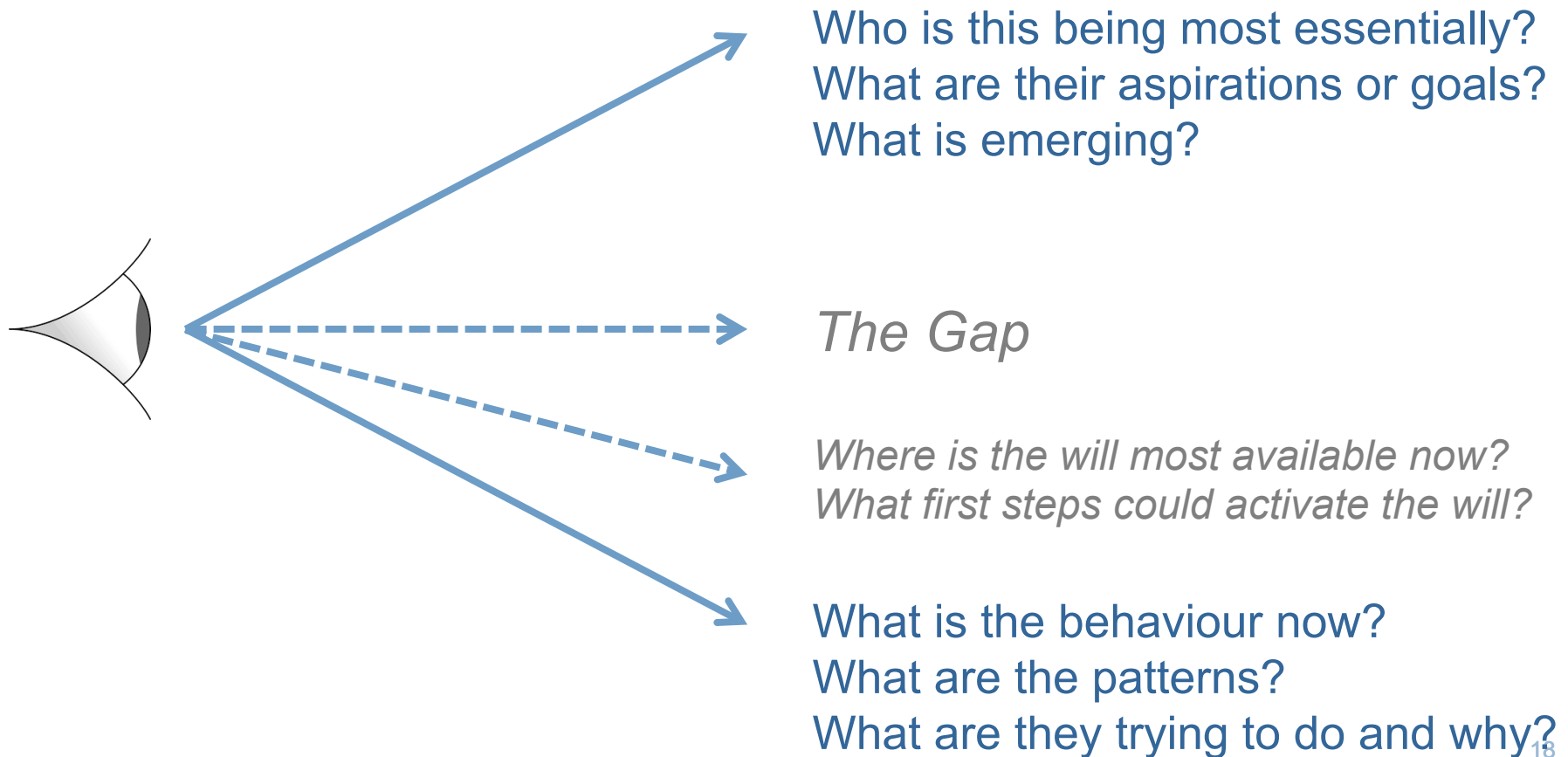
# Introduction to Psychosynthesis Leadership Coaching

- ❖ Self and Will
- ❖ Trifocal vision
- ❖ Six session structure context

# Trifocal Vision: Context for all Psychosynthesis Coaching



# Trifocal Vision: Context for all Psychosynthesis Coaching



# Six session structure

- ❖ The gap between where the coaching client is and where they want to be is where we are working
- ❖ The gap is usually too wide and it is not possible to get there in one or two sessions. We need to find where their Will is most available
- ❖ So the way of working is to identify the overall goal for a series of 6 x 1 or 2 hour sessions
- ❖ Each session works on a small goal which coach and client agree is important to achieving the overall goal

# What is Active Listening?

- ❖ Giving your full attention
- ❖ Unqualified acceptance of the person
- ❖ Authentic and caring
- ❖ Enter 'rapport'
- ❖ Non-verbal communication
- ❖ Minimal encouragers
- ❖ Paraphrasing and summarising (when short term memory is full)

# Active Listening Exercise

Find a partner, chose A and B

A: Share about a challenge you are facing in your work

B: Engages in Active Listening. Respond by recapping what you have heard  
(periodically, when your short term memory is full)

