



## **TRANSFORMATIONAL COACHING** **- OUTLINE OF PROGRAMME**

### **General Background**

#### **What is Coaching?**

Professional coaches provide an ongoing partnership designed to help coachees produce fulfilling results in their personal and professional lives. Coaches help people improve their performances and enhance the quality of their lives. Coaches are trained to listen, to observe and to customize their approach to individual coachee needs. They seek to elicit solutions and strategies from the coachee; they believe the coachee is naturally creative and resourceful. The coach's job is to provide support to enhance the skills, resources, and creativity that the coachee already has.

#### **Definition of Coaching**

Coaching is an ongoing relationship which focuses on coachees taking action toward the realization of their visions, goals or desires. Coaching uses a process of inquiry and personal discovery to build the coachee's level of awareness and responsibility and provides the coachee with structure, support and feedback. The coaching process helps coachees both define and achieve professional and personal goals faster and with more ease than would be possible otherwise.

### **Transformational Coaching**

Is about revolutionary changes in purpose and direction. Complete 360 degree paradigm shifts, in life and career change, starting up a business, exiting a business, starting and ending significant partnerships, moving continents, life purpose fulfillment, creating a life vision, breaking through sabotaging patterns and personal limitations, etc.

In transformational coaching, the intention is not for the person bringing the issue or case to leave with a new insight or a 'must-do action list', but rather to have experienced a 'felt shift' in the session, starting to think, feel and act differently about the situation they are concerned with. Our research shows that the chance of learning and change being transferred back into the live situation is much higher when this felt shift occurs than when people simply leave with good intentions.

Difference in Perception of Self: An alternative definition, used by some commercial enterprises, is - getting people to see themselves differently, rather than training a person to perform in a different manor. Wendy Nemitz, Principal of Ingenuity Marketing Group

Similarly, Transformational Coaching may be seen as an attempt to challenge self-limiting beliefs.

Hawkins & Smith have given four key features that distinguish Transformational Coaching from other forms of executive coaching:

- Shifting the meaning scheme (a change in specific beliefs, attitudes and emotional reactions)
- Working on multiple levels at the same time (working on physical, psychological, emotional and purposive elements of the client simultaneously)
- Shift in the room (if change is not made and acted upon during the session, it is unlikely to be carried back into the workplace)
- Four levels of engagement (the coachee must be engaged on the levels of facts, behaviours, personal feelings and assumptions / motivational roots)

### Levels of Learning

Robert Hargrove also defines transformational coaching by comparison to lower layers. In his case, it is the number of 'loops' of learning that the individual goes through.

### Single Loop Learning

Also known as incremental coaching or action coaching, this involves training people to improve what they are already doing.

### Double Loop Learning

Training people to learn to do new things. This involves giving them fundamentally new ways of thinking about their situation.

### Triple Loop Learning

Truly transformational coaching enables people to change their view of themselves or their context in order to reach their fundamental goals. This is what we call tapping into the 'Generative Self.'

## **Changeworks Transformational Coaching Programme**

Our programme is about connecting to the three minds: cognitive, somatic and field mind to embody a 'felt sense' of change that we connect to on a deep level. We connect to ourself, our purpose, and other people. Using significant life experiences – both positive and negative – to transform and create a very different and positive future.

We use somatic coaching techniques to help you connect to a generative sense of self at a higher level of consciousness. You learn how to construct a new reality and way of being and master components of reality such as time, space, perception, unconscious meanings, body-mind, memory and future, as well as special communication techniques with the creative unconscious.

### **What Will a Typical Coaching Program Consist of?**

Transformational coaching is delivered in 6 sessions, plus an initial 'exploratory' session. The sessions are 1.5 hours long, and range from 2-4 weeks apart. The exploratory session is 45-60 mins. Sessions cost £75. There is 'homework' and tasks for the coachee to complete after each session.

- ***Exploratory Meeting*** –the initial meeting will be about:
  - o looking at coachee's current situation – history taking
  - o His/her outcomes, needs and understanding/expectations of coaching

- o The coach's philosophy of coaching
  - o How the coachee may prefer to work
  - o This may take 1 hr (not always needed)
1. **Session 1- Life Purpose** if the coachee wishes to proceed with coaching, this next meeting will take place about 1 week after the intake session and include:
    - To take stock of the 'journey' ahead – the 'heros journey' approach
    - To facilitate the coachee in taking stock of his/her self, strengths
    - To allow the coach and coachee to understand the coachee in some depth and to begin to build the relationship
    - To undertake psychometric/ profiling
    - To cognitively discuss the coachees' life purpose/calling/life goal.
    - To begin somatic work to connect coachee to her calling, connect to centre, speak from centred point, refine statement
  2. **Session 2 – Values & Purpose** take place 2 weeks after session1
    - This meeting will cover values elicitation and current assessment, purpose statement – connection to centre, speaking, values hierarchy and values conflict resolution
    - May include interventions such as: timeline, belief change, induction work
    - Coachee brief update
    - Follow up of any actions agreed in previous session
  3. **Session 3 – Emotional Mastery** takes place 3 weeks after session 2
    - Keeping our centre, energy management, MTQ48 and resilience building, learning how to throw our energy and use external negative events to build us up,
    - Techniques may include: aikido energy work, 'maintaining centre' exercise, yoga and qi gong, anchoring, circle of excellence
    - Coachee brief update
    - Follow up of any actions agreed in previous session
  4. **Session 4 – Identifying sponsors/ Transforming Demons** takes place 4 weeks after session 3
    - This session is all about identifying positive resources and removing blocks to progress
    - Tools and techniques will vary widely in this session – dependent on individual coachee
    - Interventions may include: timeline, parts integration, future self work, belief change, timeline /regression, healing 'wounds'
  5. **Session 5 – Goals and Actions** takes place 4 weeks after session 4
    - Outcome setting, vision clarification, goals and steps
    - Coachee brief update
    - Follow up of any actions agreed in previous session
  6. **Session 6 – Action Planning** takes place 4 weeks after session 5
    - Outcome setting, vision clarification, goals and steps
    - Coachee brief update
    - Follow up of any actions agreed in previous session
    - Achieving proper closure to the relationship

