

## CHAPTER FIVE

# Exploring and understanding coaching models

Listening and observation are key skills for the business coach. Developing the skill of observation is partly to develop the ability to be ‘inside’ the coaching conversation, and to be ‘observing’ the conversation. It is to take up a meta-position, while never leaving the micro level of being present for the client (Stout-Rostron, 2006c:152).

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### CHAPTER OUTLINE

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- The coaching conversation and the coaching journey
  - Nested-levels model
  - The expert approach
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### *Models*

Today, coaches are trained in an eclectic range of coaching models. This chapter explores a cross-section of models that influence the work of business and executive coaches worldwide. I highlight the work of Daniel Goleman, John Whitmore, David Lane, New Ventures West, David Kolb, Frederick Hudson, Thomas Cummings and Christopher Worley, and Ken Wilber.

Coaching models help us to understand the coaching intervention from a systems perspective, and to understand the need for “structure” in the interaction between coach and client. Models help us to develop flexibility as coach practitioners. They offer structure and an outline for both the coaching conversation and the overall coaching journey—whether it is for 20 hours, six months, a year or more. However, although models create a system within which coach and client work, it is imperative that models are not experienced as either prescriptive or rigid.

The coaching conversation is about the client, not the coach. If the model is too prescriptive, it means the coach has their own agenda to

fulfil, rather than attempting to understand the client's issues. In this chapter, I discuss four-quadrant models, circular and U-process models. I explore the flexibility you have to combine models and to construct your own if you so wish.

A model represents a system with an implied process. It is a metaphor or analogy used to help visualize and describe the journey. Models systemically visualize or represent a process that cannot be directly observed. In other words, a model represents more than what you are looking at. If you can develop a model that encompasses the coaching conversation and the entire coaching intervention, you will begin to work with considerably greater ease within your practice. This is how we will look at models in this chapter.

A coaching model is representative of what happens, or will happen, in the coaching conversation (micro) and in the overall coaching intervention or journey (macro). I recommend here simple models that can represent both the micro and macro coaching interventions.

### *Coaching tools and techniques*

What is a coaching tool and what is a coaching technique? A **tool** is an instrument used to produce certain results; the tool is what you engage with as a coach inside the coaching conversation. For example, a hammer and nails are tools used to build a house; the tools you work with in the coaching conversation are profiles, assessments, questions, reframing statements, listening, question frameworks and models. A **technique**, on the other hand, is the technical skill, ability or competence you have developed to use that tool. For example listening is a tool, and active listening is a technique. This is where your experience, expertise and hours spent coaching come into effect. Often your tools and techniques fall into a specific part of your model's process.

The model is the process you use to work with your client. It embodies all of your tools and techniques, including the question frameworks I discussed in the previous chapter. Although you might be dying to explain your model to your client, they might not be particularly interested! They might be more interested in the tools and techniques that they will directly observe and experience with you. Often, if you are coaching other coaches, they will want to

be debriefed on which tools, techniques and models you have used when working with them.

So, a model is a simple representation of the journey which can encompass the skills, experience and expertise coach and client bring to the coaching conversation. Part of the model may include the actions the client takes as a result of your coaching conversations when they go back into the workplace, and their own inner work throughout the entire coaching journey as they develop greater self-awareness and adaptability.

### *How many models to use?*

There are varying degrees of thought when training coaches. Some schools train their coach practitioners to use only one coaching model. Other coach training schools teach a variety of models and advocate choosing one of them, or learning how to flexibly integrate a few models to develop your own.

The key purpose of this chapter is to introduce you to a variety of models (not all) for your own learning and development. If you prefer one particular model that is taught in the marketplace, it is essential to go through the training to ensure you have a depth of understanding in its use. Eventually, you may want to choose whether to work with one model, an integration of several models or to develop your own. That is not for us to prescribe. There are many valuable and useful models available to you.

Whatever you decide, I believe that knowledge is power, and the more understanding of available models you have, the more intelligent your choice will be. When I teach coach practitioners in models and question frameworks, I look at how to integrate different models to construct your own. However, my purpose in this chapter is simply to explore a variety of coaching models and to give examples of how to facilitate a coaching conversation with each one.

### *Purpose, Perspectives, Process model*

The key principle I want to convey is that it is essential to adopt a structured approach to your coaching conversation. This does not mean that you cannot let the conversation grow and be



Figure 1. Purpose, Perspectives, Process.

*Source:* Lane and Corrie (2006).

explorative—I mean structure in a big-picture way. That is the beauty of any model: having the freedom to explore within each part of the model. The Purpose, Perspectives, Process model (see Figure 1) was developed by David Lane of the Professional Development Foundation (PDF) and the Work-Based Learning Unit at London’s Middlesex University (Lane and Corrie, 2006).

Purpose (where are we going and why?)

What is the purpose in working with the client? Where are you going with this client? What does the client want to achieve? Where do they want to go in their overall journey with you as their coach?

For example, one client working in the telecoms industry said in our first session together, “I need your help because everybody in the organization distrusts me and I’m in a pretty senior position. What can I do about it? I’m highly respected by those subordinate to me in position and disliked and mistrusted by those superior or equal to me in position.” As coach, your questions will relate to client purpose, i.e. “Where are we going, and what’s the reason for going there?” It is usually better to ask a “what” question rather than a “why” question. For example, “Why are we going there?” sounds intrusive and can create a defensive posture on the part of the client. “What” questions help to create a bigger picture of the journey; “what” creates perspective. This client’s purpose was to “build alliances and trust with peers, colleagues and superiors throughout the organization”.

Part of the client’s purpose will be aligned with the questions they bring to the coaching process. Their questions are often related to “why” they want to go where they want to go, and they are testing

you to see if you can help them to arrive at their final destination. Your job is to understand what is motivating them, what is driving them. For example, I worked with a group of people whose underlying purpose was to build a business partnership together in the field of leadership development. They peppered me with questions as to how they could achieve what they had set out to achieve as their overarching strategic purpose. My job was to understand their vision and the driving interests underlying their vision. With the telecoms client for example, his purpose was to develop better relationships with his peers and colleagues, and building alliances became his overarching theme in the work we did together.

Perspectives (what will inform our journey?)

What perspectives inform the journey for both coach and client? What informs our journey, i.e. what informs the client and what informs the coach? Both coach and client come in with their individual backgrounds, experience, expertise, culture, values, motivations and assumptions that drive behaviour.

Not so long ago, I had a call from a potential client within the energy industry. He was a general manager and asked if we could just chat. We chatted about his perspective on his background, experience, career and his current job. We discussed his perspective in terms of his position within the organization, his style of leading and managing his team of people, the impact and influence of his age on his career prospects, and finally he said, “I have got as far as I can get with what I know now—and I need to know more, somehow”.

We then discussed my perspective, i.e. what informs the way I work with clients, what informs my experience and expertise and, based on our mutual perspectives, he asked, “Would we have some kind of synchronicity or a match in order to work together?” He wanted to understand what models, tools and techniques I used as he wanted to create his own leadership development toolbox for his senior managers. He also wanted to understand how to handle mistakes: did I make them and what would my education, training and work experience bring to our conversation?

One of the things I am very careful of with clients is never to “over-talk” my perspective; and it’s also important for clients to understand that you are constantly learning from your mistakes.

The coaching intervention is about **them**, not you. Perspectives are informed by both the client and the coach's cultural and structural interpretation of the world—defined by their family, education, learning, qualifications, faith, spirituality, experiences, expertise, personality traits, values, feelings, motivations, assumptions and behaviour. In this first contracting conversation, we worked through the model beginning with perspectives:

- Perspectives**—how we might bring our two worlds together;
- Purpose**—what he ultimately wanted from the coaching experience; and
- Process**—how we would work together to achieve his outcomes.

The process (how will we get there?)

Using this model helped me to begin to understand the above client's needs, to develop rapport, and to identify not just his overall outcomes but a way to begin working together. At this stage of the model we contracted, set boundaries, agreed confidentiality matters, outlining the fee paying process and the development of a leadership development plan. We also agreed on timing (how often we would see each other and the individual client's line manager). What assessments would be useful for the individual client to complete? How would we debrief those profiles? We also discussed potential coaching assignments and timing for the overall contract (including termination and exit possibilities if either party was unhappy) and explored how to obtain line manager approval. Finally, we set up a separate meeting to agree the process with the line manager and the Group HR Director.

A model is a metaphor for the journey and embodies a structured process. This model can help you in three ways: to contract with the client, to structure the entire coaching journey, and to guide your coaching conversation. Out of the specific conversation about process emerged the client's purpose, the way our perspectives fit together to help him to achieve his purpose, and the process within which we would work to achieve the outcomes desired.

This model can be used for the regular coaching conversations you have with your client. The client arrives and brings into the conversation a possible "menu" of topics to be discussed, or even

just one particular topic. One of my clients in the media came to me one day saying, “My purpose today is to understand why I am sabotaging my best efforts to delegate to my senior managers” (purpose). As the coach, I wanted to understand all of the perspectives underlying the client’s aim for this conversation (perspectives), as well as identifying the various tools or techniques that could be used in the process.

In this instance, I suggested that we use the Nancy Kline six-stage Thinking Environment® question framework to explore his goal (process). After an hour of exploratory thinking, my client identified a “further” goal for the session. The questions in this process led him to articulate assumptions never actually voiced before. We moved eventually from a disempowering assumption to a liberating assumption that allowed him to identify action steps to delegate skilfully and artfully in a format that he would adhere to.

### *The coaching conversation and the coaching journey*

This model can represent the process for just one coaching conversation, but it can also represent the overall journey. For example, the client comes in with their **purpose**, “I would like to work with you; no one else will work with me as they find me too difficult”. This client’s purpose became to find a coach who would work with him, to help him to identify how he could not just develop the interpersonal skills to work successfully with others—but to demonstrate his new learning through visible behaviour change at work. The coach’s and the client’s **perspectives** will be unique and different. In working with the client, you bring not just perspective, but your observations as to how this client seems to be working within the organizational system.

In terms of process, the coach may ask the client to do a range of assessment profiles, or you may shadow the client at work to experience how they facilitate meetings, and interact with customers, subordinates, superiors and colleagues. This way you can make observations (your perspective), being careful not to interpret as a therapist would, and to ask questions that would enable the client to develop self-awareness and self-management skills and competences that will ultimately lead them to interact more successfully with others in the workplace.



### *Nested-levels model*

The next model was developed by New Ventures West (Weiss, 2004). This model introduces the concept of horizontal and vertical levels in coaching models. It is a “nested-levels” model. Although somewhat different from the U-shape model, which I discuss later in this chapter, it is based on a similar idea of depth. The nested model works first at the horizontal level of “doing”, eventually moving into deeper “learning” one level down; reflecting about self, others and experience at a third “ontological” level where new knowledge emerges about oneself and the world (Figure 2).

In her web article, Pam Weiss talks about the two different camps of coaches. In jest, I call them the New York versus the L.A. camp. The New York camp says, “I’m the expert, let me fix you”. The L.A. camp says, “You are perfect and whole and have all of your own answers”. Joking aside, each of these camps falls short, even though coaches often fall into one or the other. The role of coaching is actually about developing human beings. It is not really about “expertise” versus “you already have all your own answers”.