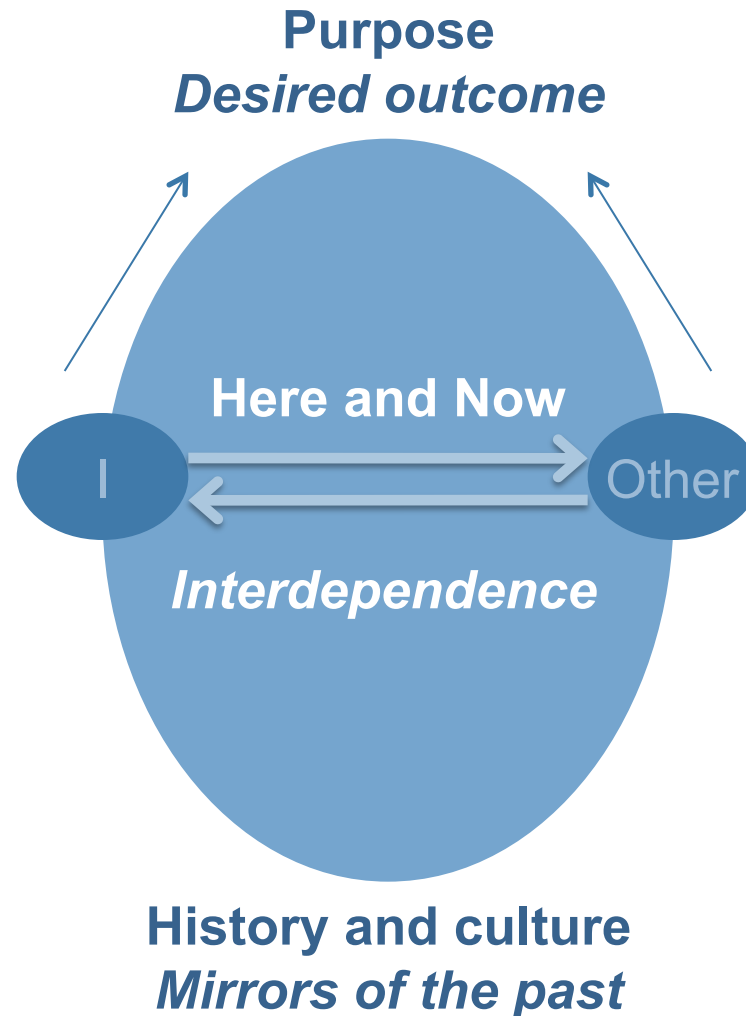
10 minutes

Reverse the process

10 minutes

Debrief – How was it to be listened to? What was it like to listen to the other?

# Right Relations Model



# Right Relations – Five Step Process

- ❖ Demonstration
- ❖ Discussion
- ❖ Pairs practice (10 mins each way)
- ❖ Brief sharing and questions
- ❖ New pairs practice (10 mins each way)
- ❖ Plenary

# Right Relations – Five Step Process version 1

## **5 Step Process**

Find a partner, choose A & B

*A starts by sharing about an experience or challenge that is strong in their awareness right now*

*B actively listens, with minimal encouragers, but not summarising*

*After 5 minutes, time is called*

*B responds*

1. Through my eyes I see...
2. With my ears I hear...
3. With my mind I think...
4. In my body I feel...
5. And using all these, my message to you is...

Pause and both debrief on the experience of doing this

Reverse the process

Plenary sharing

# Introduction to Professional Practice

Professional  
bodies: ICF, AC,  
EMCC, APECS

Certification,  
qualification and  
accreditation

Compliance with  
a code of  
practice or ethics

Professional  
indemnity  
insurance

Coaching  
supervision

Practice  
management,  
e.g. records

Contracting and  
managing  
multiple clients

Personal and  
professional  
boundaries

Setting up your  
external/internal  
practice

Structure and  
discipline,  
positioning and  
packaging

Marketing and  
business  
development

Continuing  
personal and  
professional  
development

# Introduction to Professional Practice

What are your needs around  
professional practice?

What are your priorities to have  
addressed by this course?

# Day Two

❖ Check-in and reflection

# Right Relations and Active Listening Skills – practice

- ❖ Context: building Psychosynthesis as a context for coaching
- ❖ Right Relations exercise
  - Demonstration
  - Discussion
  - Exercise in pairs (20 mins) x 2
- ❖ Plenary (10 mins)

# Right Relations – Five Step Process version 2

## **5 Step Process**

Find a partner, choose A & B

### *A Starts*

1. What I receive from you is...
2. In my body...
3. The feeling I have is...
4. My mind is thinking...
5. The message I want to send you is...

### *B responds*

1. What I receive from you is...
2. In my body...
3. The feeling I have is...
4. My mind is thinking...
5. The message I want to send you is...

