

A Coaching Model

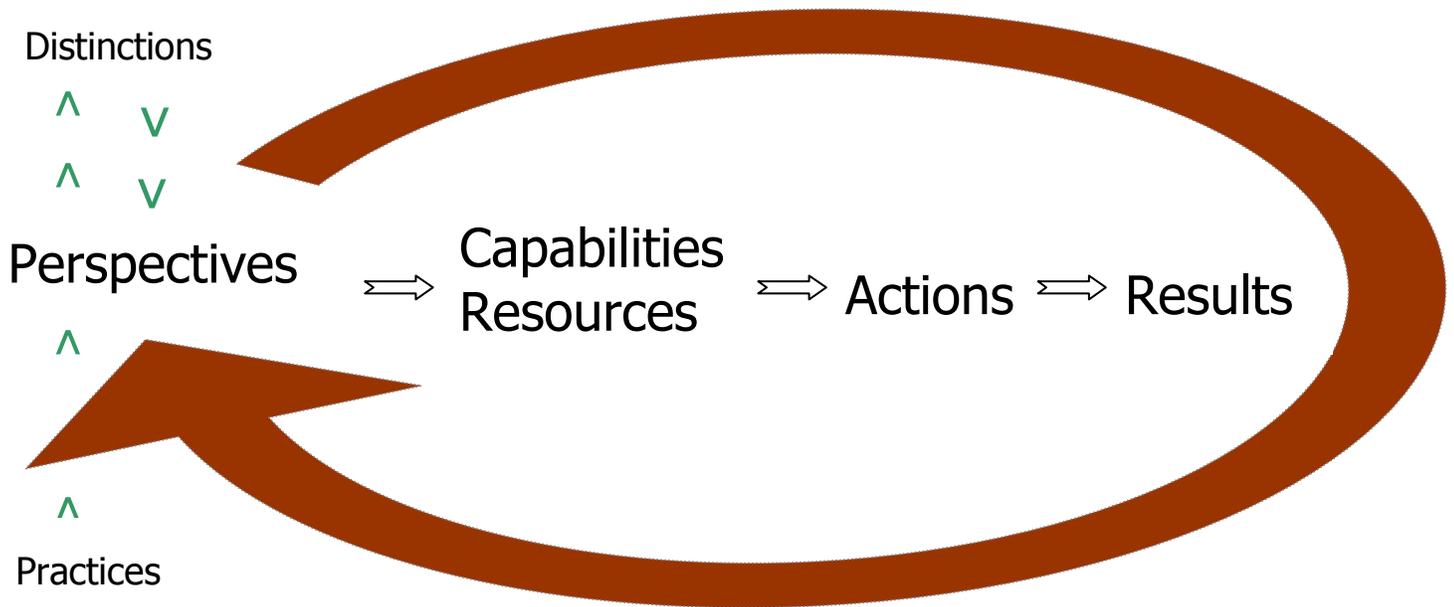
We claim that developing new *perspective* is at the heart of the coaching process. We define *perspective* as our *way of seeing and making sense of the world around us*. It can be based on our beliefs, our values, our culture, and our experiences. We believe that to be able to achieve new results a shift in *perspective* (see something new) is required as well as the development of new capabilities (do something differently).

The following is an example that illustrates the relationship between a distinction and the development of a new capability; riding a bicycle requires that we experience the distinction of balance. I can read many books on how to ride a bicycle or receive explanations on this activity, but it is only after I have repeatedly attempted the experience combined with the will and the intention to succeed that I will develop the capability to maintain my balance on a bicycle. And even if I haven't ridden a bicycle for many years there after, I will retain the distinction "balance". This is a simple example of what we mean by having acquired a new distinction and embodied a new capability.

Shifting or acquiring a perspective requires:

- That we experience a new distinction – in this example, the distinction balance;
- That we embody this new distinction through sustained and rigorous practice – in this example, the practice of pedalling.

