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**CMI Level 7 Certificate in
Leadership Coaching &
Mentoring**
October 2023

Day One

Welcome!



- Agenda and Timings
- Professional registrations – CMI and AC
- Pre-work – Julie Starr extract 'What is Coaching?'
- Co-coaching Sets
- Introductions – Name, role, previous coaching experience:

why this why now?

- What to expect...



Attitudinal Foundations



ATTITUDINAL FOUNDATION	DESCRIPTION
NON-JUDGING	Impartial witnessing, observing without evaluation and categorisation.
PATIENCE	Allowing things to unfold in our own time, patience with ourselves and others.
BEGINNER'S MIND	Seeing things as if for the first time, being receptive to new possibilities.
TRUST	Trusting both oneself and the process.
NON-STRIVING	Non goal orientated, remaining unattached to the outcome or achievement.
ACCEPTANCE	Open to seeing and acknowledging things as they are. It does not mean approval.
LETTING BE (rather than letting go)	Non attachment and the ability to put aside the tendency to elevate some aspects of our experience and to reject others.



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Group Contracting



The Coaching Process

Bird and Gornall (2017)



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Setting the Context for Coaching

Bird and Gornall (2017)



“Coaching gives people the time and space to reflect on action and how it is impacted by other elements of their world – personal, systemic, physical, emotional, evidenced and assumed; to identify key issues and underlying motivations; to create new ways of telling their story; to think differently and apply their changed perceptions in planning and rehearsing alternate behaviours”.

Defining Coaching



‘Coaching helps leaders to focus on where they want to go, become aware of blocks, attitudes and aptitudes that affect their choices.

Ownership of content and decisions remain with the coachee throughout, the coach is merely a helpful conduit to this process.

Dialogue is targeted and focussed to meet individual needs and desired outcomes.

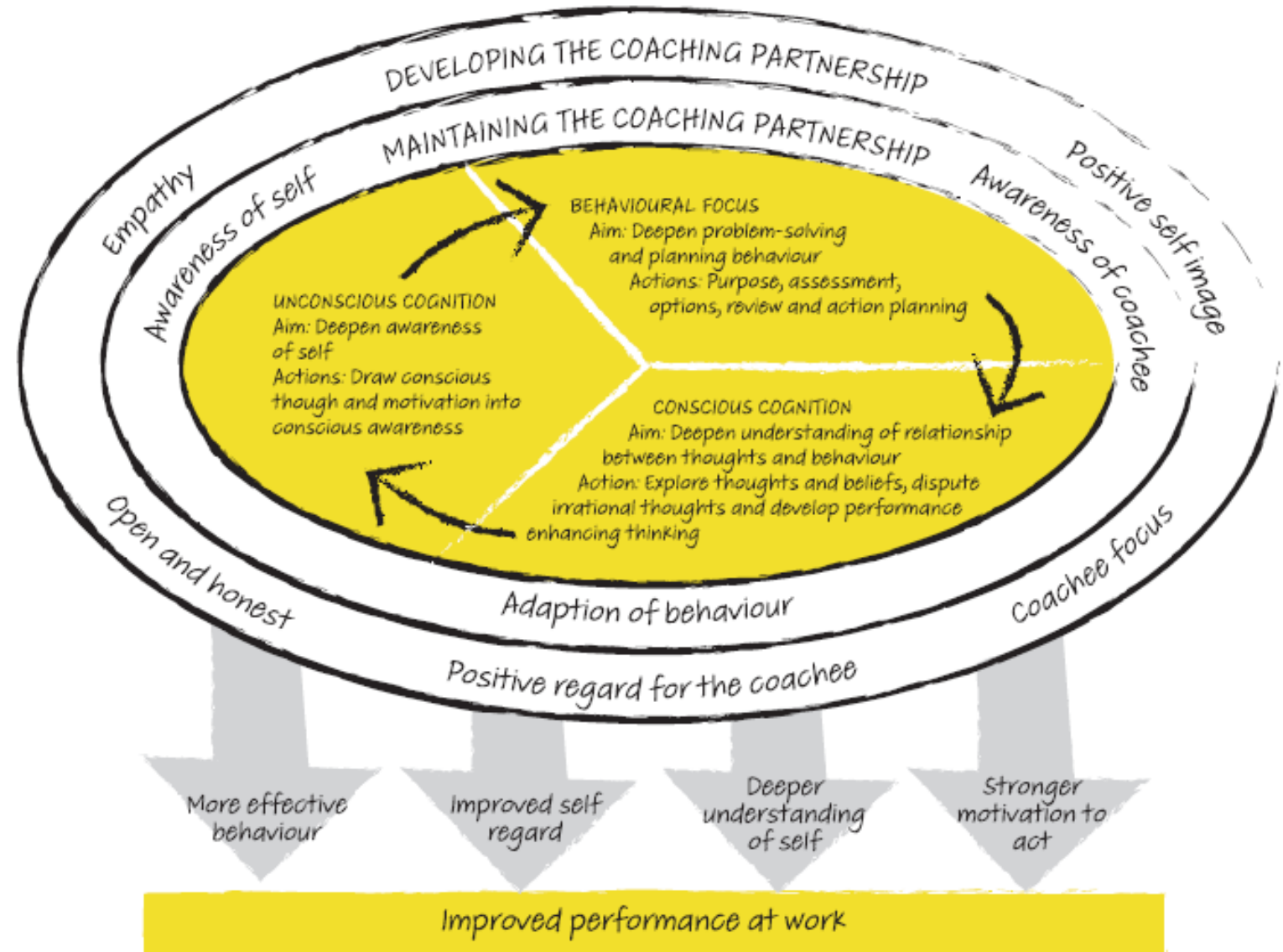
‘Coaching is the facilitation of learning and development with the purpose of improving performance and enhancing effective action, goal achievement and personal satisfaction.

It invariably involves growth and change, whether that is in perspective, attitude or behaviour.’

Peter Bluckert (2006)

The Integrated Approach

Passmore (2007)



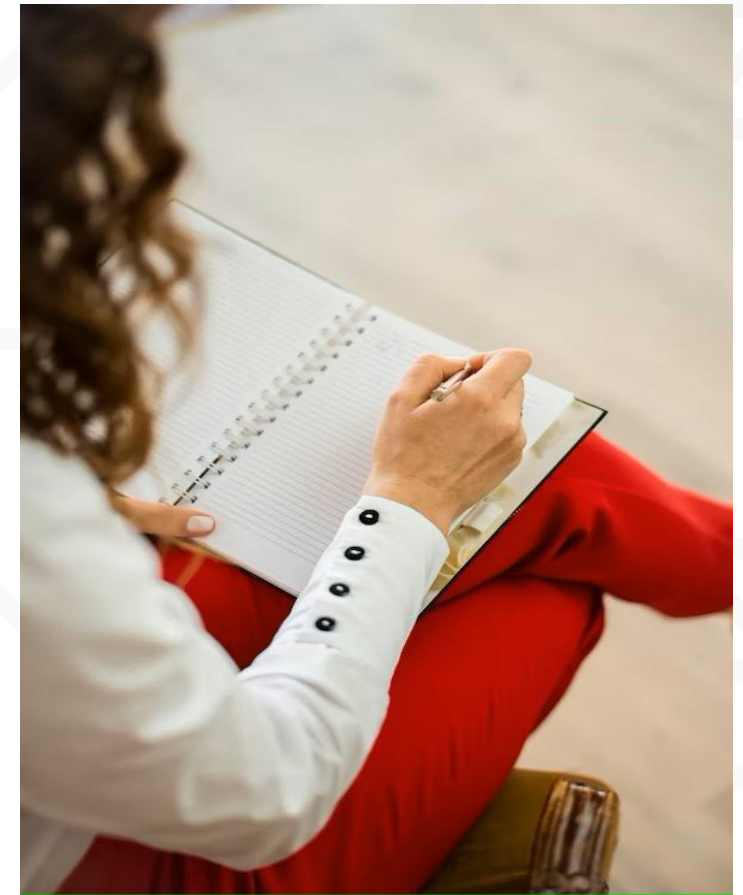
* Integrative coaching: a model for executive coaching', Consulting Psychology Journal: Practice and Research, American Psychology Association. 59(1), 68-78

The Coachee Experience

Passmore (2010)

- Confidentiality
- Holding emotions
- Challenge and support
- Problem solving
- Setting take-away tasks
- Being non-directive
- Using self as a tool
- Developing alternative perspectives
- Questioning, listening and reflecting
- Staying focused
- Being empathetic
- Using tools and techniques

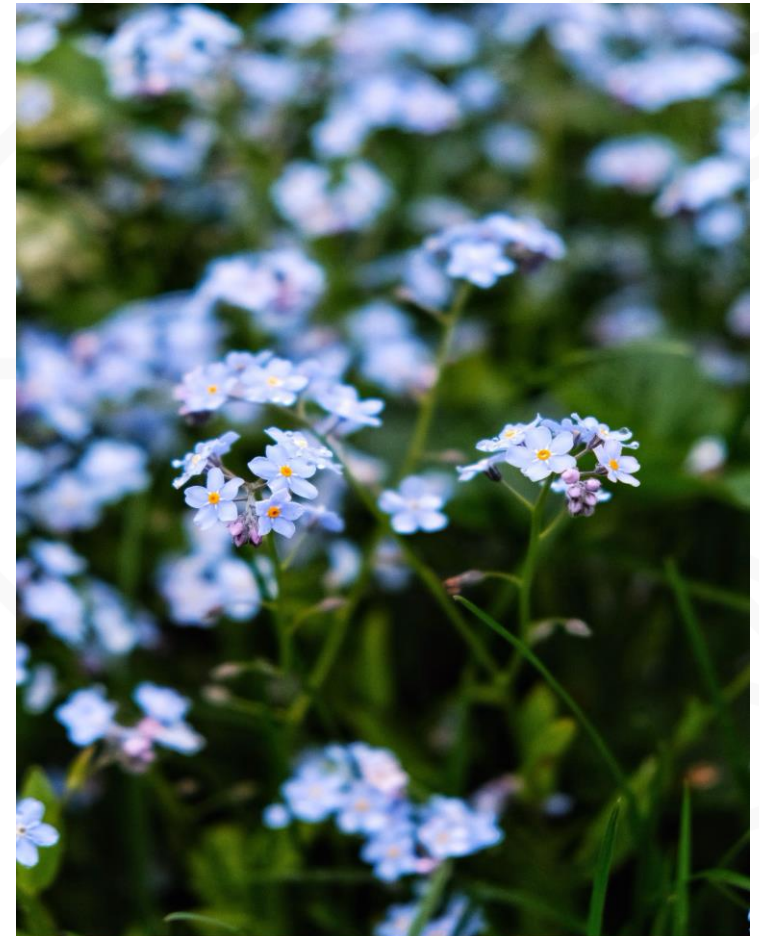
* International Coaching Psychology Review • Vol. 5
No. 1 March 2010. The British Psychological Society –
ISSN: 1750-2764



Programme Requirements



- Submit 3000-3500 word written assignment for each programme unit – 7020 and 7015
- Complete a minimum of 30 hours coaching practice and reflection (relative to level / experience)
- Complete – Coaching Hours Practice Log, Coaching Reflective Log, Self-Study/Learning Log, Learning Journal
- Engage in 2 x peer coaching supervision sessions (included in workshops)
- Co-coaching Set Meetings (x 3)
- Review documentation and submit portfolio



Chartered Management Institute



Designed to help people get the most from their programme and advance their management career, studying membership gives access to a wide range of specialist support and development materials and services, including access to:

- Management Direct
- Networking opportunities
- CMI library
- CMI mentoring
- Publications
- Career Development Centre
- Chartered Manager status

<https://www.managers.org.uk/individuals/existing-members/managementdirect>.



Professional Coaching Bodies



AC (Association for Coaching)

<http://www.associationforcoaching.com>

EMCC (European Mentoring & Coaching Council)

<http://www.emccouncil.org>

ICF (International Coach Federation)

<http://www.coachfederation.org>

British Psychological Society: Division of Coaching Psychology

<https://www.bps.org.uk/member-networks/division-coaching-psychology>



Directive Vs Non-Directive Communication



- Reflecting back using the other person's own words
- Instructing
- Listening to understand
- Giving advice
- Paraphrasing by rephrasing the other person's words
- Asking open questions that raise awareness
- Making suggestions
- Offering guidance
- Summarising an extended piece of conversation
- Giving feedback



Directive Vs Non-Directive Communication



PUSH

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PULL



Fundamental Coaching Skills

Starr (2015)



Humanistic Psychology

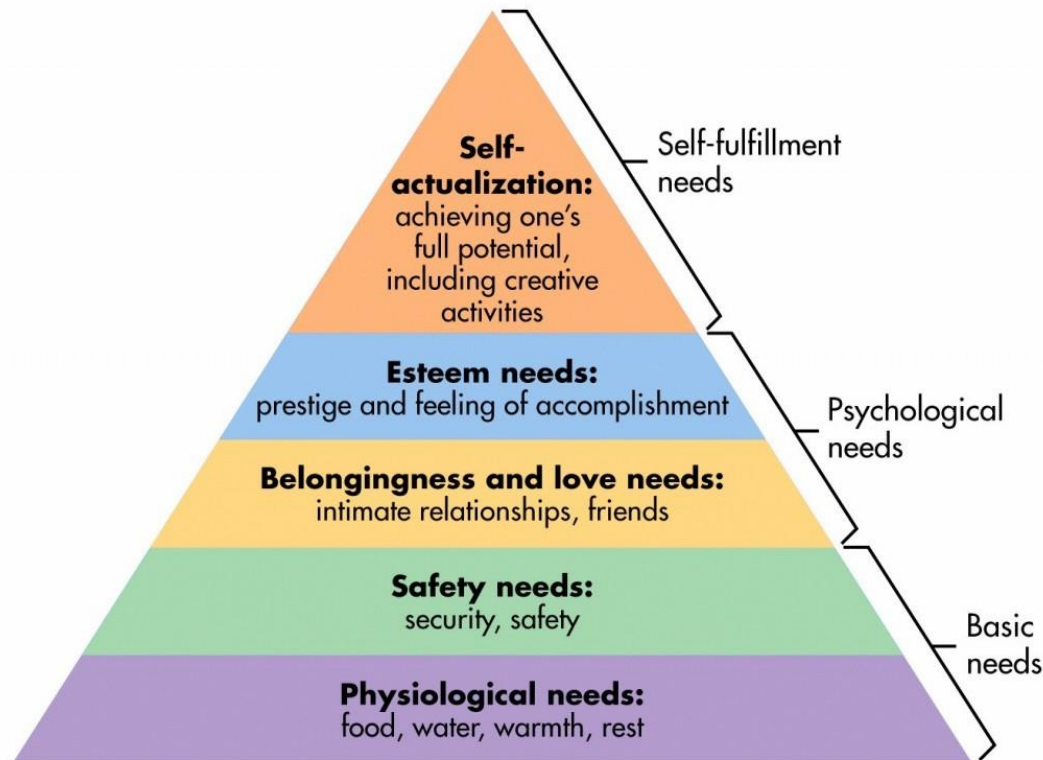


- Humanistic psychology is a perspective that emphasises looking at the whole individual and stresses concepts such as free will, self-efficacy, and self-actualisation. Rather than concentrating on dysfunction, humanistic psychology strives to help people fulfil their potential and maximize their well-being.
- This area of psychology emerged during the 1950s as a reaction to psychoanalysis and behaviourism, which had dominated psychology during the first half of the century. Psychoanalysis was focused on understanding the unconscious motivations that drive behaviour while behaviourism studied the conditioning processes that produce behaviour.
- Humanist thinkers felt that both psychoanalysis and behaviourism were too pessimistic, either focusing on the most tragic of emotions or failing to take into account the role of personal choice.
- However, it is not necessary to think of these three schools of thought as competing elements. Each branch of psychology has contributed to our understanding of the human mind and behaviour.

Humanistic Psychology (1950's)



Maslow's Hierarchy of Needs



Both Rogers and Maslow regarded personal growth and fulfillment in life as basic human motives. This means that each person, in different ways, seeks to grow psychologically and continuously enhance themselves. However, Rogers and Maslow both describe different ways which self-actualization can be achieved.

According to Maslow, people also have needs which must be met for self-actualization to be possible. The basic needs e.g. food and water have to be satisfied before the higher psychological and emotional needs. This is shown in Maslow's hierarchy of needs.

According to Rogers, people could only self-actualize if they had a positive view of themselves (positive self-regard). This can only happen if they have unconditional positive regard from others – if they feel that they are valued and respected without reservation by those around them (especially their parents when they were children).

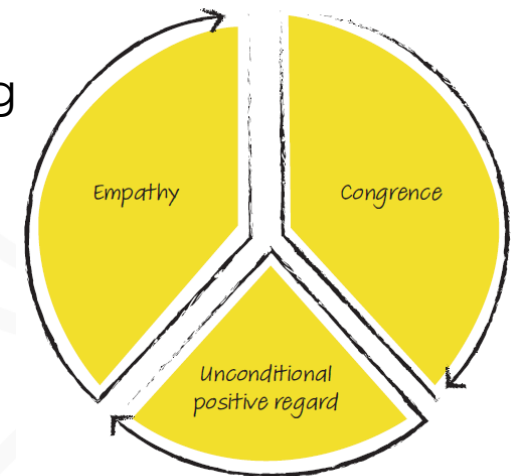
The Core Conditions – Rogers



Rogers listed the six conditions as follows:

1. Two persons (coach and client) are in psychological **contact**.
2. The first, whom we shall term the client, is in a state of incongruence.
3. The second person, whom we shall term the coach, is congruent or **integrated** in the relationship.
4. The coach experiences **unconditional positive regard** for the client.
5. The coach experiences an **empathic understanding** of the **client's internal frame of reference** and endeavours to communicate this experience to the client.
6. The communication to the client of the coach's empathic understanding and unconditional positive regard is to a minimal degree achieved.'

***'No other conditions are necessary. If these six conditions exist and continue over a period of time, this is sufficient. The process of constructive personality change will follow.'* (Rogers, 1957: 95–96)**



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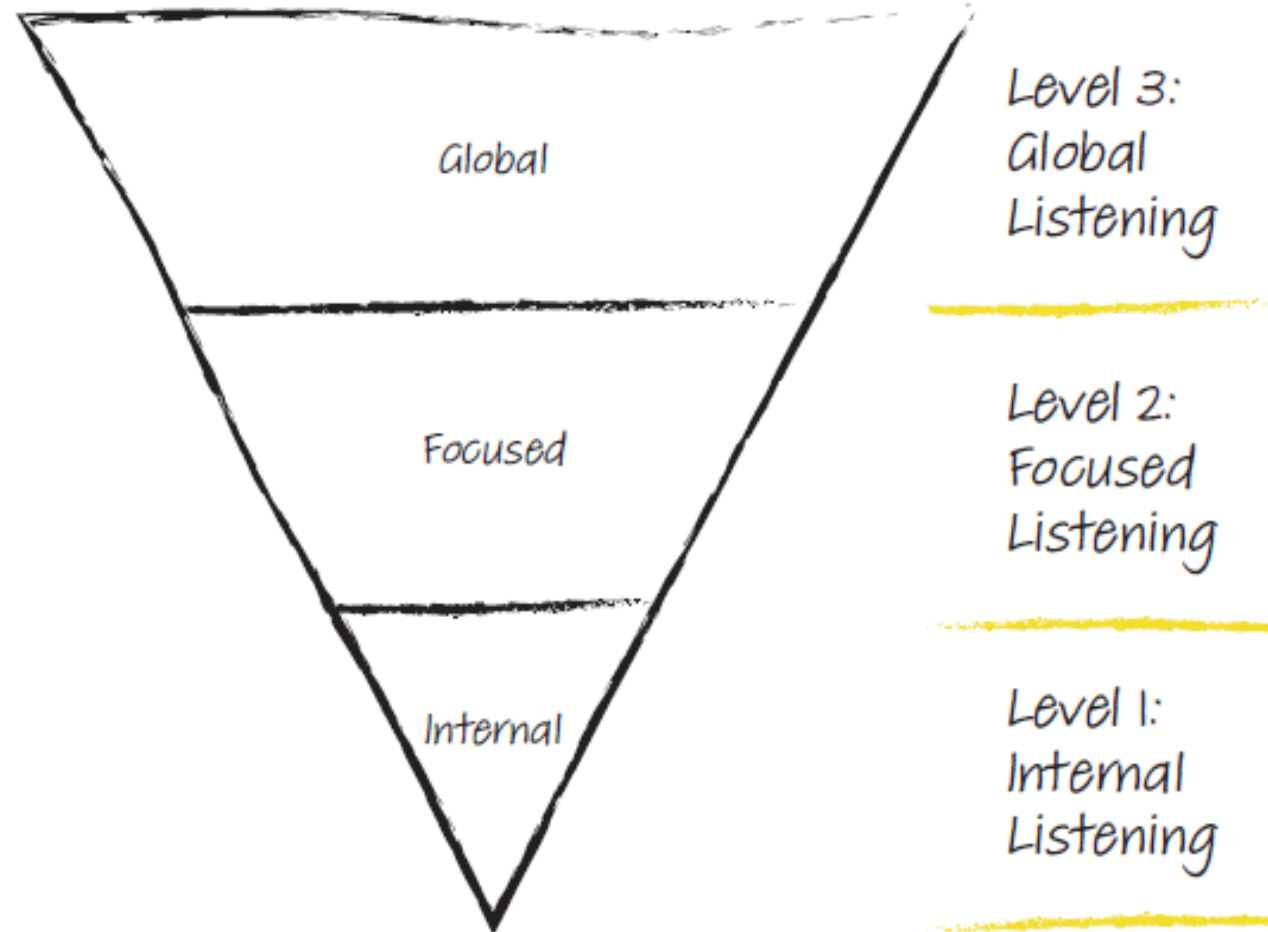
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Levels of Listening

Co-Active Coaching



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Beneath the Words – being in ‘contact’





...we'd love to continue the conversation.

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