A responds in the same way, and the process continues (allow 10 minutes)

# Questions

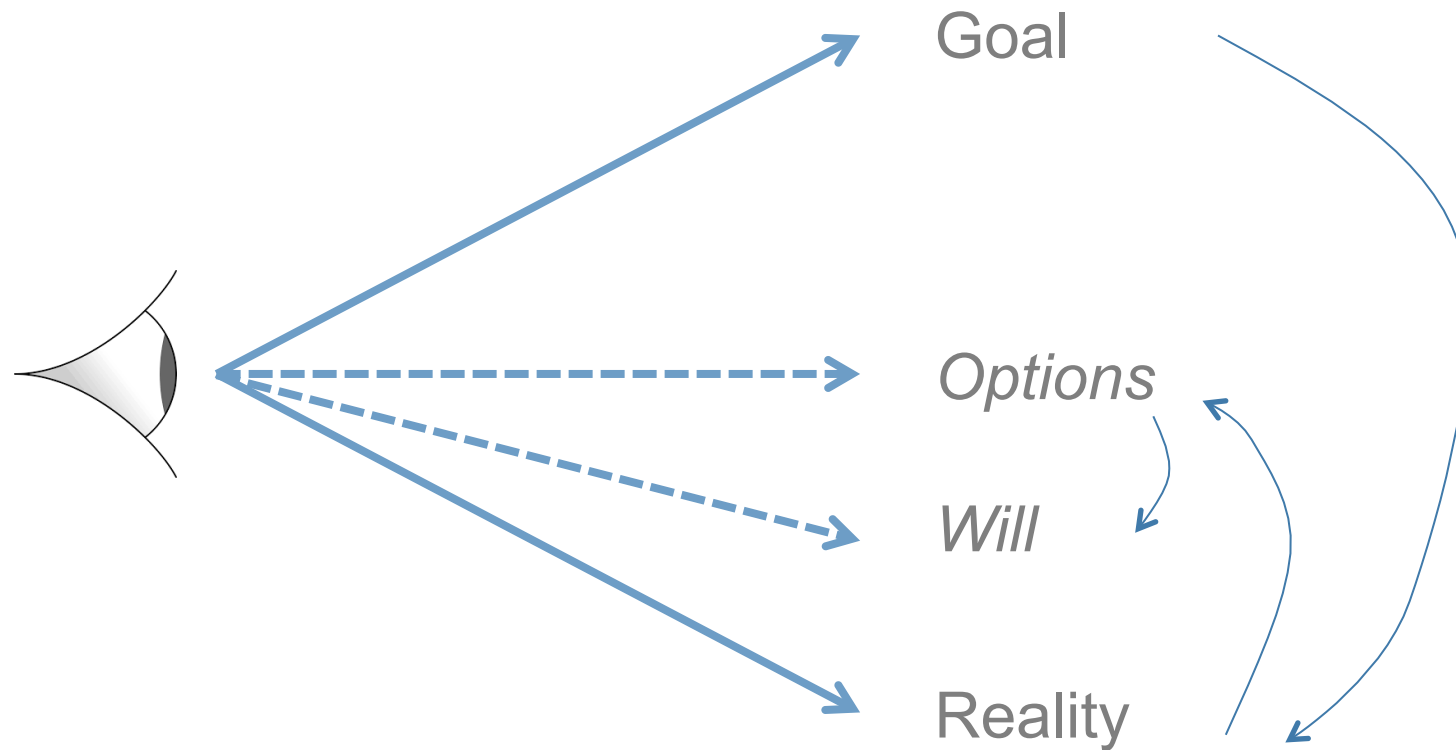
## ❖ Open questions

- Questions that cannot easily be answered with “yes” or “no”
- Useful to begin session
- Motivates people to communicate

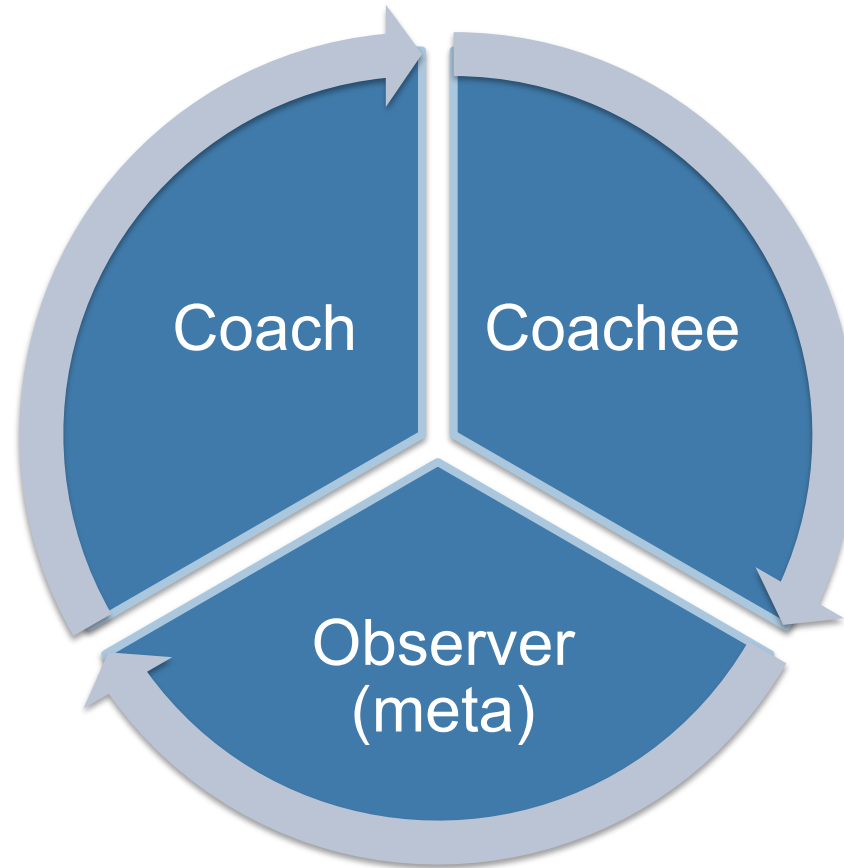
## ❖ Closed questions

- Elicit “yes” or “no” or two word answers
- Narrows the topic
- Interrupt over-talkative coachee

# Trifocal Vision and GROW



# Triad's skills practise



# Building Psychosynthesis as a context for coaching – practice session 1 in triads

- ❖ Forms groups of three - 30 mins per segment
  - 20 mins session
  - 10 mins debrief
- ❖ Coach
  - Hold Trifocal Vision and Right Relations
  - Use GROW questions to build awareness and move through the whole cycle if possible (at a high level)
- ❖ Coachee
  - Bring a current issue that you want to work on
- ❖ Observer
  - Also hold Trifocal Vision and Right Relations
  - Reflect upon use of questions and quality of listening

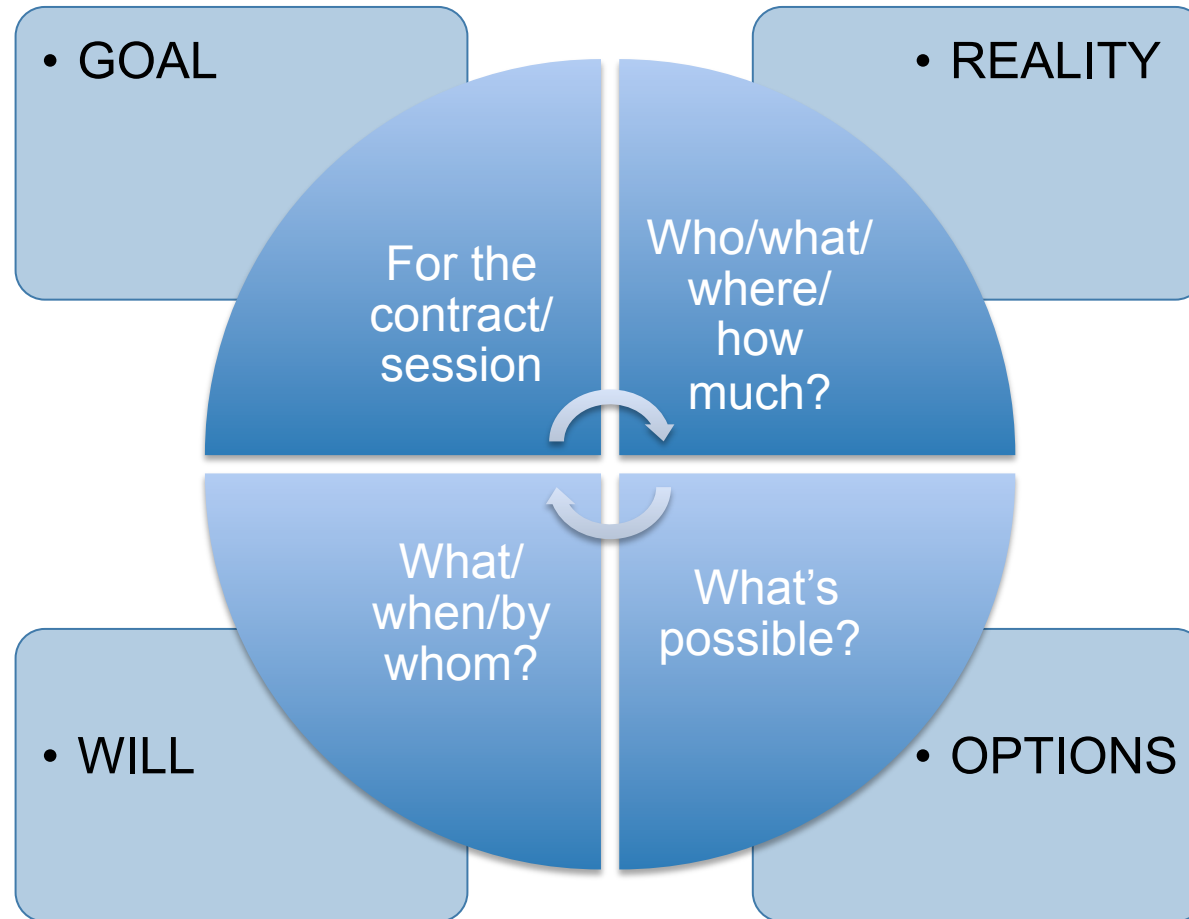
# Comparative Coaching Models

- ❖ Models of coaching and models used by coaches with leaders
- ❖ Type of models
  - Contextual coaching models
  - Coaching process, stage or cycle models
  - Intervention, analytic and navigational models
  - Competency models
  - Models used by coaches with clients
- ❖ Seminar on Comparative Coaching Models: GROW, CLEAR and Solution Focus
- ❖ Seminar on Comparative Coaching Models: Heron, Gestalt, TA, NLP
- ❖ ICF competences framework

# Comparative Coaching Models

❖ GROW, CLEAR and Solution Focus

# GROW Model



# Principles of GROW

- ❖ Establishing rapport with client/coachee, active listening and mirroring
- ❖ Exploration with client building 'Awareness and Responsibility'
- ❖ Open Questions to build awareness
- ❖ Dynamic model rather than linear
- ❖ Focus after exploration on 'what next?', 'what will you do?' – taking responsibility to make change
- ❖ Checking out readiness for responsibility using scaling
- ❖ Exploration of success/failure in subsequent sessions, building awareness and taking responsibility for next step

# Open questions with GROW *Goal*

- ❖ What is the subject matter or the issue you want to work on
- ❖ What form of outcome are you seeking by the end of the session
- ❖ What is your goal for the session
- ❖ In what way is this goal connected to longer term objectives
- ❖ How will you know if the session has been successful
- ❖ What intermediate steps can you identify with their times

# Open questions with GROW

## *Reality*

- ❖ What is the present situation in more detail?
- ❖ What and how great is your concern about it?
- ❖ Who is affected by this issue other than you?
- ❖ Who knows about your desire to do something about it?
- ❖ What action have you taken so far?
- ❖ What happened?
- ❖ What, if any, internal obstacles or personal; resistance do you have to taking action?
- ❖ What resources do you already have ? – skill, time, money, support etc?
- ❖ Where could you get additional help
- ❖ What's really going on here?

# Open questions with GROW

## *Options*

- ❖ What are the different ways in which you could approach the issue?
- ❖ What else could you do?
- ❖ What would you do if there were no constraints of time, budget or if you were the boss?
- ❖ What would you advice someone else in such a situation?
- ❖ What are you avoiding?
- ❖ What are the relative strengths of each of the options?
- ❖ Which option would give the best result?
- ❖ How practical is it?
- ❖ what part of you might sabotage the ideal solution?
- ❖ Can you recognise that part form your history?
- ❖ How does this change or inform your options

# Open questions with GROW

## *Will*

- ❖ Which option do you choose?
- ❖ To what extent does this meet all your objectives?
- ❖ What is your criteria and measure of success?
- ❖ What are each of the action steps?
- ❖ When are you going to start and finish each action step?
- ❖ What could happen that could stop you?
- ❖ What personal resistance do you have, if any, in taking these steps?
- ❖ How can you manage/reduce this?
- ❖ Who needs to know your plans?
- ❖ What support do you need and from whom?
- ❖ What will you do to get that support?
- ❖ What is the best way to approach the person or people whose support you need
- ❖ On a scale of 1 -10 what is your commitment to taking this action
- ❖ What could you do to move it up by one point ?
- ❖ What else have you not said that could affect this?

# **CLEAR**

(Established by Peter Hawkins in early eighties)

C ontracting

L istening

E xploring

A ction

R eview

# Contracting

- ❖ As well as agreeing desired outcome (as per G in GROW model) you are establishing the scope of the coaching and the ground rules for working together

# Listening

- ❖ This stage is all about actively listening to your coachee and listening with empathy to help them to gain an understanding of their situation and personal insight.

# Exploring

This stage comprises two elements:

- **Exploring 1:** Helping the coachee to understand the personal impact the situation is having on themselves.
- **Exploring 2:** Challenging the coachee to think through possibilities for future action in resolving the situation

# Action

- ❖ At this stage you are supporting the coachee in choosing a way ahead and deciding the next step.

# Review

- ❖ Finally this is about closing the session, reinforcing ground covered, decisions made and value added. As a coach you are also encouraging feedback from your coachee on what was helpful about the coaching process, what was difficult and what they would like to be different in future coaching sessions.

## For discussion

Are there any fundamental differences between GROW and CLEAR?

If you hold a psychosynthesis context with the client in combination with GROW or CLEAR, how might this deepen the coaching relationship?

# ICF core competences framework

## A. Setting the Foundation

- 1. Meeting Ethical Guidelines and Professional Standards
- 2. Establishing the Coaching Agreement

## B. Co-creating the Relationship

- 3. Establishing Trust and Intimacy with the Client
- 4. Coaching Presence

## C. Communicating Effectively

- 5. Active Listening
- 6. Powerful Questioning
- 7. Direct Communication

## D. Facilitating Learning and Results

- 8. Creating Awareness
- 9. Designing Actions
- 10. Planning and Goal Setting
- 11. Managing Progress and Accountability

## 5. Active Listening

- ❖ Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.
- ❖ Attends to the client and the client's agenda and not to the coach's agenda for the client.
- ❖ Hears the client's concerns, goals, values and beliefs about what is and is not possible.
- ❖ Distinguishes between the words, the tone of voice, and the body language.
- ❖ Summarizes, paraphrases, reiterates, and mirrors back what client has said to ensure clarity and understanding.
- ❖ Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
- ❖ Integrates and builds on client's ideas and suggestions.
- ❖ "Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long, descriptive stories.
- ❖ Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps.