### *The expert approach*

Clients are not broken and do not need fixing as the experts might think. Clients may be anxious, stressed, nervous, overworked and even narcissistic—but they don’t need fixing. They are mostly healthy human beings going about their jobs and lives, experiencing their own human difficulties. Your job as coach is to help the clients to “learn” for themselves so that when you are no longer walking alongside them, they have become “self-directed” learners (Harri-Augstein and Thomas, 1991) and do not need you anymore.

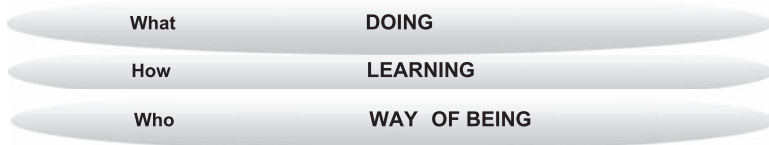


Figure 2. Nested-levels model.

Source: Adapted from Weiss (2004).

The second view about “expertise” also has limitations. The role of expertise is that, as coach, you are an expert; but coaching is not about the coach giving all the answers; that tends to be the role of the consultant, i.e. to find solutions for the client.

### *“You have all the answers” approach*

The “you have all the answers” assumption is partially true; but there are several limitations according to Weiss. The first one is that we all have blind spots, and it is your job as coach to help the client to identify their blind spots. Secondly, it’s perhaps a bit of “mythical” thinking that the client has all of the answers already; the flip side of that argument is that, if it does not work out, the client assumes blame and fault. In other words, “If I have all the answers, I should be able to do it myself without help”. If that is not the case, they could feel, “Oh dear, if I am not able to do it myself, then perhaps I’m a failure”.

Both of these approaches are “horizontal”; in other words they skim the surface of the work you can do with the client. Both help people to maintain the lives they currently have. The expert “New York” approach helps the client to do it better, faster, more efficiently, and the “L.A.” approach may withhold the coach’s insights and observations, which could help to build the client’s awareness of their blind spots. What is important, rather than “fixing” the client, is the skill of “observation” on the part of the coach. There is no problem in helping the client to **do** it better, faster or more efficiently—that is often what the organization hopes for in terms of performance improvement. However, it is important for the client to gain the learning they need to address blind spots and to build their own internal capacity and competence.

### *Learning level*

If you continue to help people to accomplish tasks, achieve goals and to keep on “doing”, they risk falling into the trap of being “busy” and possibly overwhelmed. They may, however, not necessarily get the “learning” they need to develop self-awareness and self-management. I know all too well about this trap of being excessively busy. If we keep “doing” without reflection we eventually

burn out. To keep individual executives performing better and better, they need to work at one level lower—at the level of learning. They need to **learn how** to “do the doing” better. As soon as an executive begins to work with a coach, they begin the possibility of working at one or two levels deeper.

As coach you will be asking questions to help clients reflect, review and gain useable knowledge from their experience. In this model, the higher levels don't include the lower ones, but the lower levels include the higher ones. So, we need to help clients address their purpose one level down, at the level of learning. At this level you may ask questions such as, “how are you doing; what are you doing; what are you feeling; how are your peers/colleagues experiencing you/this; what is working and what isn't working; what is useful learning for you here; what needs to change and how?”

### *Ontological levels—being and becoming*

The third and fourth levels of coaching intervention are that of who the client **is** and who the client **wishes to become** in terms of thinking, feeling and behaviour (I have added the level of “becoming”). Your questions move from “what do they need to do”, and “how do they need to do it” (**doing**), to “how does their style of learning impact on how they do what they do; what do they need to learn in order to improve thinking/behaviour/feeling/performance/leadership” (**learning**); to questions about “what do they need to understand and acknowledge about themselves, who are they, how do they be who they are, and what needs to change (**being and becoming**)?”

#### CASE STUDY: LEVELS OF LEARNING

My client, working in the field of IT technology security, wanted to lead and manage his team more effectively, and to build trust not just with team members but also with colleagues, superiors and clients (**doing**). In order to do so, he needed to identify what the interpersonal skills and competences were where he already had “unconscious competence”, and which new skills and competences he needed to learn in order

to build alliances and develop better relationships (**learning**). Even more so, he needed to understand who he is, what his essence is, what do people sense about him, how do others perceive him, and how does he behave when perceiving others (**being**), as well as who he wanted to become (**becoming**) in terms of his thinking, feeling and behaviour.

We agreed to do a range of assessment profiles, including a 360° feedback, for him to gain a sense of how others experienced him in the workplace. He was surprised to learn that he was experienced negatively as someone who barked orders, was impatient to the point of intolerance, and seemingly had no empathy for real feelings and people's individual lives. This helped him begin to identify who he was perceived to be and who he needed to become in terms of his behaviour if he was to achieve his goals (**doing**).

One of the ways we began to identify how to go about changing (**learning**) was from my observations of him in the workplace, at social business occasions, and inside the coaching conversation. Gradually, this executive client began to take a greater interest in others, beginning to articulate his assumptions about his team's capabilities and learning to understand how his assumptions were sabotaging the process of learning for his direct reports. Although the process took over a year, this executive became clear about his own style of learning and those of his team. He slowly began to engage differently with others at all levels in the workplace. Although trust cannot be easily built, his behaviour enforced the perception that he was proactively trying to change. This encouraged his direct reports, peers and superiors to be confident that his "being different" was something he was working on even if it was not perfectly embodied.

#### CASE STUDY: DOING

Another client, a senior leader in the financial sector, was an authoritative, but gentle giant, whose size was somewhat alarming to his subordinates and direct reports. He embodied a sense of self-assurance and exactitude, which kept people at a distance. On top of that, he lost his patience with fair regularity. The original purpose of our work together was to help him begin to

manage his “short fuse”; in fact, our goal in working together was to help him develop “a longer fuse” that would impact on how he behaved (**doing**). We first identified how his short fuse impacted on his performance and on that of his team, and we looked at quite a few specific examples to identify what triggered his short fuse and loss of temper. Once we had identified the triggers, we could begin to look at how to change them.

So, what assists people in getting things done? Above all, it is about clarifying goals, creating action steps, taking responsibility and being accountable. In order to perform more effectively, we need to help clients shift down a gear to learn how to work with competence (a set of skills) rather than just learning a specific new skill.

### *Learning*

Your job as the coach is to help the client be open to possibilities of learning something new, and to help them relate to themselves and others at a deeper level. With my financial client, at the level of “learning”, we identified his need for a greater sense of self-confidence. It was important for him to feel that he could deal with ineffective behaviour and performance at work. His effective handling of difficult situations would be visible to the more senior authorities upon whose recognition he depended if he was to move upwards in the organization. He needed to know that he had the skills and competence to get people to perform at their best. Executives in the corporate world usually know how to play the game of politics, but they often don’t know how to win over the people who drive results for them.

This client began to develop a greater set of interpersonal skills and competences. These helped him to build a bond with his direct reports and their subordinates. They began to trust that he was bringing change to the division and gradually, due to his hands-on style, they began to trust their new perceptions of him. He grew in leadership competence, managing team forums and regional road shows for the staff. As he developed leadership competence in his direct reports, he also gradually built bridges with staff. He was willing to understand the challenges faced by employees in the field.

### CASE STUDY: ADDRESSING THE PERSON VERSUS THE ISSUE

Another client, employed on the technological side within the energy industry, was working about 60 hours a week, driving two hours a day, and doing an MBA part-time. On weekends, he had to find time to study and to be with his family. He and his wife had a new baby. On Sundays, he refereed a football team for disadvantaged adolescent boys. How high were his stress levels? We identified his need to learn how to create balance in his life, and to find a way to bring exercise, diet and nutrition into the equation—just thinking about it made him more stressed! He also needed to learn to let go of control. Eventually he found an entrepreneurial young man who was willing to drive him back and forth to work during the week. This freed up two hours a day when travelling that he could devote to study, sleep or emails.

On the football field, he took to running with the boys. He and his wife also bought an exercise bike, which everyone in the family began to use. They worked out an economic way to add fresh vegetables and fruit to their diet. For the client, it was about learning how to “do the doing” better; at a deeper level becoming the more balanced person he wanted to be. This shifted the gears in the coaching relationship. It was a move from simply addressing the **issue** to addressing the **person**.

To use this model, you could ask questions such as:

1. What is it that the client wants to **do**? What is their aim or purpose in working with you?
2. What do they need to **learn** in order to make the change? What in their thinking, feeling and behaviour needs to change in order to do the doing better? How can they use their own experience to learn what is needed?
3. How do, and how will, their thoughts, feelings and behaviour impact on how they “**be** who they are” and “who is it that they want to **become**”? In this way, we work at horizontal and vertical levels. At the end of the day, the client’s new attitudes, behaviours, motivations and assumptions begin to impact positively on their own performance and their relationships with others.

What is our aim with this model? Is it to shift any limiting sense of who they are so that they can interact and engage with the world in new ways? As the client begins to shift, it has an impact on others with whom they interact in the workplace. It also means addressing issues systemically, from a holistic perspective, whether it revolves around health, stress, anxiety, performance or relationships with others. Our task as coaches is to widen the circle, enlarge the perspective of the client, and help them to learn from their own experience to reach their potential.

### *Learning conversations*

One of the core areas where coaches work with clients is that of learning. If you are guiding, directing and giving your clients all the information they need, it will be difficult for them to ever be free of you. From your first conversation as a coach, you should be trying to work yourself out of a job—in other words, to help your clients learn to be without you. Harri-Augstein and Thomas (1991:27–29) define learning as follows: “From birth each person strives to understand; grows and develops; reaches for greater awareness; constructs personal worlds; achieves at least some needs and purposes; invests new patterns of thoughts and feelings; acts to validate these; builds new personal worlds, habitations into stable routines; survives; declines; lives through personal and social crises ...”

At the end of each coaching session with my clients, we complete a learning contract to fully integrate the learning with goals set and commitment to action:

1. **Vision**—Refine their vision: where is the client going?
2. **Strategy**—Outline the strategy: how is the client going to achieve their vision?
3. **Outcomes**—What are the specific outcomes that need to be accomplished in the next few weeks in order to work towards achieving the vision and putting the strategy into action?
4. **Learning**—Help the client summarize what was gained from the session in order to help underline self-reflection, continuing to

help the client understand that they are responsible for their own thinking, their own doing, and their own being.

The learning contract is adapted from Learning Conversations, which are based on research into learning conversations and self-organized learning developed by S. Harri-Augstein and L. F. Thomas (1991:24).

If **learning** “is the conversational construction, reconstruction and exchange of personally significant, relevant and viable meanings with awareness” (Harri-Augstein and Thomas, 1991:23), then **meaning** and **experience** inform our learning. Individuals learn something, take two steps forward, three back, and a few more forward. Although learning is an uncomfortable space until competence is developed, it is critical that learning is significant and relevant to the journey. It is helpful if the client embodies new learning personally and physiologically. It is about helping them to reconstruct their own thinking and feeling to gain perspective and become self-directed learners.

The conversation with your client centres on what is meaningful to them. If significance and relevance are to emerge from your coaching conversation with them, your conversation is going to be around what they need. It has nothing to do with what you need or think they need. What do they need to learn; what is significant and relevant to **them**? It doesn't matter what is relevant to you; it matters what is relevant to them. So, it is important to be aware of your own assumptions in the coaching conversation.

