Module 3: The Mechanics of Coaching

Lesson 1 Teaching 2: The 4 Foundational Pillars Of Qualitative Coaching (Pt: 2)
Instructions

This journal/workbook is an integral part of your learning experience. Eye to hand coordination, coupled with focused attention and active listening, accelerates and intensifies the learning process. Complete each section, be it text or graphical, and make notes on what you are observing.

This record will provide an invaluable source of reference for you both now and in the future.

The 4 Foundational Pillars of Qualitative Coaching

1. Pt 3: The _________ Comes from the Participant

- In professional coaching the relationship is entirely focused on getting the results our participants want. They set the__________. The coach’s role is to ensure the individuals’ _________ doesn’t get lost in the ebb and flow of the coaching interaction.

- Professional coaching is not about the coach’s ____________, ____________, ____________ or ____________ – our expertise must be confined to the _________ _________.

- 3 aspects at the heart of the coaching process: ____________, ____________ and ____________.

- Fulfilment

- As the coaching process progresses and participant ____________ develops, it’s likely that deeper levels of fulfilment emerge, it’s not so
much about __________ more, it’s about what the participant finds __________ and __________ in.

- A life of fulfilment is a life based on ________ ________, and of course it is only the participant themselves that can decipher what they truly ________ in life.

- So ___________ and ___________ participant ________ is an incredibly powerful way of sorting out life’s’ choices because when a person honours their ________ life becomes almost effortless and much more satisfying.

- **Balance**

- It’s common to find people are struggling with balancing their lives in today’s’ increasingly complex and fast paced world.

- People are often unaware of where and how they are out of balance, ____________ blind to how their priorities undermine the improvements they’d like to achieve in certain aspects of their lives.

- Professional coaching addresses the client’s _________ life.

- Participants don’t live their lives in __________ ____________, all are inextricably linked, finances are intertwined with recreation, health effects career, and relationships influence everything. The problem for our participants is ________ where things are out of synch.
Balance ultimately comes down to making the _________ between saying _______ to some things and saying _______ to others.

Balance isn't a fixed___________, achieved and then simply maintained. It’s fluid, always in motion, because life is dynamic and shifts, and so do people. Consequently, it makes sense to look at whether the participant is moving __________balance or _______ from balance at the given juncture of their lives.

Wheel of Life: To help participants demystify the process of analysing where they’re currently out of balance in their lives, use the wheel of life exercise, a very simple yet incredibly effective means of graphically illustrating of how balanced a life is. This exercise is available to you in the supporting resources of this module.

The compartments of the wheel cover a broad spectrum of life, of course any of the associated labels can be changed if the person concerned wants to use something that has more relevance to their life.

The participant is then asked to complete the exercise by drawing a line in each segment appropriate to their current levels of satisfaction or fulfilment in each area. Satisfaction levels are calibrated 0 to 10 on the wheel, 0 being in the centre, 10 being on the outside, so if a client is
satisfied with finances, and scores it an 8 out of 10, there will be a line just short of the circumference and they’ll shade the segment in. When complete, it will show areas where there’s a current imbalance and, if we consider life as a journey and the road being travelled was through an imbalanced wheel – it makes for a pretty uncomfortable ride.

Diagram 1: Wheel of Life

Diagram 2: Wheel of Life (completed example)
Below is an example of how a wheel of life may appear after a participant has completed the exercise. It graphically illustrates to the individual where their current life is out of synch, how bumpy would the ride of life be if this were a real wheel? This simple yet powerful exercise can be used as the foundation for meaningful action plans to address balance and to design personal and professional success based on clarified personal values.

To begin to coach through this exercise, get ____________, ask your participant questions such as:
What have you learnt from this exercise?
What has surprised you?
What do you feel compelled to change?
What areas do you want to address right away?

- Before participants begin to build an image for the successful life in which they intend to live into, it’s important we help them do so from a strong foundation, improving the quality of life they currently live.

2. Pt: 3: Process

- There is a subtle and hidden ________ that draws coaches and participants often fall into – the _________trap, and lose sight of the journey itself.

- Life is process, we are always in process, sometimes that process is graceful other times it is frantic.

- Our role as the coach is to notice where participants are in the process, to point it out and get in the water with them – remember, in order to ______________we need to get as ______as we can to _____________ their world.

- When coaching within the participant’s process, the coaching process is at its most _____________, allowing the client to live more __________ in a deeper ______________ with ________ ______________ of their life.
3. Pt 4: The Coaching Relationship is a __________ __________.

- In professional coaching __________ is __________ to the coaching relationship - not the __________.

- A professional coach knows that it isn’t the coach that achieves the result it’s the __________ itself.

- Professional coaches work in a partnership alongside participants to __________ an __________ that meets their __________. In fact, participants themselves play an important role in declaring how they wish to be coached – they are just as __________ for creating a powerful relationship that fits with their working and learning style as the coach is.

- There is __________ responsibility in both coach and participant for the design of the alliance, and right from the beginning clients learn that they are in __________ of the relationship and achieving the charges they intend to make in their lives.

- The relationship is referred to as ‘designed’ because it is __________ to meet the exclusive needs of each participant, and it’s an __________ because both parties are intimately involved in making it work.
• Following on from the initial session, participants are immediately aware that they are not buying some off the shelf personal development process; they’re committing themselves to an ongoing relationship.

• Complete the following diagram that illustrates the unique nature of the coaching alliance, insert where the power flows. Notice how the participant grants power to the relationship and is empowered by it, and how the coach also grants power to the relationship, and yet all the power returns to the participant, not the coach.

• **Professional Coaching: The Designed Alliance**

Adapted from source material by Whitworth, Kimsey-House, Sandahl
Congratulations! You are at the end of the teaching! Take 10 minutes straight away to reflect, evaluate and record your learning points from this lesson.

Notes: