

Systemic Coaching – coaching on the Axis



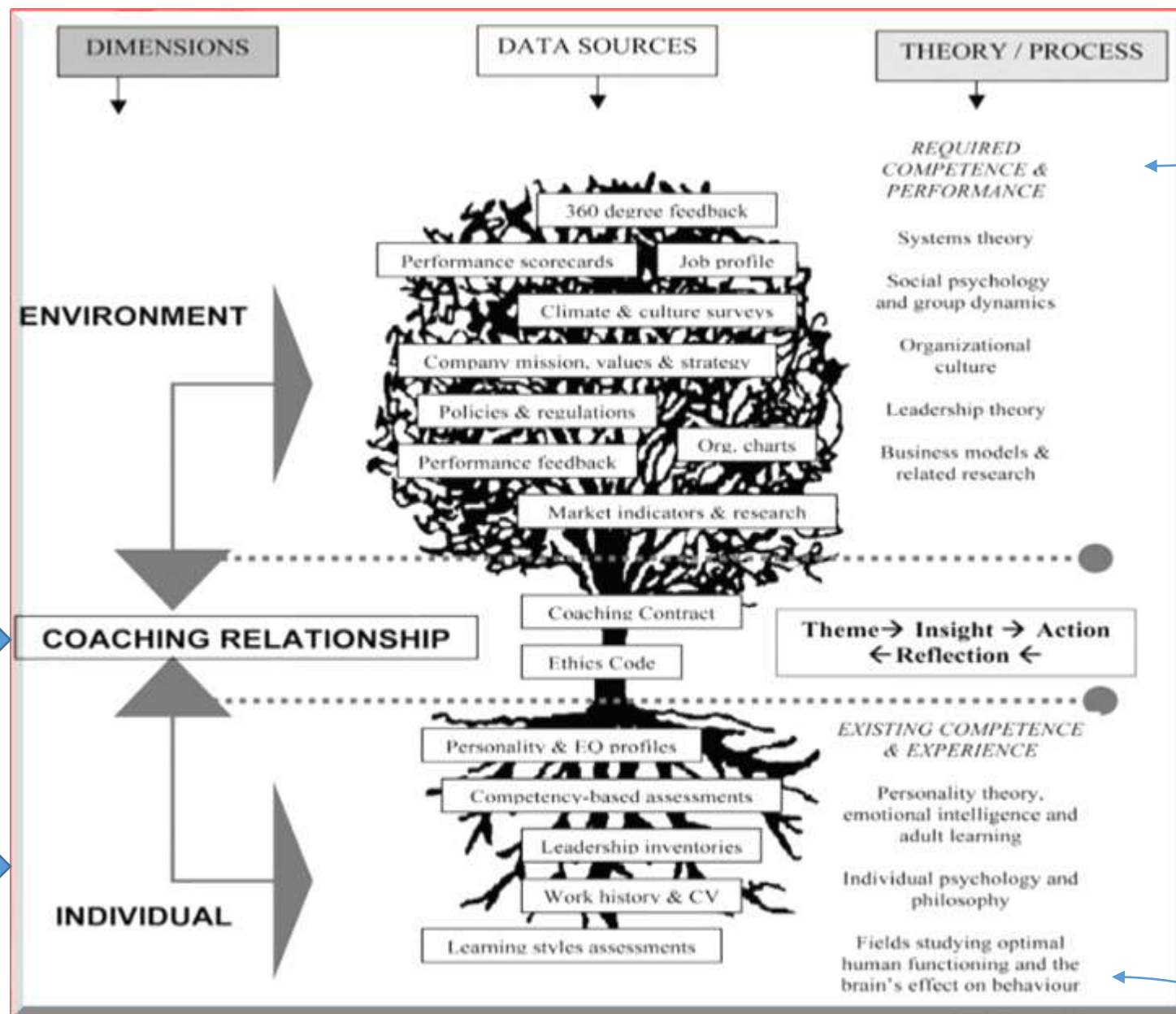
profweb
learning

External

Purpose:
Alignment
Integration
Improved performance

Internal

Informed by Resume
Answers: who am I?



Theoretical Frameworks

The "Tree"

Branches and Leaves

The "Trunk"

The "Roots"

Eg: NLP

Exercise

- Now overlay this model with the Johari window. What does it tell you?

Business Coaching

- BUSINESS COACHING is defined as ‘a process of engaging in meaningful communication with individuals in businesses, organisations, institutions or governments, with the goal of promoting success at all levels of the organisation by affecting the actions of those individuals’ (Worldwide Association of Business Coaches, 2007).
- Business coaching is more about relationships than any one particular method or skill.
- Relationships are embedded in a greater systemic context, typically an organisational culture.
- Successful approaches to business coaching, therefore, incorporate significant consideration of the relational dynamics between the triangle of coach, coachee and organisation, and focus on the coaching relationship and its systemic interaction with the business environment.