*Three levels of intervention—behaviour, underlying drivers, root causes*

This concept is introduced in the *CCL Handbook of Coaching* by Ting and Scisco (2006:19–21). The coaching framework of nested levels with which we worked above identified **doing**, **learning** and **being**. This framework can be adapted in another way for the coaching conversation. Instead of looking at **doing**, **learning** and **being/becoming**, we can look at **behaviour**, **underlying drivers** and **root causes**. It is important to be careful here due to the mistaken impression that coaching is therapy. Coaching is not therapy, although it can be therapeutic. Often when things go wrong it is due to poor practice on the part of the coach, perhaps from not setting proper boundaries (Ting and Scisco, 2006:19). The coaching waters deepen





Figure 3. Levels of coaching intervention.

*Source:* Adapted from Ting and Scisco (2006:20).

gradually, moving from the behavioural to the underlying drivers and root causes (Figure 3).

### Behaviour

If we work at the level of behaviour, we look at observable actions: what the client says and does, what they don't say and do and their verbal and non-verbal language. Typically, the questions to ask are "what's working, what's not working, and what could you do or say differently?"

Sometimes behaviour is connected to difficult life experiences. Or, perhaps there is a family history of psychological disorders, such as addiction or chemical abuse. We need to differentiate between these behaviours and those associated with intrinsic drivers. This will be apparent through the ease and degree of consciousness with which these behaviours can be discussed.

### Underlying drivers

If we work at the level of underlying drivers, we are looking at the client's personal style, orientation (introvert or extravert), culture, worldview, assumptions, values, beliefs, core needs and life experiences. Remember the two-stage exercise we did in Chapter 2? The question was "What is important to you about your professional and personal life?" You may spend the entire coaching journey helping clients to be aware of their underlying drivers and assumptions which impact on behaviour. It is at this level where it is useful to look at any assessment profiles your client has completed, which may identify conscious and unconscious thinking, feeling and behaviour.

### Root causes

If we look at root causes, we begin to work with the client's life experiences, most often their experiences in the workplace. However, they may bring into the conversation traumas they have experienced. There may even be the presence of a psychological disorder, and it is therefore critical for a coach to know when to refer a client to a therapist. Ting and Scisco (2006:23) suggest a few guidelines: (a) when the client needs to delve into past life experiences, and (b) when the client needs to relive and heal past wounds. It is at the level of root causes that coach and client may start to identify repetitive patterns of behaviour that need to change for the client to be successful. For example, a history of losing one's temper, taking things personally, or creating conflict in the workplace.

A great way to start any coaching intervention is to ask the client to tell their life story. The coach begins to understand some of the client's current issues and presenting challenges, and begins to observe the client's patterns of thinking, feeling and behaviour. Because we work with Kolb's theory of "understanding experience in order to transform it into useable knowledge", this model helps us to determine the context in which the person is operating, where the individual and systemic problems may be occurring, and how the organizational values and culture impact on individuals and teams. It is at this level that the coach's ability to observe, challenge and ask appropriate questions can be most transformational.

### *Four-quadrant models (Hippocrates)*

It is thought that the first quadrant model was Hippocrates' Model of the Four Humours. Although today medical science has moved on from the diagnostic aspect of Hippocrates' theory, his behavioural observations remain so relevant that many modern personality studies are based on Hippocrates' theory of the four humours: sanguines, choleric, melancholics and phlegmatics (Stout-Rostron, 2006c:A40–A41). The model equates the liquids in the body with the four seasons and four elements: black bile, earth and autumn represent melancholics; phlegm, water and winter represent phlegmatics; blood, air and spring represent sanguines; yellow bile, fire and summer represent choleric. Before exploring other four-quadrant models, it is useful to understand the model of the four humours (Figure 4).

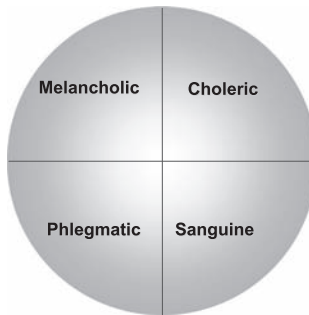


Figure 4. Hippocrates' four humours.

Source: Stout-Rostron (2006c:A40–A41).

In terms of temperament:

**Cholerics:** appear to be tough-minded natural leaders (choleric refers to the bile, which Hippocrates thought controlled anger). Cholerics are known to have a short fuse and are referred to as A-types.

**Sanguines:** are outgoing, optimistic, high energy and fun-loving (sanguine means blood and is related to optimism and high energy).

**Phlegmatics:** observe from the sidelines and tend to comply with other's demands (the term originates from bodily phlegm, which was thought to make a person steady, peaceful and passive). This profile is seen as the cool dude, very laid back.

**Melancholics:** like orderly lives and are prone to mood changes (melancholy represents black bile and melancholics therefore have a tendency to depression). Melancholics are considered to have depth of intelligence; this profile is sometimes noted as that of a typical artist.

### *Insights four-colour model*

The Insights model is based on the four colour quadrants of the Insights profile (blue, red, yellow and green). The four colours are used to represent "energies" that interact with the personality, and

the subsequent archetypes (observer, reformer, director, motivator, inspirer, helper, supporter, coordinator) are an aid to understanding oneself (see Figure 5). The Insights profile is the result of extensive psychological research, particularly Jung's work on the personality. In 1921, Carl G. Jung published *Psychological Types*, and the Insights Discovery profile (with some similarities to MBTI®) is based on this aspect of Jung's work (Insights, 2008).

The colour energies on a good and a "not so good" day are:

**UR Fiery red:** Positive, affirmative, bold, assertive (Upper Right quadrant): (bossy, aggressive on a bad day).

**LR Sunshine yellow:** Cheerful, uplifting, spirited, buoyant (Lower Right quadrant): (idealistic, feet not on the ground, over-enthusiastic on a bad day).

**LL Earth green:** Still, tranquil, calming, soothing (Lower Left quadrant): (sickly sweet, needy on a bad day, over-sentimental, over-sensitive).

**UL Cool blue:** Showing no bias, objective, detached (Upper Left quadrant): (Lacking empathy and compassion on a bad day).

We can also represent Hippocrates' model using the colours of the Insights framework (Figure 6).

Our system of knowledge and beliefs can be seen as a set of **paradigms**. In the coaching conversation, we are often looking to identify and shift disempowering paradigms. This profile looks at conscious

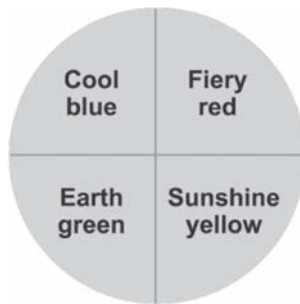


Figure 5. Insights Jungian model (circularity and quadernity).

Source: Stout-Rostron (2006c: A40–A41).

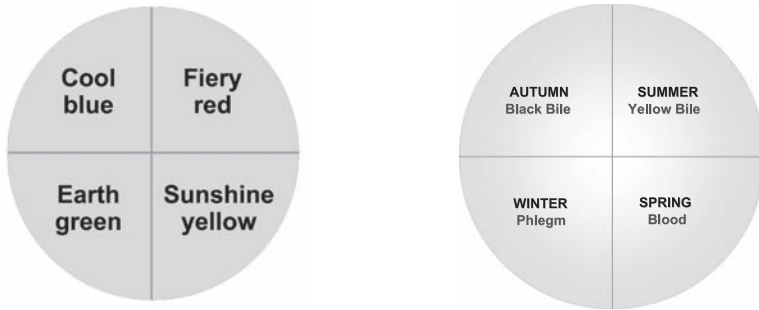


Figure 6. Hippocrates' quadrants with Insights colours.

Source: Adapted from Insights (2008) and Stout-Rostron (2006c).

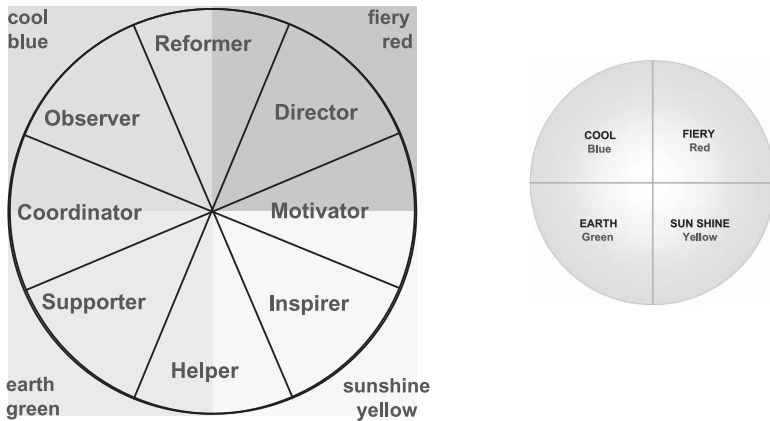


Figure 7. Insights Jungian model (circularity and quadernity) showing the eight primary Insights types.

Source: Adapted from Insights (2008) and Stout-Rostron (2006c).

and less conscious personas; **introversion** and **extraversion**: Jung's attitudes/orientations; **thinking** and **feeling**: Jung's rational functions; **sensing** and **intuition**: Jung's irrational functions. This profile identifies eight archetypes within the circle, and four energy colours in the over-laying quadrants (Figure 7). These archetypes and the profile itself is only one of many useful assessment tools, which can be used as an assessment tool at the beginning of a coaching intervention.

In this chapter, we explore coaching with models structured in a specific way. The four quadrants in each model are positioned as in the Jungian Insights model, with “interior” on the left, i.e. what is not visible individually and collectively; and on the right, what is made visible through behaviour, i.e. what is external individually and collectively. In the Insights model in Figure 5, the “thinking” function is in the top two quadrants (blue and red), the “feeling” function in the bottom two quadrants (green and yellow); the left-hand quadrants represent the interior, and the right-hand side the exterior of the individual and the collective.

### *Domains of Competence model (Habermas)*

Part of a coach’s discipline is to be able to use and understand models to structure the coaching intervention, helping the client to develop self-awareness and to change behaviour. Habermas’s Domains of Competence model (Figure 8) is a precursor to understanding Wilber’s four-quadrant model. Habermas’ model defines the “general structures of communication” that enable clients to engage in successful interaction (Wilber, 2000b:82–83). Habermas defined three domains of reality in the world that exist concurrently: I, We, It (see Flaherty, 2008 for an excellent detailing of Habermas’ domains of competency). The right-hand drawing in Figure 8 is the original example in James Flaherty’s *Coaching: Evoking Excellence in*

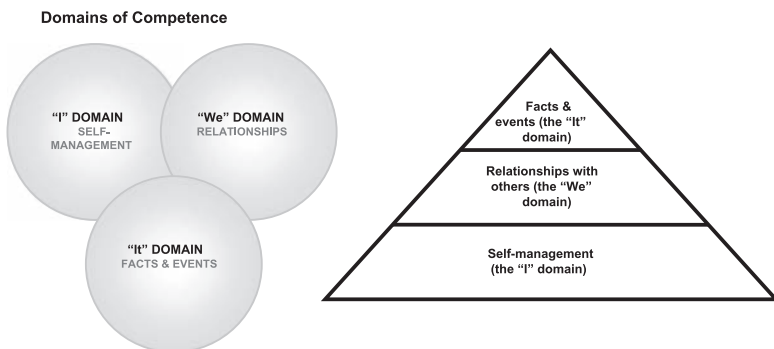


Figure 8. Habermas’ Domains of Competence.

Source: Adapted from Weiss (2004) and Flaherty (1999).

*Others* (Flaherty, 1999:83). I have adapted it to a holistic model for our use on the left.

#### I: The domain of the individual

This domain relates to the subjective world of the individual who sees the world through their own eyes. Access to this domain is through self-observation and the development of self-knowledge. The skills required are those of self-observation, self-knowledge, self-management, self-remembering, self-consistency and daring. The competences are purpose, self-knowledge, self-correction and persistence. The basis of this domain is subjective and the qualities are those of vision, passion, integrity, trust and curiosity.

#### We: The domain of the collective or the community

This is the collective view of how we see the world. This view is embodied in social practices, roles, rituals, meaning, narratives and values that determine what is possible. Access to this domain is through dialogue, conversation and relationships. The skills required to access this domain are listening, speaking, setting standards, learning and innovating (Braaten, 1991). The competences are relationship, communication, leadership and inspiration. The basis of this domain's reality is "subjective". The qualities of this reality are empathy, reliability, openness, and faith.

#### It: The domain of the external or objective world (Wilber, 1996)

This domain is that of science and technology, objective nature, empirical forms and processes. It deals with objects, and access to this domain is by becoming observant, analyzing, predicting and building models. The competences of this objective domain are processes, technology, measurement and statistics, and the qualities of this domain are rigour, objectivity, persistence, creativity and focus.

#### *Ken Wilber's four-quadrant Integral Model*

Ken Wilber has written prodigiously about the evolution of his model, and various adaptations of his Integral Model are taught in

South African coach training institutions. Wilber's Integral Model is an elegant way to map the essentials of human growth and development—socially, psychologically and spiritually. Wilber integrates five factors essential to facilitating human growth which he calls **quadrants, levels, lines, states** and **types**. However, in this book, we are going to work only with his four quadrants, which refer to the subjective and objective realities within each of us (Figure 9).

#### PRACTICAL EXERCISE

Our clients operate in all three of these domains, and we can devise questions in each to further client development. As an exercise, devise questions that you could ask, relevant to each domain. These questions are to help your clients understand the lens through which they see the world, and to help them begin to think about, experience and see the world through others' eyes. James Flaherty says this model represents the essential domains of life in which a "leader must be competent" (Weiss, 2004). Examples of possible questions:

**I Domain:** How can you continue your own self-development? What are your short-term and long-term goals? How can you balance both work and personal life? What are your blind spots and how can you work with them?

**We Domain:** How can you use your skills of communication and persuasion to inspire people to action? What is your value to the team? How can you build competence in the team having lost a valued member? What are the values and goals of your team?

**It Domain:** What are the processes that are working in the organization? What technical processes need to be written up for your training, learning and development manuals? What processes are not being strictly adhered to and how can you best apply them?

Wilber's (2006:17) philosophy is that "every level of interior consciousness is accompanied by a level of exterior physical complexity". In other words, the more consciousness we have in the interior, the greater our corresponding understanding of the



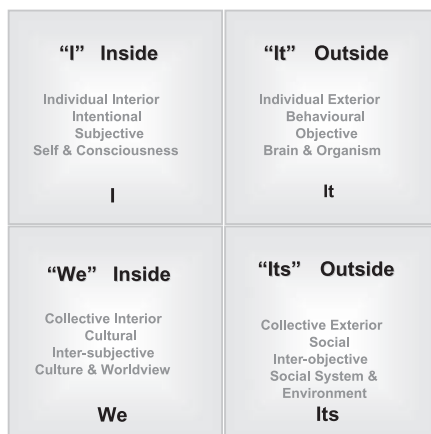


Figure 9. Ken Wilber’s model.

Source: Wilber (2006:36–39).

complexities of the exterior world. If as coaches we are helping clients to learn from experience, then it is important that we understand the **I** (inside the individual), the **we** (inside the collective), the **it** (outside the individual), and the **its** (outside the collective) (Wilber, 2006:20–21).

My purpose is to help you design coaching questions that emerge within each of the quadrants, to develop your client’s growing consciousness in their interaction with “self” and the “world”. All four quadrants can show growth and development. Wilber explains that the unfolding four quadrants can “include expanding spheres of consciousness ... Self and culture and nature can all develop and evolve” (Wilber, 2006:25). All four quadrants need to be taken into account if we want to work as integrally as possible with our clients, helping them to integrate perspectives and awareness.

Initially, to use this as a coaching process, we can look at the types of question you might ask clients within each quadrant to build perspective on themselves and their own issues. This is a very complex model and we are working with it in its formative stages. We can devise questions from a macro and a micro perspective, whether for contracting, for the overall coaching journey, or the individual coaching conversation. Try to devise your own questions before



Figure 10. Ken Wilber's Integral Model.

Source: Adapted from Pampallis Paisley (2006).

looking at the examples listed after the following descriptions for each quadrant (Figure 10).

#### Upper Left (UL)

**I** (UL) is inside the individual, i.e. self and consciousness; the individual's values, vision, their purpose, their culture, their norm. In this model, the upper left (UL) is **interior, individual** and **intentional**. The internal you is represented by your values, your beliefs, your morals, your feelings, your emotions, your self-confidence and self-assurance. The UL represents what goes on inside of you and is not visible to the external world.

#### Upper Right (UR)

**It**, the UR quadrant is described as **exterior, individual** and **behavioural**. The UR shows how your values, beliefs, feelings and emotions show up through your behaviour and interaction with others in the external world. It is outside the individual, i.e. to do with the body, brain and behaviour. This is how the individual shows up in their behaviour with another individual out in the world; it is their

interpersonal skills, competences, what they say and do; what they don't say and do. Once this behaviour is visible, i.e. what you say and do, and what you don't say and do, this behaviour is represented in the upper right quadrant (UR).

#### Lower Left (LL)

**We**, the lower left, is **interior**, **collective** and **cultural**. **We** is inside the collective, i.e. culture and worldview of the organization or the society; the values, culture and beliefs of the team, organization, society, nation of which the individual is a part. This is represented by an awareness of your relationships with others, with the values and beliefs of the collectives in which you operate.

For example, your organization (superiors, subordinates, peers) or family, or within the communities of your spiritual life—these collectives all share similar values. Your organization may, for instance, be underpinned by family values or health or may be capitalising on consumer needs with which you are in alignment.

#### Lower Right (LR)

**Its (LR)** is outside the collective, i.e. the social system and its environment. This is represented by the systems, rules, regulations and procedures within the corporate environment and society within which the client works. The lower right quadrant (LR) is represented by the **exterior collective** and the **systems** within which you live and work, i.e. the rules, regulations, processes and procedures that operate within your family, society, workplace, region, nation and the world. The shared values and the shared relationships meet each other in harmony or conflict in this quadrant.

Teams or companies within the system are, for example, able to work collaboratively. Or on the other hand, due to gender inequalities, an organization may only pay lip service to the development of women in leadership, pulling candidates from training and development programmes without understanding the negative impact it might have on women wishing to move into management roles within that organization.

According to Wilber (1997), these four quadrants enable us to map every phenomenon, every interest, every area and every process in life according to internal and external processes. As coaches, we can

use this model to help clients to understand themselves, developing self-awareness and a conscious awareness of their interior life. Coaches can also use this model to help clients understand the impact of their interactions with others in the external world, and the way they manage themselves and their relationships within the cultures and systems (family, community, organization, society and nation) within which they live and work.

#### CASE STUDY: HOW THE QUADRANTS ARE REPRESENTED —IN THE WORKPLACE

Recently, I have been working with an executive, Ben, in a retail manufacturing industry that has a history of success. Ben's divisional performance (LR) and his individual performance (UR) have always been rated as excellent. However, in the last two years, Ben has suffered an extreme loss of self-confidence and worrying health problems. This was due to working with a destructive line manager whose behaviour was extremely negative over a two-year period. This line manager undermined Ben constantly, shouting and humiliating Ben in meetings (LR), as well as displaying constant aggressive behaviour one-on-one (UR).

Eventually, the constant undermining of Ben began to impact negatively on his performance (UR). The work between coach and client (UR) has been to rebuild the confidence and self-esteem of this individual by increasing his levels of self-awareness (UL). The coach instituted a 360° feedback (LL) and discovered that Ben was highly thought of throughout the organization (LL). However, the organization was very concerned about Ben's mental and physical health (UL). Gradually, through a combination of one-on-one coaching conversations between coach and client with Ben and various senior executives to whom he reports (UR), and coaching conversations in the collective team (LR), Ben has begun the process of working on his confidence and his health by learning new interpersonal skills and competences (UR), developing greater self-awareness of his own and others' assumptions (UL).

*Questions in the four quadrants*

What are the questions we can ask in each of the four quadrants to use Wilber’s model in the coaching process? Devise your own questions before looking at the examples below (Figure 11).

- Upper Left (UL):     What is going on for you; how are you thinking and feeling?
- Upper Right (UR):   Where are you in relation to the other?

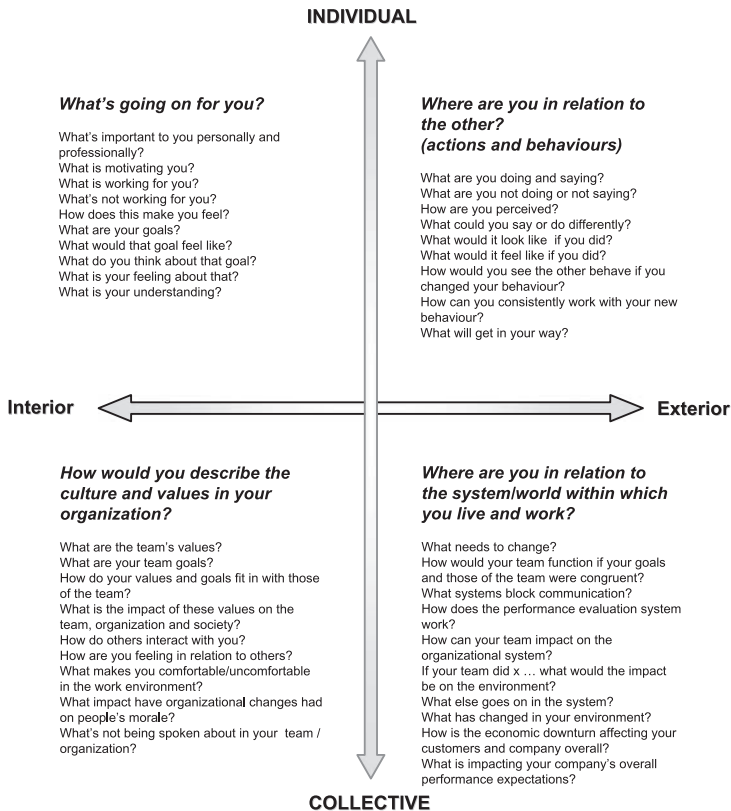


Figure 11. Questions in Wilber’s quadrants.

Source: Questions devised by author to fit Wilber’s four quadrants.

- Lower Left (LL): How would you describe the culture, values and relationships in your organization?
- Lower Right (LR): Where are you in relation to the system/world in which you live and work?

#### CASE STUDY: HOW THE QUADRANTS ARE REPRESENTED —IN SOCIETY

In May 2008 South Africa experienced a flood of violent, xenophobic behaviour. It had been brewing on the individual interior level (UL) for many years among individuals who felt discriminated against in society. As Jonathan Faull wrote in the *Cape Times*: “Many poor, urban citizens of South Africa’s cities feel under- or unrepresented, buffeted by the tides of poverty, subsistence, criminality and the desperate competition for resources and opportunity ...” (Faull, 2008). In poorer areas, foreign nationals have grouped together by nationality to protect themselves and to continue to live within a semblance of a culture that they understand (LL). Locals, nationals and foreign nationals have managed to co-exist with each other with the odd external flare-up or demonstration of conflict at an individual level (UR) and between cultures (LR). The xenophobic attacks have been at a systemic level (LR): mobs and criminal gangs have instituted an array of violent attacks against poorer, isolated foreign nationals. The attackers’ sense of frustration and discrimination shows up in the attacks on individuals (UR) and on groups of foreign nationals (LR). The sense of despair is due to a lack of jobs, housing and the continuing poverty within which many continue to live (LR).

#### *EQ model*

We can relate this model to the four quadrants of the EQ model. In the upper left is a developing self-awareness, which people do not see. That self-awareness shows up in your behaviour. In the upper right are your interactions with other individuals (self-management). In the lower left is your developing awareness of values, beliefs, feelings and culture (relationship awareness), and in the lower

right, managing relationships at a systemic level (relationship management), i.e. how teams or companies interact within an organization, and how families work together in a family system.

The EQ (Emotional Intelligence) model developed by Daniel Goleman (1996) provides fuel for investigation inside the coaching conversation, usually starting with questions about self-awareness and self-management, moving at a later stage to develop relationship awareness and relationship skills (such as interpersonal communication, managing people, and handling conflict). I have overlaid the EQ model with the Insights and Ken Wilber’s (2006) four quadrants (left side for intrinsic, right side for extrinsic; individual in the north, collective in the south) (Figure 12). This EQ model can represent the journey you and the client engage in together. The coach uses the EQ model to help the client learn how to manage themselves and relationships. The coaching journey begins with developing the self.

As clients develop **self-awareness**, they become more aware of what they say and do, and how they engage with others (**self-management**). As they begin to engage differently with others they gain an understanding and awareness of the culture, values and beliefs that exist within that organization, and the diverse relationships operating concurrently in teams (**relationship awareness**).

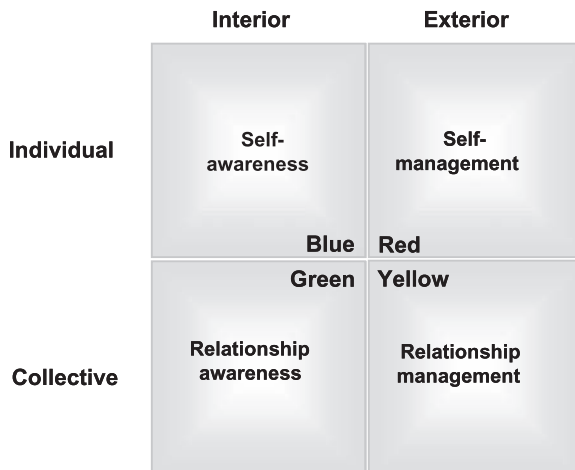


Figure 12. EQ model, a four-quadrant adaptation.

Source: Adapted from Goleman (1996), Wilber (2006) and Insights (2008).

Table 1. Emotional intelligence: competences and associated skill.

<i>Self-awareness</i> →	<i>Self-management</i> →	<i>Relationship awareness</i> → ( <i>Team awareness</i> )	<i>Relationship management</i> → ( <i>Team management</i> )
Knowing self	Interpersonal behaviour	Organizational culture (values, beliefs, feelings)	Team behaviour; Client management
Resistances	Communication skills	Environment	Conflict management
Purpose	Management skills	Politics	Systems integration

Source: Stout-Rostron (2006c).

As their awareness grows, they also become more aware of how the system operates, how teams cooperate with each other or not, and how units, divisions, staff, customers and stakeholders interact with each other (**relationship management**) (Table 1).

### *GROW and CLEAR models*

John Whitmore (2002) developed the GROW model, which we explored in the previous chapter, as an excellent goal-setting process. GROW is confusing as it has been described as both a model and a question framework. It actually is a model which is useful to structure the coaching conversation, i.e. it is a metaphor for the growth which you hope your clients will experience in the overall coaching journey. It is a model representative of the process of that growth using a goal-setting framework of questions that hopefully leads to awareness, responsibility and change. GROW can be used as a goal-setting process: identifying a goal, discussing the client's current reality, exploring the client's options, and summarizing outcomes and what the client will actually do differently.

CLEAR as a model implies a contracting process, identifying the rigour of listening, exploring the client's issue at depth, asking questions throughout the coaching process, and finally reviewing where the client is at the end of the coaching conversation. In the previous chapter we explored the sequence of questions that can be thought about prior to the coaching conversation using CLEAR. However, the general rule



with models is that questions emerge during the conversation itself as they relate to the context, complexity and situation of the client.

### *Kolb's Experiential Learning Model*

The coaching conversation is essentially reflecting on experience. Coach and client reflect the client's experience and behaviours, devising new thinking, feeling, behaviours and actions. Kolb says that learning is not just an active, self-directed process, but also a process where knowledge is created through the transformation of experience (Kolb, 1984:42). Sometimes you just cannot get the learning on your own, which is where the role of a coach or mentor comes in. The coaching conversation helps to transform their experience into workable knowledge; learning then becomes an "emergent experience" within a cycle of continuous learning.

Below is my adaptation from the original Kolb model, showing the learning modes and integrated learning styles. However, for the four-quadrant models we are practically working with in this book, I have positioned "thinking" in the top right and left quadrants; "feeling" in the bottom two quadrants; "interior/intrinsic" on the left, and "exterior/extrinsic" on the right. Thus, following Kolb's original model (Figure 13), is the version of Kolb's model to be used in the coaching process (Figure 14).

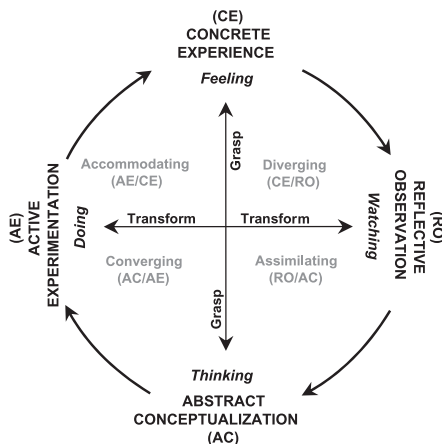


Figure 13. Kolb's original Experiential Learning Model.

Source: Adapted from Figure 3.1 in Kolb (1984:42).



Figure 14. Kolb's adapted Experiential Learning Model.

Source: Stout-Rostron (2006c).

### *Using Kolb's four modes of learning*

This is a very useful coaching model, as all clients come into the coaching conversation with their concrete experiences. Coach and client reflect and observe, think and theorize based on the client's observations, and agree what new thinking, feeling and behaviour need to take place back in the working environment (Figure 15). If the client stays in doing, action and concrete experiencing (e.g. if we coach continuously without reflection, observation and evaluation) it would not be possible to gain new learning (for both coach and client). Many businesses get stuck because they create business plans, put them into action and complete them but do not take enough time out to review and evaluate. The integration of the quadrants into learning styles is explored in depth in Chapter 6 on diversity, culture and gender.

The basis of this learning process in coaching is to integrate the four adaptive modes of Kolb's learning model (concrete, abstract, reflective and conceptual). Kolb (1984:41) insists that knowledge is the result of "grasping of experience and transforming it into divergent, assimilative, convergent and accommodative knowledge". A further definition of the coaching conversation could be "an integration of reflection and thinking on action and experience". Kolb's definition of each of his experiential learning quadrants is particularly helpful:

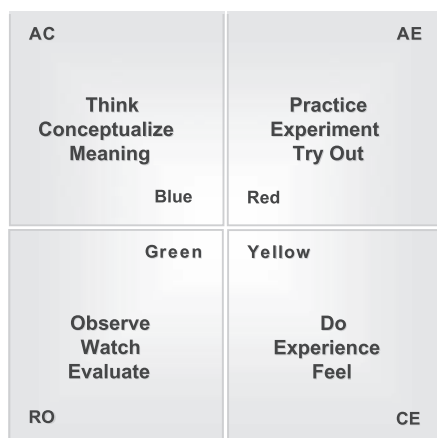


Figure 15. Coaching with Kolb's Experiential Learning Model.

Source: Stout-Rostron (2006c).

CE (concrete experience) is about feeling and experiencing;  
 RO (reflective observation) is about observing and watching;  
 AC (abstract conceptualization) is about thinking and conceptualizing; and  
 AE (active experimentation) is about doing and being in action.

Kolb's model can be used to structure the coaching conversation and the coaching journey overall. We gain knowledge through our own experience; each individual filters their worldview through their own experience. In reflecting on our concrete experiences, we can transform experience into some kind of useable knowledge. Some people prefer to step into the experience itself; others prefer to watch, reflect and review; some like to conceptualize, hypothesize and theorize; others like to experiment with doing something new. All four work in conjunction with each other. Essentially, each one of us integrates all four learning modes, but we tend to have a preference for one or two.

What Kolb's four learning modes indicate

**Concrete experiencers:** adopt a receptive, experience-based approach to learning that relies heavily on feeling-based judgments.

CE individuals tend to be empathetic and “people-oriented”. They generally find theoretical approaches to be unhelpful and prefer to treat each situation as a unique case. They learn best from specific examples in which they can become involved. Individuals who emphasize concrete experience tend to be oriented more toward peers and less toward authority in their approach to learning. They benefit most from feedback and discussion with their coach and peers.

**Reflective observers:** adopt a tentative, impartial and reflective approach to learning. RO individuals rely heavily on careful observation in making judgments and prefer learning situations such as lectures that allow them to take the role of impartial objective observers. These individuals tend to be introverts and require a typically greater reflective approach to the coaching session. Coaching needs to be very reflective for them to access the learning needed to move forward.

**Abstract conceptualizers:** adopt an analytical, conceptual approach to learning that relies heavily on logical thinking and rational evaluation. AC individuals tend to be oriented more toward things and symbols and less toward other people. They learn in impersonal, authority-directed learning situations that emphasize theory and systematic analysis. They are often frustrated by, and benefit little from, unstructured “discovery” learning approaches, such as activities and role-plays. The coach needs to be able to provide a structured thinking approach to the session, and could use the Kolb model to help the client to access the other learning modes.

**Active experimenters:** adopt an active, “doing” orientation to learning that relies heavily on experimentation. AE individuals learn best when they can engage in such things as projects, homework, developing new techniques inside the coaching conversation that they can take back out to the workplace, and in group discussions. They dislike passive learning situations such as lectures, and tend to be extraverts. AE clients can be active and noisy and may require focused energy in the coaching environment.

### Case study—Using Kolb’s learning modes as a coaching process

In the case study below, the coach’s comments are in italics; the clients are in standard type. The coach determined during a previous coaching session that it would be useful with this client (who was a

coach) to work with a specific concrete “coaching” experience, as the client had had trouble using the Kolb process as a coaching model with his client.

The aim of the coaching conversation below was to help the coachee to understand how to use the four modes of the Kolb experiential learning process in a coaching session with his own clients. Having read the definitions of each learning mode and the following case study, think about how you can use this model in certain coaching situations.

*What is your goal?* To build my confidence in the coaching process and to pay attention to structure; and to do so I want to try to understand how to use the Kolb model as a coaching process.

*OK, so would you like me to use the Kolb model for this conversation, and then we can reflect back at the end to understand how we moved through the four modes, from concrete experience, to reflective observation, abstract conceptualization and active experimentation?* Yes, and would we always start with concrete experience?

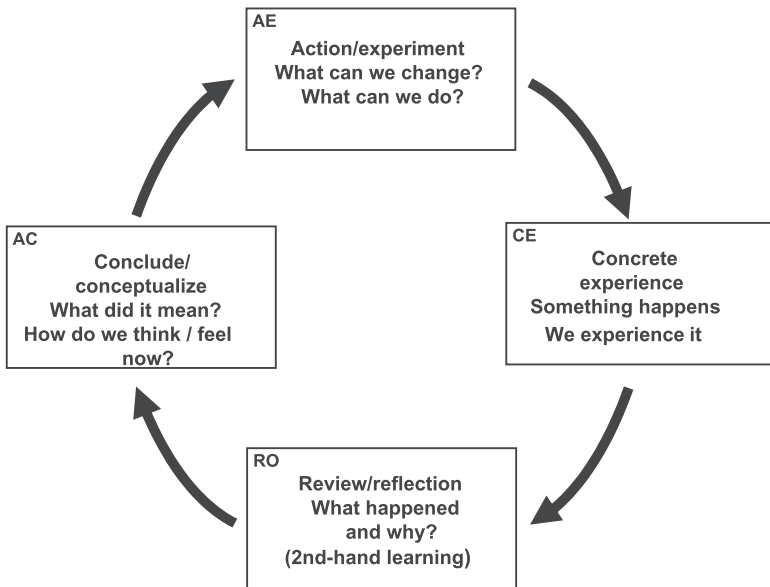


Figure 16. Kolb’s adult learning cycle.

Source: Adapted from Kolb (1984:42).

*Not always; it depends on what the client needs. You said that you have a specific experience that you wish to start with, so I am suggesting we begin with your specific concrete experience. Okay, let's go.*

### Concrete experience (CE)

*Can you tell me a little more about this goal, sharing your experience so that I can understand the issue? I want to explore the triggers that prompt me to be too hasty when I am coaching. Usually, as I end the coaching conversation, I find that I have been very judgemental of the client, and I always rush to close. In other words, I make way too many assumptions. I want to understand what I can do to guard against rushing.*

*So tell me a little more about what happens that makes you rush in this coaching session. If you like, tell me a little about both your thoughts and feelings, as well as what you feel physically in your body as you coach. I feel helpless, frustrated, with a huge sense of urgency and anxiety that sits in my gut, yet I still feel that I need to get it done at a high level. And I start to concentrate more on what I am feeling and tend to stop focusing on my client. In other words, I am more aware of a sense of myself than I am of my client.*

*Anything else? It's useful to look at what you are thinking and feeling, whether it's anxiety or a sense of urgency. Looking at this one specific instance may be a really useful way for us to look at what happens, not just in this instance, but also when this has happened to you in previous coaching sessions. Yes, it's a similar experience in all of my coaching sessions. And one of my assumptions is that it's both a sense of urgency underpinned by some kind of anxiety about getting it done.*

*This is the second time you have spoken about your "assumptions". Yes. I think I'm making too many assumptions.*

*Can you remember any of the things you are assuming as you begin to feel that anxiety? Can you visualize or feel yourself back in that situation and describe how you are experiencing it? Yes, some of the assumptions are that I might not be able to help; that I should already know the answers; that this is too difficult already.*

*Ok, and what was your goal during the coaching session for yourself? I want to complete the Kolb coaching process and give value to the client.*

### Reflective observation (RO)

*So we've explored your experience a bit and identified some of the assumptions that may take your focus off of the client. Rather than sitting inside the experience as if it's happening now, let's look back at this experience as something you've experienced in the past. When you were in the coaching session, what triggered your assumptions? I cannot recall; only that **time** seemed to be one of the triggers.*

*So when time became a trigger, what kinds of things were you assuming? That I should jump in with answers for the client; that I should make suggestions about what they should do; and that perhaps I'm not the right person to do this; and also I sort of feel like they "need fixing". When you got to the end of the session what did you assume? That I hadn't completed stuff and that I hadn't really acknowledged them, or something about them.*

*So, as we reflect on this, it seems that you actually had some clarity on your own thinking and feeling which can be useful for us to learn from. Is there anything else about your assumptions that got in your way? Just that I spend so much time thinking about my own thoughts that I am not listening effectively to the client.*

*And what would you prefer to do? I want to focus on the client. I want to let go of my thoughts.*

*Okay, so what can we learn from this that will help you learn next time? I think that I need to find a way to centre and focus before I start the coaching conversation, so that I am entirely focused on them throughout.*

*You spoke earlier about having your attention in several areas at once, identified as the three streams of attention described in Nancy Kline's *Thinking Environment*<sup>®</sup> [Kline, 1999/2004].*

*I would like to do that; be focused on them, know what my responses are and still create an environment conducive to coaching.*

*If you are able to do that, will you experience the coaching conversation differently from your current experience? Yes, I will feel that I can add value to the client, which is what I want. And I feel that this process may be perfect for me to use.*

*What do you mean by perfect? I think it is structured yet has flexibility, and I think I can trust the process.*

*And so if you were to have faith in this process, how would that help you? I would calm down, and let go of my anxiety and that sense of urgency. Anything else, now that we are reflecting? What else do you think you need to learn from this specific experience? I think it's about self-balance.*

*Can I just check that I understand what you mean by "self-balance"? For me, self-balance forges self-respect and respect for others.*

*So self-balance in the coaching relationship is self-balance for the coach as well as self-balance for the client? What I'm going to suggest is that we move from reflection on this specific conversation to think about and conceptualize what the conversation may look and feel like if there is self-balance for both coach and client? Great, I'm happy with that. I think that if I have dealt with some of the assumptions that we have discovered then that will help, but also I need to feel centred and balanced before entering into the conversation.*

*Okay, shall we explore and perhaps transform or overturn some of these disempowering assumptions before moving on? Yes, please ...*

[Coach and client identify the key limiting assumptions, and the coach helps the client to identify if they are true or false, identifying several more empowering assumptions and constructive ways of thinking. They then move into the next phase, continuing to use the Kolb experiential learning process.]

#### Abstract conceptualization (AC)

*Do you mean, noticing and observing what you think and feel, and letting go of assumptions that might disempower both you and the client? Yes, I need to focus on the client, knowing that if I just listen that in itself is empowering and gives some space for thinking together.*

*So, you want to refocus and give attention back to the client. What else? I need to find some way to ... create a sense of groundedness, like being rooted but still flexible.*

*Some of the language you use is sometimes reflective of NLP [neurolinguistic programming—see Chapter 2 for a discussion of this approach]. So I wonder if it is "anchoring" you are thinking of? Yes, I need some sort of physical anchor to move me out of my head to be able to create a focus on listening and being present for the client at all times. That will help me shift some of these assumptions. Can you help me with that?*



*Sure, tell me what would work best as an anchor for you? A question, a thought, something you do physically with your hands? That would be the simplest and not distract the client.*

*In other words, you need to use something physical and tangible to take the focus off your own disempowering thinking? Yes, that would be perfect. I don't want to get up and pace up and down as that would be distracting. I want to do something that calms both my mind and my body.*

*Okay, so that would help you to refocus; sounds useful. [Coach and client agree on the anchor, and the coach helps the client to create an anchor that will work in every coaching conversation to create focus. "The process of anchoring involves linking a specific sight, sound or touch with an experience that is present. For example, a situation in which you are associated. This process enables you to use the anchor to re-access the same experience" (McLoughlin and Stout-Rostron, 2002:48).] Anything else that would help you to refocus on the client? No, that is perfect.*

*Do you think that this one gesture will be enough to help you anchor and refocus on the client? Yes.*

*OK, so in the coaching conversation, this will help to manage self-balance; what else would be useful to think about in terms of self-balance for the client? Well, actually it was an assumption to think the client needs self-balance. It's actually me who needs it, so I think this is a start!*

*What else might be valuable—to think about how you use your self-balance and refocus back on the client? I don't know.*

*It's a tough one. My observation is that if this has happened once it may happen again. So in what way could you work going forward? It's something about being present for the client in the way I frame questions and reflect back what they are saying. If I am "anchored" I will easily be able to do it because I know that I have done it before.*

*Great, so essentially to refocus and give attention you would need to fire your anchor. In the same way, if self-balance continues to come up, will the other reflective practices that you have prepared help you? Definitely, and this is how I will use them ...*

*Anything else that when you conceptualize the coaching conversation would be helpful to you? Yes, I will ...*

*Anything else that would be helpful for you to focus on the client?*

## Active experimentation (AE)

*Ok, so we've been working on conceptualizing and moving away from your disempowering thinking. Shall we think about how you actually could do it differently, and think differently, when coaching?* Yes, let's try it.

*So now we will actively think about how you would do it. Let's start by thinking about how you would have done the old conversation differently ...* I would be so focused on the client that I am hearing what she has to say, and I am actually thinking about where we are in the process, in terms of structure, in the coaching conversation.

*Can you think of something coming up to think about how you would do it differently?* Yes, in fact I am going to practise this at home first, focusing on the kids as they tell me about their school day. I'm going to fire my anchor and listen to my wife. Usually I just interrupt and don't let any of them finish what they have to say. I guess I'm fixing them too! I think it's a practice that I have to begin at home in order to make it something that begins to come naturally.

*That sounds great—it's always hardest to do any kind of new thinking and behaviour at home.* Also, I think I need to use my anchor to put on the "pause button". In other words, I need to pause before I say anything. This is something I need to experiment with.

*Pushing the pause button sounds like a great anchor. How will you reflect how effectively you are in pressing the pause button?* Perhaps I should make a few notes ...

*Would you like to write down some of these new active practices, and in our next session, we can reflect on what has worked for you? These are useful new practices.* [Client makes notes.] *Is there anything else you would like to accomplish to actively experiment with doing something differently?* No, I think this will do and I am already developing some awareness of myself that will help with self-balance. I think actually that I may keep a small journal at the end of the day that will help me to adopt these practices. I have several coaching sessions with new clients before I see you again, and I will reflect on what's worked and what hasn't when I see you next.

*Fine, anything else that comes to mind that would be useful going out into the world and doing it differently?* No, I like this process and just want to reflect a few minutes on how we went through the four modes of the Kolb process, and how I might use it and my anchors in my next coaching session. If we could do that, then I think I'm all set. Thanks.

*Great, let's finish with that.* Okay, let me think it through with you. We seem to have stepped into the “concrete experience” itself when you asked me to think about how I felt, what I was thinking, and what I was assuming in that one specific coaching conversation with my client. We then moved into a reflective space, as I reflected on those thoughts, feelings and assumptions and we thought about what I had learned from that session in reflection. We then talked about the coaching conversation in a kind of thinking manner, i.e. we conceptualized a different way forward, and in fact we moved into active experimentation as we developed anchors. So, in fact, we already have begun to experiment. Then we worked with anchors and talked about how pause buttons can best be put to use at home and in my next coaching session. I have an action plan and will report back on how I do in our next session. I think it's about more self-awareness, focusing on the client, and thinking about new behaviours as I am beginning to think and feel differently.

*Is there anything else you need from this conversation?* No thanks.

*Can I ask what you gained from working with this process?* I think that I understand the Kolb model better, particularly the conceptualization stage, and I feel quite comfortable to try it in a coaching session for myself.