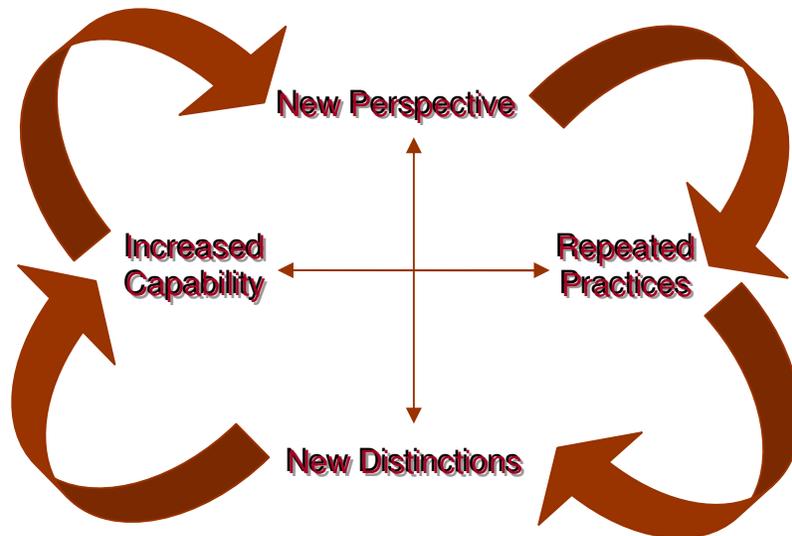
The diagram below demonstrates our conception of a coaching development cycle; the relationship between our perspectives, distinctions and practices and its impact on our capabilities and resources as well as what we can produce in actions and results.



An Illustration of Our Coaching Model in the Work Place

We say the right mind set allows the right set of actions. A simple illustration of this model is to apply it to achieve the results of delegating powerfully. John, a new general director at Wilsea, feels uncomfortable in delegating. After a few conversations with John, he confides that he avoids delegating because he sees delegation as dumping work on somebody else and also he is afraid that the work will not be delivered on time. John has recently read a new book on delegation. He has just acquired new knowledge on the subject. Is he now able to delegate effectively? Probably not. He will need to explore his beliefs on delegation, experiment with it and do a number of attempts before feeling fully competent. Are you able to determine what John's perspective is? What are the new distinctions he needs to acquire and the new skills to develop?

New distinctions and repeated practices are at the foundation of this sustained shift in perspective. They are also what enable an increased capability to execute.



For example, by practicing to delegate, John will be in a position to make distinctions. These distinctions will be put in action through the conversations that John will have with his employees. He will be in a position to distinguish one or more of the following elements:

- In which circumstances he will avoid or feel at ease to delegate;
- His leadership and presence expressed by his tone of voice or body posture while delegating;
- His own barriers to delegation;
- What makes possible or impedes a new delegation request;
- The culture of his organisation on delegation;
- The middle or short term impact on his staff's performance;
- What prevails in a delegating conversation that is efficient; the context for the work to be done, the objectives, the expected outcomes, the timelines, etc.;
- The benefits accruing to the '*delegatee*' in doing this work: experience gained, learning and development, visibility, etc. ;
- The appropriate level of control over the work that is delegated ;

- The importance of feedback, identifying lessons learned and evaluating performance

To embody these distinctions, John will have to attempt the experience, have significant sustained practice and probably feedback from his coach. He will be able to see the span of his role and the impact of non-delegation on the morale and the development of his team. It will also allow him to see the impact, on a middle or long term basis, on his own career. At first, John would rely on a written checklist, prepare his delegation "contract" ahead of time, practice having new conversations, work with his coach until such time as the new delegation "Capability" is developed.

These are a few examples of capabilities that John could develop:

- Being able to secure a partner's or a subordinate's commitment to a new initiative and establish the notion of 'being accountable';
- Being able to go beyond his own personal barriers to delegation;
- Being able to convey the right tone of voice to create collaboration;
- Being able to effectively communicate objectives on what needs to be done, by when, for who, why;
- Being able to establish and maintain the appropriate level of surveillance over the work that is delegated;
- Being able to provide feedback, identify lessons learned and evaluate performance.

Through this process, John's perspective as to how to delegate will evolve as well as his ability to lead the conversations necessary for effective delegation. When we couple this increase in capability with the right resources (e.g. a negotiation "contract", support from a coach), the right conditions are created for John to be able to take new actions related to delegation and achieve the desired results.

Think of a new challenge you have to tackle? What are your perspectives on it? What new distinctions would allow you to take more effective actions? What are the new capacities you need to develop to succeed in this project?