COMPETENCY	ACC Level	PCC Level	MCC Level
<p><b>5. Active Listening</b></p> <p>Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.</p> <ul style="list-style-type: none"> <li>Listening without an agenda, distinguish between the words, tone of voice and body language. Level 2 and Level 3 Listening.</li> <li>Understands the essence of the client's communication. Helps the client gain clarity and perspective rather than engaged in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Coach hears what client says and responds to it, but only at obvious and surface level.</li> <li>In general, coach will evidence attachment to "what's the problem," "how do I help fix it," and "how do I give value in fixing it."</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach does not demonstrate listening that is focused on and responding to what the client says.</li> <li>Coach's response is not related to what the client is trying to achieve.</li> <li>Coach appears to be listening for the place where the coach can demonstrate their knowledge about the topic or tell the client what to do about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Coach is doing listening on a very conscious level.</li> <li>The listening is focused on the client's agenda and can change direction if the client changes direction.</li> <li>The direction change may or may not be best for the topic at hand.</li> <li>The coach is focused on what client is saying, but more from the perspective of gathering information that fits into coach's particular tool or discovery model.</li> <li>Listening tends to be more linear and concentrates on content of words.</li> <li>Coach is listening for answers, next question to ask, or looking for what to do with what they hear and will try to fit what they hear into a model they understand.</li> <li>They will often respond out of that model rather than client's model.</li> <li>Listening will include some depth, but often will miss key nuances that a master level coach catches.</li> <li>Listening tends to be session by session rather than cumulative.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach does not demonstrate listening that is focused on and responding to what the client says.</li> <li>Coach's response is not related to what the client is trying to achieve.</li> <li>Their hearing is limited to listening problems or weaknesses.</li> <li>Coach appears to be listening for the place where the coach can demonstrate their knowledge about the topic or tell the client what to do about the topic.</li> <li>Coach demonstrates that they can only hear through their own perceptions, and models of thinking, learning, and creating rather than being able to hear some of the client's models and methods of thinking, learning, and creating.</li> </ul>	<ul style="list-style-type: none"> <li>Coach's listening is completely attuned as a learner and listening happens at the logical, emotional, and organic level at one time.</li> <li>The listening is both linear and non-linear and responses from coach evidence learning about the client at many levels.</li> <li>The coach recognizes both hers and the client's ability of intuitive and energetic perception that is felt when the client speaks of important things, when new growth is occurring for the client, and when the client is finding a more powerful sense of self.</li> <li>The coach's listening is in the present, but hearing also the client's future develop.</li> <li>The coach hears the totality of the client's greatness and gifts as well as limiting beliefs and patterns.</li> <li>The coach's listening is cumulative from session to session and throughout each individual session.</li> </ul> <p>Applicant will <b>NOT</b> receive a passing score if:</p> <ul style="list-style-type: none"> <li>Coach does not demonstrate listening that is based on the whole client and an ability to hear the client's thinking, learning, and feeling at multiple levels.</li> <li>The listening is filtered only through the coach's methods of thinking, learning and creating.</li> <li>Coach does not actively hear and use as a significant coaching tool, the client's methods of thinking, learning, and creating.</li> <li>Nuances of the client's language are not reflected in the coach's responses.</li> <li>The listening is not focused on and responding to what the client says or the coach's response is not related to what the client is trying to achieve or their hearing is limited to listening for problems or weaknesses.</li> <li>Coach appears to be listening for the place where the coach can demonstrate their knowledge about the topic or tell the client what to do about the topic.</li> </ul>

# Day Three

❖ Check-in and reflection

# Core 'human' coaching skills overview

- ❖ Core human skills for effective and successful coaching
- ❖ Model of the six core human skills
- ❖ Mapping the six core human skills against ICF competencies
- ❖ Human skills practice exercise: communicating an experience
- ❖ Mini self-assessment against the six core human skills