### Reflecting on the case study

In the above coaching conversation, the coach first helped the client determine his goals for the session, and structured the conversation using the Kolb model. The coach made sure that she constantly clarified the way forward with the client, not moving before he was ready. Furthermore, she tried to mostly use the client's words. Once or twice she reframed what the client had said to check whether she had understanding. The coach referred to thinking, feeling and assumptions right through the conversation, having picked that up from the client. And, to end the conversation, the client reviewed the cycle, reiterating the **experience**, what was **reflected**, what the new **concept** was to work differently in the coaching conversation, and how they **experimented** with a way forward. Using this model, the coach was able to help the client articulate how he experiences the world, and where his levels of discomfort were in the coaching process. The coach also confirmed

that NLP was part of his experience before they worked to develop new anchors; previously, disempowering assumptions were his anchors. In all of these ways, the coach was able to safely create an environment to use the Kolb model, which the client wished to learn as a coaching structure. Finally, the coach moved from the specific situation to create anchors and an understanding of how to use the Kolb model in a coaching situation, i.e. she moved from the specific to the general.

### *Hudson's Renewal Cycle model*

Frederick Hudson's (1998:79) model is useful in order to understand an adult's experience of life and change. Hudson's renewal cycle can be used to structure the coaching conversation and the overall journey. I have placed Hudson's four quadrants where they are most aligned with the Insights four colours (Figure 17). The quadrants integrate relatively well with the Insights four colours: yellow for "getting ready" to go back into the world, red for actively "going for it", blue for the "doldrums" and green for "cocooning". Often when you overlay one model over another, it is not always a perfect match.

As a coaching model, the coach can start wherever is most useful for the client, and in whatever sequence is needed (Stout-Rostron, 2006c):

1. **Go for it (summer)**—In phase one, the individual is purposeful, active, busy, committed, optimistic, and energized as a team player.
2. **Doldrums (autumn)**—In phase two, the individual is bored, restless or feeling stuck, reactive, in denial, angry, sad, pessimistic, low in energy, a loner, and resistant to change.
3. **Cocooning (winter)**—In phase three, the individual is turned inward, meditative, experimenting, exploring, disoriented, healing, quiet, deconstructing and reconstructing the self, tapping into core values, tapping resilient emotions, spiritual, and doing inner work.
4. **Getting ready (spring)**—In phase four, the individual senses a new purpose, searching, networking; this phase is creative, free and uncommitted, naively optimistic, recovering perhaps forgotten childlike and spontaneous abilities.

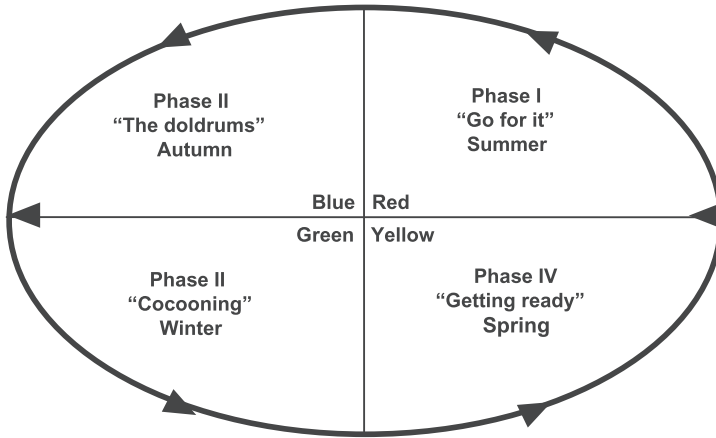


Figure 17. Hudson's four stages.

Source: Adapted from Hudson (1999:106) and Insights (2008).

We can create an analogy for each of these phases with the seasons of the year. As in autumn, the client is in the **doldrums**, in the dark and resistant to change. **Cocooning** is like winter, where the client is deconstructing, reconstructing, doing some inner work, meditative. **Getting ready** is like spring, and the client is seeking new purpose, searching, maybe looking for that new job, the inner child is at work. **The going for it** phase is like summer, where the client is busy with a new sense of purpose, committed and optimistic and energized.

#### CASE STUDY: USING HUDSON'S MODEL FOR COACHING

##### *The doldrums*

A young woman who wanted to change careers, Shannon, came to me for coaching. Shannon wanted to work with someone who could understand the passion she had for her AIDS NGO work, and she wanted someone to help her think through the next steps to develop her career. Although qualified as a lawyer, Shannon was working in marketing and promotions rather than on the legal side. She was in the doldrums, working about 12 hours a day, exhausted, not feeling that she was working at a senior enough position to make a difference. She was highly committed to the work she was doing. In some ways, I was also a mentor for her. One aspect of a mentor's

job is to introduce the client to their own network to help the client to build alliances and relationships. This moves them the next step in their career. In our first session, we talked about the doldrums, which is how she described her current thinking and feeling, and what was different to when she first began her work in this NGO.

### *Cocooning*

In our next few sessions, we talked about her need to do a bit of **cocooning**, to sit back and reflect, using the coaching sessions as a space to do so. We agreed she would **cocoon** as long as it took. We thought about the following questions:

- What do I really want to do?
- Shall I stay or leave my job?
- Do I want to leave South Africa to pursue my studies?
- Would that be the right thing to do?
- Can I grow my skills and education by staying in South Africa?

Eventually Shannon realized she thought she was ready to begin to think about making a move from her current job, but she was not yet willing to leave the projects in which she was immersed.

### *Getting ready*

We met a few times, and gradually she began to articulate a possible way forward. As we moved into the **getting ready** phase, she looked at her options and decided that she would first begin to build her network, and create relationships that could open doors for her. She attended a few courses, including a master class in the Thinking Environment® with Nancy Kline, and participated in several business breakfasts on Leadership Skills for Women. She made contact with the two NGOs with whom I had contact, searching for opportunities to continue her education by studying and working abroad. She was clear that her ultimate aim was to return to South Africa with new skills that could be applied to the AIDS organizations. I knew two people in the NGO world who were potential employers. Shannon met with these two international NGOs who had offices in South Africa although their head offices were in the States.

After a period of about six months, Shannon thought she was ready to move into action. This would normally be the **go for it** phase. However, was she ready to go for it? She applied for a scholarship to study further at Georgetown University in Washington DC. When she was accepted, her words were, "I don't understand why I am not jumping for joy. It is an incredible opportunity, I am going to get a visa for four years. I am going to study in the States. I am going to have a research job. What is wrong with me? It's right there." The question always worth asking is, "What does the client need now?" Here she was ready for a change but, although a marvellous opportunity was within her grasp she could not understand why she didn't just "go for it".

#### *Going for it*

We talked about what she needed in order to get back into action. She decided to stick with her current NGO job. There were projects still to complete before she could move out of the country and take up the scholarship. She felt she could not let her colleagues down by not implementing her current programmes. In this way, she revitalized her passion for her current job. We discussed ways to create boundaries to manage her working hours. In speaking to her several months later, I learned that she was on track to take up the scholarship the following year. Her intention was to return to South Africa when she was qualified, looking then to accept a new and more empowering role.

#### *Other circular models*

##### *I-T-O (Input, Throughput, Output)*

Models in coaching are very useful to us as a way to structure the entire coaching intervention, and the individual coaching conversation. However, all models must provide flexibility, not rigidity. The following model is an open systems model developed for change management by Thomas G. Cummings and Christopher G. Worley (2004). It is used by i-Coach Academy, London and is taught in their Masters in Coaching degree in the UK, USA and South Africa. This model can easily be used to structure the coaching conversation, or to structure the overall coaching intervention (Figure 18).

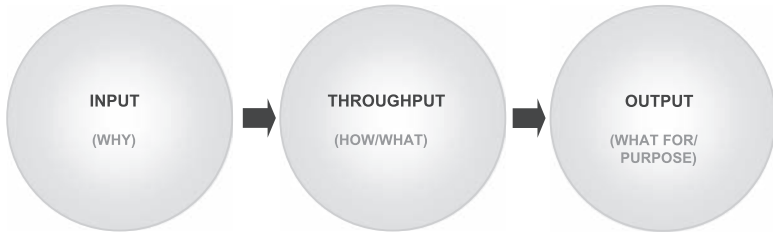


Figure 18. Input, Throughput, Output.

Source: Cummings and Worley (2004).

### Input (Why)

As a coach (and for the client), where do you come from and what are you **informed** by? This is the **input** part of the coach's framework, the **why** (i.e. why you're working together as coach and client). It assumes the "input" or beginning stage of the coaching conversation between coach and client. Input is what informs you as a coach, the underlying theories you are working with, your experience and expertise, your philosophy and values, and the constructs that underpin your worldview. Questions you might ask the client in the input stage are:

- What is on the menu for our conversation today?
- What do you want to think about?
- What are your key issues or challenges?
- What are your priorities?

### Throughput (How/What)

The **process** the coach uses in the coaching conversation is the **throughput** of the coaching framework. It is the **how**, in other words, what the coach actually does in the coaching conversation. This second stage, throughput, is represented by the tools, techniques, models, processes, mechanics and systems the coach brings into the coaching conversation. Typical questions you could ask may be:

- What are your observations about your thinking?
- What are your questions about your thinking?



- What can you learn from your thinking?
- What are you assuming that is stopping you/limiting you/holding you back?
- What makes that stop you?

### Output (What for/purpose)

The third stage is the purpose (**what for**) in the coaching process and relates to the client's **outcomes**. **Output** represents the actions, goals, results and measurements expected from the coaching conversation, including an outline of what the client has learned, will do differently and goals set.

Output is represented by the results, objectives and outputs which the client gains from the coaching conversation. It is represented by the client arriving at their desired outcome. Output relates to where the client is going, how results can be measured and what has changed as a result of the coaching. Typical questions might be:

- What action are you now going to take?
- What has changed in your overall vision, strategy and goals?
- What is the overall learning this session?
- What will you do differently as a result of today?

### Contracting with I-T-O

To contract the overall journey, coach and client discuss what each brings to the relationship, and the overall aim of coaching for the client (**input**). Coach and client then discuss how the coaching will take place: timing, boundaries, fees and the tools and techniques to be used by the coach, and the way the client would prefer to work (**throughput**). They also discuss the overall results and outcomes the client hopes to achieve from the coaching intervention, results that need to be visible to the organization, and thinking, feeling and behaviour that the client would like to change (**output**).

As a rule, when using this model, I start the coaching conversation with **input**: "Where are you now?" "Where do you want to get to by the end of this conversation?" "What do you want to talk about?" "What's on the menu for today?" Once we have identified what

needs to be worked on, I move into throughput: using whichever question frameworks, tools or techniques are relevant to the process. For **output**, we summarize actions, learning and outcomes from the conversation.

#### CASE STUDY: I-T-O

##### *Input*

With one of my current executive clients, Rosalyn, coach and client chatted for an hour about where Rosalyn was in her personal and professional life. She felt that she was somewhat chaotic in her approach to her new position as Director of Transformation for her organization. After an hour's thinking, she identified her goal for the coaching session: "I'd like to create a transformation workshop that can be facilitated throughout the entire organization. So, I need to do some thinking around how I can do it and who can do it for me, and whether I should subcontract you, another external consultant, or facilitate myself. I'm thinking about creating a series of national transformation workshops. What do you think?" Coach and client agreed to work on an outline for the workshop as a start.

##### *Throughput*

The coach asked the questions that would help Rosalyn to think through a framework for the one-day programme. Coach and client identified the assumptions that were stopping Rosalyn from thinking she was the person to facilitate the transformational workshops. We discussed who might be the facilitator, and it emerged that she was the right person: she had the relevant skills, organizational knowledge, experience and an understanding of diversity and empowerment in South Africa. She also had a better understanding of organizational culture than an external consultant might have. We agreed that, as her coach, it was more constructive for her if I simply helped her to design the programme.

##### *Output*

To conclude, we reflected on what she had gained from the session. She concluded that she felt empowered to be both designer

and facilitator for the pilot session with the board. She decided to think during our next session about how to develop other facilitators for the process. She wanted to be the trainer of the facilitators. She also decided to put forward a proposal for a deputy who would help her with administration and policy-making. She came to the conclusion that transformation needed to start at the top, otherwise the complexity of transformation would not be fully embraced. We summarized her action steps, finished the outline for the programme, and explored how she could present her ideas to the board.

### *The U-process*

The U-process is sometimes known as the process of transition, while many have also experienced it as similar to Kübler-Ross's cycle of grieving, or as a mid-range change theory. Kübler-Ross's stages of death and dying are denial and isolation, anger, bargaining, depression and acceptance. This stage theory has been controversial, primarily because the theory denies the individuality of human beings and other needs of the dying, such as having some control in their own treatment and destiny, the role of culture, religion, personality, family dynamics and so on (Gorle, 2002). Although the staging theory has experienced limitations in its interpretation, in the coaching field this U-process is more typically represented in Scharmer's U-process.

### *Scharmer's U-process*

In the process of transition, the client can move from anxiety, through happiness, fear, threat, guilt, denial, disillusionment, depression, gradual acceptance and hostility to moving forward.

### The change process

The U-process is considered a mid-range change theory with a sense of an emerging future. Scharmer's process moves the client through different levels of perception and change, with differing levels of action which follow. The three main elements are sensing, presencing and realizing. These represent the three basic aspects of the U (Figure 19). This process helps the client to work at different

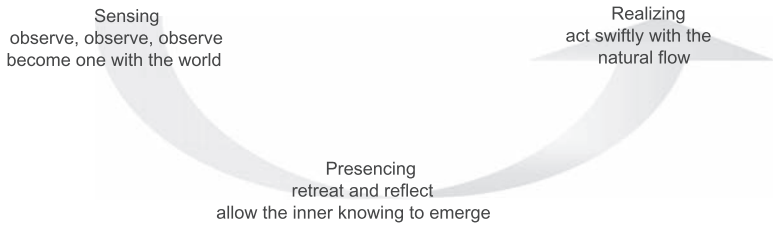


Figure 19. Scharmer's U-process Model.

Source: Adapted from Senge, Scharmer, Jaworski and Flowers (2005:88).

levels of perception and change, and allows different levels of actions to follow. All three are extensions of the learning process. As the coach and client move into the U, **sensing** is about observing and becoming one with the world; **presencing**, moving to the bottom of the U, is about retreating and reflecting and allowing an inner knowing to emerge, and **realizing** as you move out of the "U", is about acting swiftly and with a natural flow from the knowledge and understanding that has emerged.

The U-theory suggests co-creation between the individual and the collective—i.e. the larger world. It is about the interconnection or integration of the self with the world. At the bottom of the U, as described by Scharmer, is the "inner gate" where we drop the baggage of our journey, going through a threshold. The metaphor used here is that of "death of the old self", and "rebirth of the new self", the client emerges with a different sense of self. On the Web is a lovely dialogue between Wilber and Scharmer where they discuss the seven states and the three movements in this one process (Scharmer, 2003).

Superficial learning and change processes are shorter versions of the U-movement. In using this as a coaching process, the client moves downwards into the base of the U, moving from acting, to thinking, to feeling, to will. This is to help the client to download with the coach, to let go and discover who they really are, to see from the deepest part of themselves, developing an awareness that is expanded with a shift in intention.

Otto Scharmer, in an executive summary of his book, *Theory U: Leading From the Future as it Emerges*, describes the U-process as

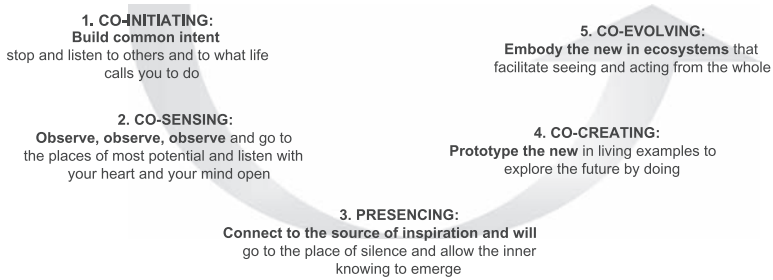


Figure 20. U-process case study.

Source: Scharmer (2007:6).

five movements: co-initiating, co-sensing, presencing, co-creating and co-evolving (Scharmer, 2007:5–8). Scharmer describes this as moving “first into intimate connection with the world and to a place of inner knowing that can emerge from within, followed by bringing forth the new, which entails discovering the future by doing” (Scharmer, 2007:6). The following case study demonstrates the five-step process.

#### Case study: The Global Convention on Coaching (GCC)

From July 2007 until July 2008, Marti and I took part in the Global Convention on Coaching. I was chairperson of the GCC’s Working Group on a Research Agenda for Development of the Field, and Marti participated in the Working Group dialogue process. The GCC was originally established to create a collaborative dialogue for all stakeholders in coaching worldwide, with the ultimate aim of professionalizing the industry. Nine initial working groups were formed by the GCC’s Steering Committee to discuss critical issues related to the professionalization of coaching, producing “white papers” on the current realities and possible future scenarios of these issues. These white papers were presented at the GCC’s Dublin convention in July 2008. This case study summarizes the working group process of the research agenda, which comprised a 12-month online dialogue process, with the addition of monthly telephone conversations, during 2007–2008.

### 1. Co-initiation

**Co-initiating is about building common intent, stopping and listening to others and to what life calls you to do.** In the Working Group for the Research Agenda, the group built common intent by first setting up the group, defining their purpose and beginning to discuss the process that they wanted to use for their dialogue. It was agreed that the chairperson and facilitator would invite specific individuals to join the Working Group, and those members would suggest other individuals who might have a key interest in the research agenda for the field (i.e. the emerging coaching profession). The group began their online dialogue, once all had accepted the invitation and received instructions on how to use the online GCC web forum. It was agreed that there would be three communities working together: the Working Group and the Consultative Body for the Research Agenda, and the Steering Committee who were responsible for the leadership and management of the other groups.

### 2. Co-sensing

**Observe, Observe, Observe. Go to the places of most potential and listen with your mind and heart wide open.** The chairperson and the facilitator of the Working Group had to learn to co-facilitate, observing each other's skill and competence. They had to be willing to listen to each other, observing each other's style in facilitating an online dialogue. They needed to create the group, and to facilitate the way forward with the group, learning to take constructive criticism and appreciation from each other, guiding the group forward without being prescriptive. Both chairperson and facilitator agreed to co-chair the process, remaining mentally and emotionally open to each other's divergent opinions, ways of being and styles of interpersonal communication, whether working with the group online or by phone.

### 3. Presencing

**Connect to the source of inspiration, and will. Go to the place of silence and allow the inner knowing to emerge.** Each individual in the process read, reflected and regularly added their thoughts and feelings to the online forum. Debate, conflict and agreement emerged—with chair and facilitator taking responsibility to keep the

group on track without being prescriptive. The chair and facilitator had to connect, each one to their own individual source of inspiration and to bring that together as one voice to guide the group.

#### 4. Co-creating

**Prototype the new. In living examples to explore the future by doing.** This entailed harnessing the energy of the Working Group to draft a current reality document of their online and tele-conference dialogue; this document was revised four times. They brought in a facilitator for the Consultative Body who entered the Consultative Body dialogue at stage 1 (co-initiating), but entered the Working Group dialogue at stage 3 (presencing). Trying to move forward with their own Working Group process, yet move the Consultative Body from stage 1 to stage 2 (co-initiation to co-sensing) was a complex, parallel process. The chairperson and facilitator enlisted the help of a copywriter and editor to manage the writing process of the white paper during the Working Group's co-creation (or stage 4).

#### 5. Co-evolving

**Embody the new in ecosystems that facilitate seeing and acting from the whole.** The final stage of the process was the physical gathering at the Dublin convention. This took place in three stages: pre-convention, during the convention and post-convention (post-convention work has just begun). Several months prior to the convention, all nine working groups began to work together online and by telephone to share their own varied stages in the U-process; in this way they learned from each other as they gathered momentum moving towards Dublin which was to be the culmination of their year-long project. Some groups had lost participants during the 12 months through disagreement; others managed to harness the energy to move through each of the stages together. The three processes were:

- **Pre-convention:** Preparation for the presentation of a white paper by nine committees; this was for their committee's current global reality and future possible scenarios for their topic, with the addition of a tenth committee four months prior to Dublin.
- **Convention:** Physical presence, dialogue and debate in Dublin with each of the working groups. This was paralleled with virtual

online feedback on a daily basis from those not able to attend the convention (however, there were difficulties with this process which frustrated some who could not access the virtual dialogue during that week).

- **Post-convention:** Continuation of the process with a new format. The work to take place in diverse groups regionally and nationwide, to proceed to the next step building the emerging profession of coaching. Post-convention, a Transitional Steering Group (TSG) began work to harness the energy of those wishing to continue. The new GCC saw its role as an organic one, continuing to facilitate a global dialogue, rather than forming another coaching organization. The GCC Transitional Steering Group (TSG), with representatives from the USA, UK, Australia, Argentina, Singapore and South Africa, designed a web-based networking platform for the 17 000 GCC members who had signed up to the *Dublin Declaration on Coaching* (GCC, 2008g).

This U-process is applicable to large innovation projects where the unfolding takes place over a long time; a year in this instance. The team composition in such projects as this will change and adapt to some degree after each movement: in the GCC process the working group for the Research Agenda had lost and added new members, whereas the consultative body was a looser entity with only certain members playing a strong role. This was a process of discovery, exploring the future by doing, thinking and reflecting. As Scharmer explains, it facilitates an opening. Facilitating an opening process involves “the tuning of three instruments: the open mind, the open heart, and the open will” (Scharmer, 2007:8–9).

At any one time there were three U-process journeys taking place for the Research Agenda: within the working group, the working group interacting with the consultative body, and the working group interacting with the steering committee.

### *In conclusion*

Coach practitioners have a great deal of flexibility when working with coaching models. In this book, we work from an experiential learning premise because the client always brings their experience into the coaching conversation. The client’s experience is



underpinned by a range of factors, including culture, education, life experience and personality.

This chapter has explored a few models that hang on a framework of circularity, quadernity and the U-shape. As it is not possible to work with every coaching model available in the marketplace, we have not delved into Maslow's triangular model, Beck and Cowen's spiral dynamics model, Ned Herrmann's four-quadrant, whole-brain business model, or Will McWhinney's Paths of Change model. I leave those for you to explore, and hope that you have gained a sense of the flexibility models can offer the coach practitioner, as well as the elasticity in overlaying one over another. Simplicity is the prerequisite.

I hope that this chapter has introduced some new learning and the curiosity to experiment with new structures within your coaching conversations. It may be that you add one or two of these models into your coach's toolkit; or that you register for a coach training programme to learn to work with a new model for your own continuing professional development.

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