If required there may be a follow up session 1-3 months after the end of the programme

## **Coaching Core Competencies**

The following eleven core coaching competencies were developed to support greater understanding about the skills and approaches used within today's coaching profession as defined by the ICF. The core competencies are grouped into four clusters according to those that fit together logically based on common ways of looking at the competencies in each group. The groupings and individual competencies are not weighted - they do not represent any kind of priority in that they are all core or critical for any competent coach to demonstrate.

### ***A. SETTING THE FOUNDATION***

1. MEETING ETHICAL GUIDELINES AND PROFESSIONAL STANDARDS
2. ESTABLISHING THE COACHING AGREEMENT

### ***B. CO-CREATING THE RELATIONSHIP***

3. ESTABLISHING TRUST AND INTIMACY WITH THE COACHEE
4. COACHING PRESENCE

### ***C. COMMUNICATING EFFECTIVELY***

5. ACTIVE LISTENING
6. POWERFUL QUESTIONING
7. DIRECT COMMUNICATION

### ***D. FACILITATING LEARNING AND RESULTS***

8. CREATING AWARENESS
9. DESIGNING ACTIONS
10. PLANNING AND GOAL SETTING
11. MANAGING PROGRESS AND ACCOUNTABILITY

## **My Credentials – Sue Tupling**

Experience: 15 years in sales, marketing, business development and product/brand management in a variety of industries. I have set up 2 of my own successful businesses from scratch and, over a period of 5 years built it up to a profitable company employing four people, in the midst of the worst recession in living memory.

Qualifications:

- Certified Ericksonian Hypnotherapist
- Advanced Master Practitioner of Neuro Linguistic Programming (over 100 days NLP training)
- Accredited therapeutic coach (INLPTA)
- Qualified Yoga and Yoga nidra teacher (BWY Dip), (Yoga Academy/Satyananda accredited)
- Foundation course in Shiatsu and diploma in acupuncture (SAC Dip)
- Accredited executive coach (Academy of Executive Coaching)
- Certified trainer of business-focused NLP (ANLP)
- NLP Certificate in Teaching Excellence (Society of NLP)
- MSc and BSc (Hons) - Aston University and University of Aberdeen
- Member of the International Stress Management Association (ISMA)
- Member of the Neuro-linguistic Psychotherapy and Counseling Association (NLPtCA)

# Association of Coaching

## Code of ethics and good practice

The Association for Coaching is committed to maintaining good practice. This Code of Ethics and Good Practice sets out the essential elements of sound ethical practice. For the purposes of this code, the person receiving coaching is called the coachee.

All Coachees should expect a high standard of practice from their Coach. To ensure that this is achieved coaches commit to operate in accordance with the Association's Code of Ethics and Good Practice for ethical, competent and effective practice.

1. Coaches are required to recognise both personal and professional limitations:

**Personal** — with respect to maintaining their own good health and fitness to practice. Should this not be the case, Coaches are required to withdraw from their practice until such time as they are in good health and fit to resume. Coachees should be offered appropriate, alternative support during any such period.

**Professional** — with respect to whether their experience is appropriate to meet the coachee's requirements. When this is not the case, coachees should be referred to other appropriate services, e.g. more experienced coaches, counsellors, psychotherapists or other specialist services. In particular, Coaches are required to be sensitive to the possibility that some coachees will require more psychological support than is normally available within the coaching remit. In these cases, referral should be made to an appropriate source of care, e.g. the coachee's GP, a counsellor or psychotherapist, psychological support services and/or agencies.

2. Coaches are responsible for ensuring that coachees are fully informed of the coaching contract, terms and conditions, prior to or at the initial session. These matters include confidentiality, sessional costs, and frequency of sessions. All claims made by the Coach should be honest, accurate and consistent with maintaining the Coaching profession's good standing.

3. Coaches are required to be frank and willing to respond to their Coachee's requests for information about the methods, techniques and ways in which the coaching process will be conducted. This should be done both prior to contract agreement and during the full term of the contract.

4. Coaches must be sensitive to issues of culture, religion, gender and race.

5. Coaches must respect the Coachee's right to terminate coaching at any point during the coaching process.

6. Coaches are required to maintain appropriate records of their work with Coachees, ensuring that any such records are accurate and that reasonable security precautions are taken to protect against third party disclosure. Attention

must be given to the coachee's rights under any current legislation, e.g. data protection act.

7. Coaches are required to monitor the quality of their work and to seek feedback wherever possible from Coachees and other professionals as appropriate.
8. Coaches are expected to have regular consultative support for their work.
9. A coach should aim to undertake a minimum of 30 hours of continuing professional development in the theory and practice of coaching on an annual basis.
10. Coaches are required to keep themselves informed of any statutory or legal requirements that may affect their work.
11. Coaches are required to have current professional liability insurance.
12. Coaches are required to consider the impact of any dual relationships they may hold with regards to their coachees and/or any sponsoring organisations.
13. Coaches must act in a manner that does not bring the profession of coaching into disrepute.