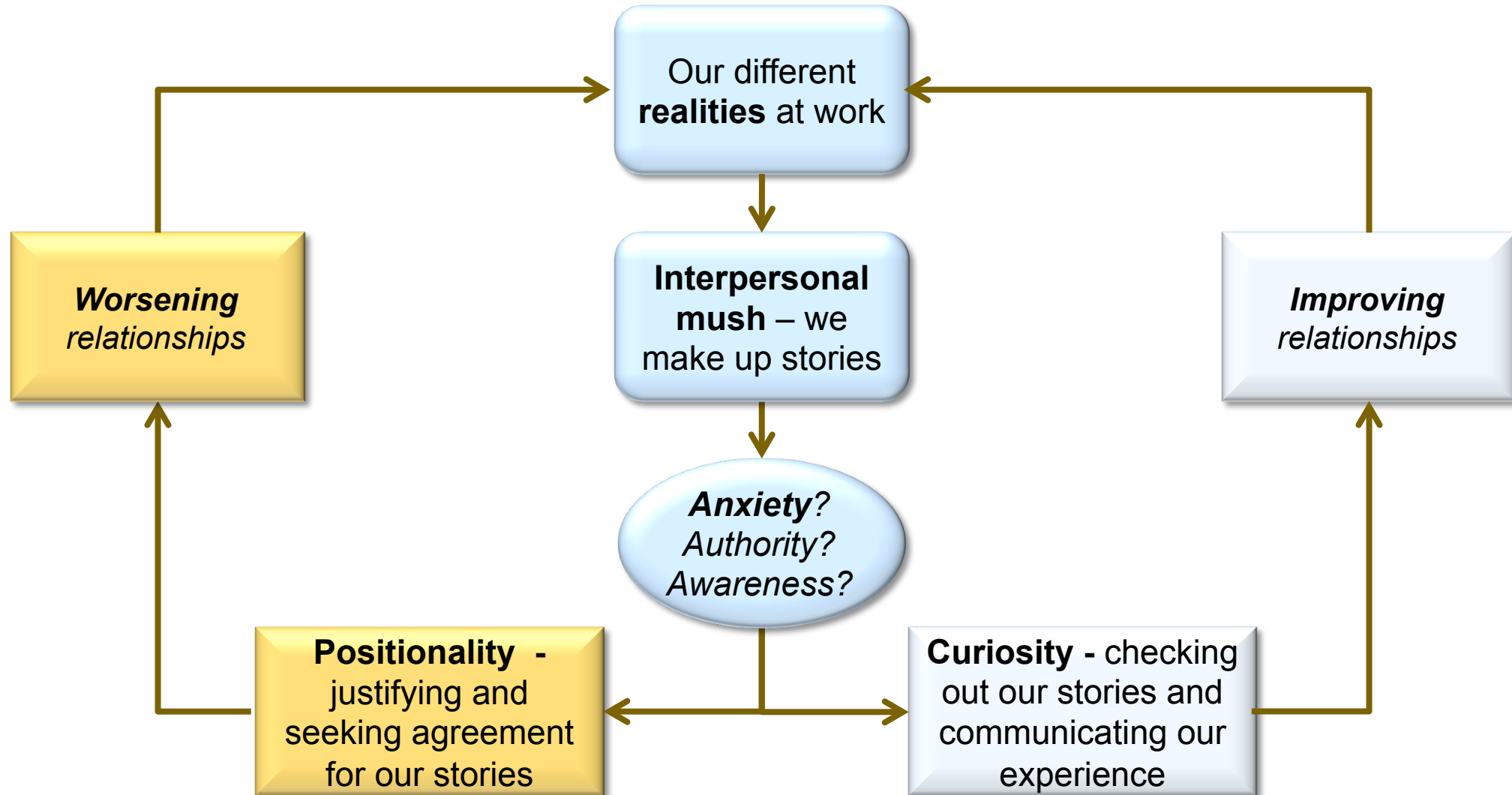
# Six core human skills

<b>Categories</b>	<i>Self-rating (1-5)</i>	<i>Developmental needs summary</i>
<b><i>Core 'human' coaching competencies</i></b>		
✓ Active listening		
✓ Powerful questioning		
✓ Dynamic communication		
✓ Building the coaching alliance (trust)		
✓ Impact and influence		
✓ Right relationships		

# Gervase Bushe models of communication

- ❖ Interpersonal mush
- ❖ Learning conversations
- ❖ Communicating an experience

# How interpersonal mush sets in



# Learning conversations

- **Purpose**
  - To explore patterns of interaction between two people and improve the basis for future partnership
- **Method**
  - Take turns to share your experience of here and now
  - Facilitated by a third party or un-facilitated
- **Skills**
  - Awareness, Descriptiveness, Curiosity and Appreciation
- **Attitude**
  - Openness and Willingness
- **Possible negotiation points**
  - Roles, Goals, Resources, Working practices, Decision making
- **Completion**
  - Reestablish shared interest and future test

# What does it mean to communicate your experience?

Four elements of experience	Examples
Observations	
Feelings	
Thoughts	
Wants	

# Learning conversation exercise

## Preparation

- ❖ Reflect upon your working relationships in this team, and how you would like to improve the basis of your partnerships
- ❖ Think about how issues of anxiety, authority and personality or cultural differences can influence your relationships. Do you tend towards 'separation' anxiety or 'suffocation' anxiety?

## Formation

- ❖ Choose a partner.
- ❖ Decide who will engage the learning conversation as the Initiator (and who will be the partner)

## Exercise

- ❖ 20 minutes for Learning Conversation, 10 minutes debriefing
- ❖ Initiator starts by saying, 'I would like to have a learning conversation with you so that...'. Then 'my experience is...' using the structure (observations, feelings, thoughts, wants)
- ❖ Partner responds by communicating your experience, using the same structure. Continue taking turns
- ❖ Be aware of using the four skills: Awareness, Descriptiveness, Curiosity and Appreciation
- ❖ In debrief, step outside of the conversation and reflect upon on use of the four skills and any other observations...

# Core ‘process’ coaching skills overview

- ❖ Core process skills for effective and successful coaching
- ❖ Model of the six core process skills
- ❖ Peter Bluckert’s Good Coaching Process
  - Focus on Engagement and Contracting
- ❖ Triad’s skills practice sessions (60 mins)
  - Demonstration
  - Practice in triads
  - Plenary
- ❖ Mini self-assessment against the six core process skills

# Good Coaching Process – Peter Bluckert

1. Engagement and contracting
2. Assessment and feedback
3. Creating the coaching agenda
4. Structuring the coaching intervention
5. Delivering the coaching
6. Review and evaluation

From: Bluckert, Peter (2006), 'Psychological dimensions of Executive Coaching'

# Six core process skills

<b>Categories</b>	<i>Self-rating (1-5)</i>	<i>Developmental needs summary</i>
<b><i>Core 'process' coaching competencies</i></b>		
✓ Engagement and contracting		
✓ Creating awareness		
✓ Agenda forming and goal setting		
✓ Designing interventions and actions		
✓ Coaching cycle delivery		
✓ Managing and reviewing progress		

# Engagement and Contracting – Peter Bluckert

## *checklist of issues for contracting...*

- ❖ 2 or 3 or more parties?
- ❖ Expectations of each?
- ❖ Desired outcomes?
- ❖ Reporting?
- ❖ Confidentiality?
- ❖ Scope and method of assessment?
- ❖ How to structure the coaching?
- ❖ Logistics and practicalities?
- ❖ Review and evaluation?
- ❖ Business arrangements, fees etc.?

Adapted from: Bluckert, Peter (2006), 'Psychological dimensions of Executive Coaching'

# Engagement – practice in Triads

- ❖ Forms groups of three - 30 mins per segment
  - 15 mins session
  - 5 mins debrief
- ❖ Coach
  - Hold Trifocal Vision
  - Engagement process focus
- ❖ Coachee
  - Openness to working with a new coach
- ❖ Observer
  - Noticing what works in the engagement and contracting process

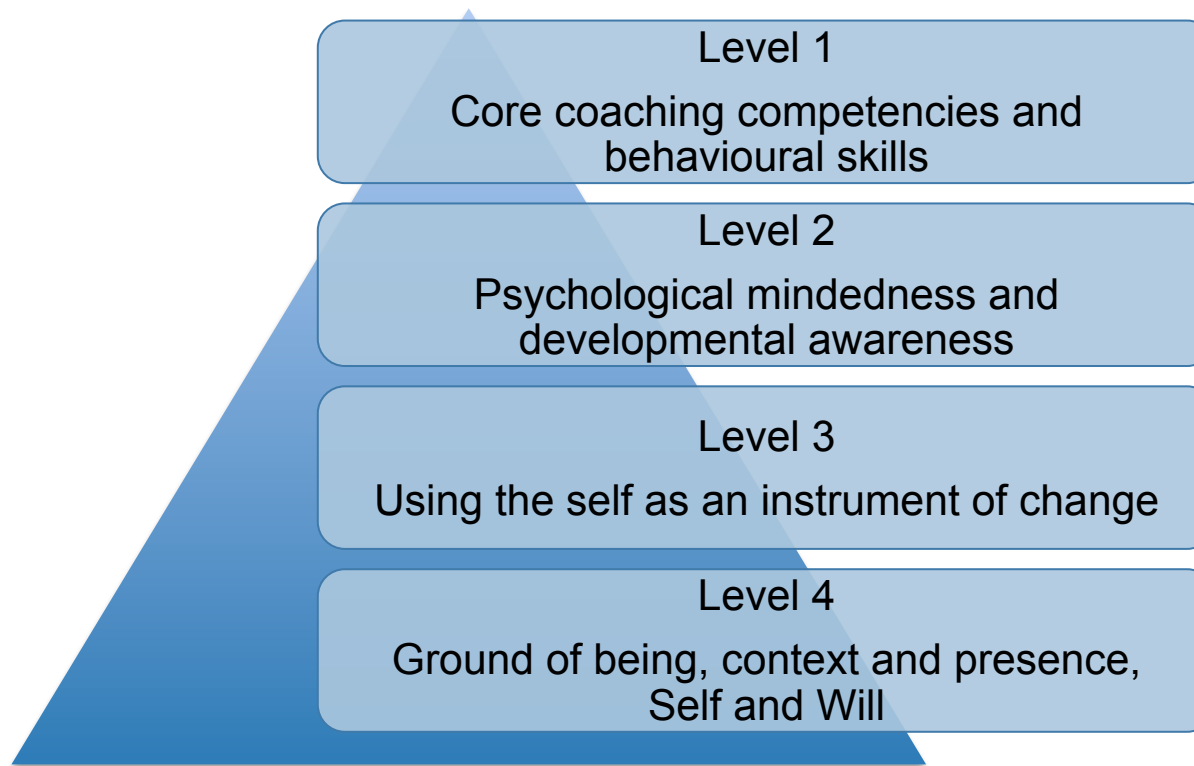
# Meta-skills for leadership coaching overview

- ❖ Guided meditation
- ❖ Meta-skills for leadership coaching
- ❖ Model of six coaching meta skills
- ❖ Levels of coach development model
- ❖ Discussion of each of the six meta skills
  - Examples, illustrations and developmental pathways
- ❖ Mini self-assessment against the six core meta skills
- ❖ Focus on self-reflection as the critical meta-skill
  - Guidelines and practices for self-reflection
- ❖ Self-reflection exercise in pairs
  - what are my developmental needs as a coach?

# Six meta-competencies

<b>Categories</b>	<i>Self-rating (1-5)</i>	<i>Developmental needs summary</i>
<b><i>Coaching meta-competencies</i></b>		
✓ Self-reflection		
✓ Systemic thinking and holding multiple perspectives		
✓ Psychological mindedness /developmental awareness		
✓ Presence and being authentic		
✓ Using self as an instrument of change		
✓ Moving between different levels with the client		

# Levels of Coach Development



# Self-reflection exercise in pairs

- ❖ Find a new partner (who you will peer coach with)
- ❖ Individual self-reflection and making notes (10 mins)
  - Visualise or draw into your being the wise coach that you spoke with in the earlier meditation
  - As the wise coach, reflect upon the six human skills, six process skills and six meta skills
  - What are my strengths?
  - What are my developmental needs?
  - How can this course help with my developmental needs?
  - Where do I need to ask for help or support?
- ❖ Sharing in pairs (5 mins each)
- ❖ Plenary sharing (10 mins)

# Homework

- ❖ Journal keeping
- ❖ Study guide
- ❖ Peer coaching contracting
- ❖ Supervision session – meet with your course coach

# Check-out from the weekend

- ❖ Experience of the weekend
- ❖ Take away from this weekend
- ❖ A goal for the next month