Business Coaches

- Business coaches are required to combine tools and techniques from various source with a focus of enhancing personal and organisational performance in the workplace.
- This requires the use of diverse strategies without being restricted by theoretical differences and coaches should use the most viable approach and intervention based on their experience and what makes most sense in the context.

The environment

- The environment is the current systemic reality.
- For the coachee this is the business context (business model, strategy and market forces), organisational culture, work-based team and socio-political situation within which they operate. The coachee's job profile, required competencies and performance deliverables are born in this dimension and are a concrete expression of it.
- The environment specifically includes how the coachee is perceived by others, ergonomics and all environmental stressors.
- The object is to understand the way the environmental system works and what the coachee is 'holding' for the system in their role.

Environmental Questions

- 'How do things work around here?
- How does one get ahead?
- Who is who, and who is ahead and behind?
- What kind of things happen here that nobody would easily and openly admit?
- What should one never and always do here?
- What has happened in the history of this place that most people know has set the current tone and direction?
- What is the secret to success here? How do decisions really get made?'

Theoretical frameworks

- The theoretical frameworks models that may be applicable in this dimension describe the way human beings perceive and behave within the environment (system/group/company/market), and how the environment affects and drives their behaviour and perceptions.
- These theories include:
 - Systems theory and social psychology.
 - Organisational culture
 - Business models and research.
 - Leadership theories (Covey, Maxwell, Northouse).
 - Performance management theory and practice.

The individual dimension

- The individual's resume informs things such as experience, competence etc.
- Deeper behavioural information may come from personality type, relationship with authority, power and control, self-esteem, confidence, learning style and self-limiting beliefs. These are commonly hidden but nevertheless play a powerful role in determining success.

Sources of information

- Personality profiles and emotional intelligence assessments.
- Work history and resume.
- Competency-based assessments.
- Leadership inventories.
- Learning styles assessments.
- Getting the coachee to tell their story is important (as it is in an interview for a job).

Theoretical Frameworks

- Personality theories – multiple.
- Team roles.
- Various clinical psychological theories.
- Industrial psychology.
- Human behaviour theories such as NLP.

The coaching Relationship

- This dimension brings the individual and the environment into dialogue in a way that promotes alignment, integration and improved performance.
- In other words, business coaching is born from the desire of both the environment and the individual to exist in an improved state of relationship.
- Business coaching goals are expressions of this call to relationship, for example: 'Since I've been promoted to executive, I need to move from a management mindset to more of a leadership mindset.'

Improved state of relationship

- Furthermore this approach offers relative freedom from moral or clinical judgements because business coaching is not so much about correcting something 'wrong' with the coachee or the organisation but more about bringing them into an improved state of relationship.
- Clearly coaching is often about change and transformation, but the foundation from which the coaching works is relationship.
- This opens the door to coaching outcomes that are not just about change, but also about acceptance of what is; letting go of the expectation of something different for both the individual and the environment and appreciating the value of what is already there.

See theory U

The “AXIS” or the trunk

- The term ‘axis’ is used to describe this orientation then because the coaching relationship is actually constituted as a systemic and relational axis between the individual and their environment and because, put simply; business coaching is more about gaining awareness and finding agreement between the dimensions than it is about fixing a deviant, damaged or resistant individual.
- It is important to remember that the coach is learning about themselves in each interaction.
- Be aware of transference and counter transference.

Data sources

- There are also several 'hard' data sources that inform the coaching relationship. These express the contract between the environment, the individual and the coach, for example:
 1. The coaching contract, outlining boundaries, fees, timelines and expectations.
 2. The coaches' ethical code of practice.
 3. Company policies or processes that affect the conduct of the coaching relationship.

The “process”

Relate some aspects to KOLB.

1. **Track** emerging themes in the form of issues, individual goals and coaching goals. This can include environmental (organisational) and individual themes.
2. **Insight** – explore and reflect on the themes that arise, using whatever tools are relevant.
3. **Action** – embed the insight into action – real, measurable behavioural change. Use simple tools like SMART. Question eg. “how would you behave differently”. Compare this to the feedback cycle used in performance appraisals.
4. **Reflection** – Reflect on the learning process. Serves to embed the awareness gained and facilitate further learning. E.g “how is it going?” The reflective loop can give rise to deeper themes and further insights may emerge.
5. **Termination** – the process could continue for ever but should be terminated with integrity when sufficient progress has been made.