

Session 22: Environments where coaching flourishes

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Today we are exploring

- ✓ Environments where coaching will flourish
- ✓ Barriers to successful coaching and how to respond
- ✓ Where to refer people on to if coaching is not appropriate
- ✓ How to check the coachee's motivation
- ✓ Dual listening
- ✓ Links to Coactive coaching
- ✓ What this means for you personally
- ✓ The importance in a parenting context

What does ‘environment for coaching to flourish’ mean to you?

- ✓ Where do you flourish?
- ✓ What helps you to flourish?
- ✓ How does flourishing feel in your body?
- ✓ What could make an environment even more supportive?
- ✓ What does flourishing help you to do, be or have?
- ✓ What helps you to create a space where someone else can flourish?
- ✓ How do you know it is working?
- ✓ What do you do if it stops working?
- ✓ What else do you notice?
- ✓ Refer to the sensory checklist for further ideas

Environments where coaching flourishes

For a a person to truly flourish, they need a number of key things working in harmony in order to grow to their fullest capacity, just like a plant does. These things include:

- ✓ To know that they make sense and they matter
- ✓ For coaching to be the correct intervention
- ✓ A supportive yet inspiring relationship container
- ✓ A positive and safe physical space
- ✓ An opportunity to get a different perspective
- ✓ An appropriate pace that matches their processing / learning / growth speed
- ✓ An understanding of any sensory needs the individual has that might impact their interaction with an environment
- ✓ Ways to eliminate the barriers to flourishing

The importance of contracting

Contracting can be a big part of creating that environment for flourishing to occur. It is the time to:

- ✓ Highlight that the coachee makes sense and they matter
- ✓ Check that coaching is the correct intervention
- ✓ Create the supportive yet inspiring relationship container together
- ✓ Decide on what feels like a positive and safe physical space for that individual – don't assume
- ✓ Confirm how much challenge the coachee wants on their current perspective
- ✓ Discuss an appropriate pace that matches their processing / learning / growth speed
- ✓ Discuss any sensory needs a person may have that impacts their interaction with an environment
- ✓ Explore ways to eliminate the barriers to flourishing at the start

Barriers to successful coaching and how to respond

- ✓ Fear of failure: explore what failure means to the person and how the coaching relationship can support the person to experiment with new ways of doing things as a learning opportunity
- ✓ Previous experience – low or high, good or bad: explore previous coaching experiences and what can be learned to enhance this relationship
- ✓ Fear of change: explore how change can feel, change processes and timings so that the change is anticipated in a positive way
- ✓ Lack of motivation: explore values and beliefs, what is holding the person back at this time?
- ✓ Lack of confidence: look for things the person has already achieved and agree small manageable tasks that cvan enhance confidence building
- ✓ Not enough time: review how the person is spending their time and what can be done differently
- ✓ Lack of trust: go back to the contracting to explore where the breakdown has occurred

Where to refer the coachee on to if coaching is not appropriate

- ✓ Identify what the person needs
- ✓ Ask for support through supervision or from other coaches if it is not clear
- ✓ Possible places that could be suitable:
  - ✓ Counselling for trauma or past challenges that are getting in the way of coaching progress
  - ✓ A course in order to learn a particular skill
  - ✓ Mentoring if the person needs a wise and trusted person who is further along the path than they are in a particular area
  - ✓ Local safeguarding team if someone is at risk of harm: https://www.gloucestershire.gov.uk/gsab/i-am-a-professional/the-learning-zone/
  - ✓ Another coach if the relationship is not working for some reason

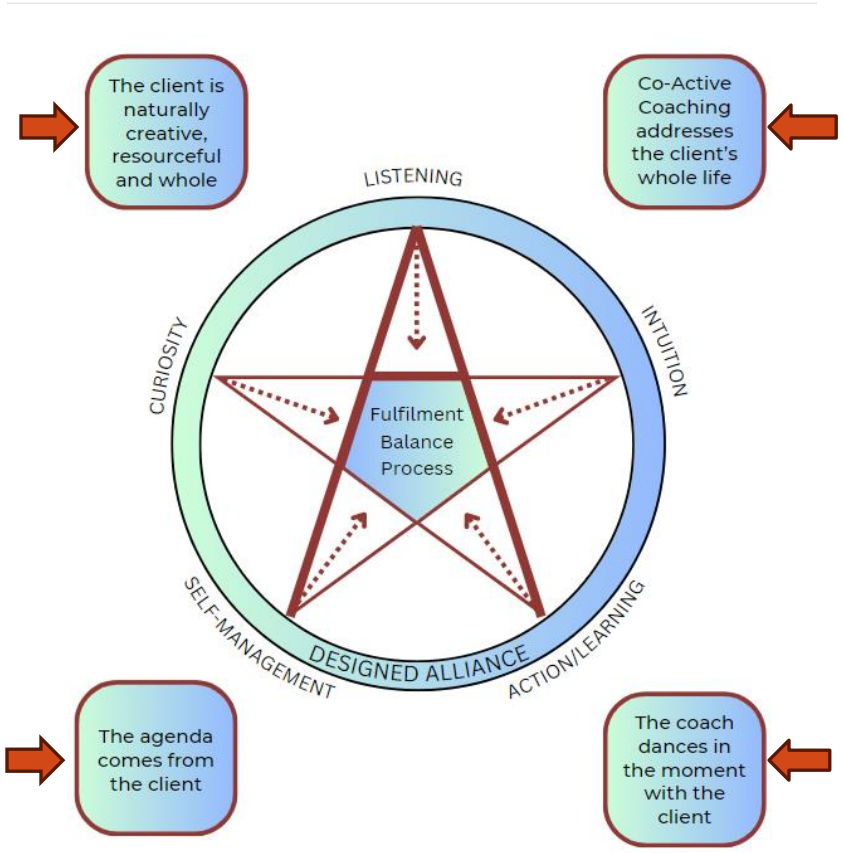
How to check the coachee's motivation

- ✓ Look for signs of the coachee not being motivated:
  - ✓ Tone of voice
  - ✓ Body language
  - ✓ Works being used
- ✓ Describe what you notice to the coachee and ask them how they feel about that
- ✓ 'On a scale of 1-10 with 1 being not at all and 10 being completely, how committed are you to this course of action?'
- ✓ 'What would make that a 10?'

Dual listening – noticing what is going on inside you

- ✓ Listen deeply to your own internal voice when you are exploring the contracting and reviewing contracting if there are challenges within the coaching relationship
- ✓ What are you telling yourself about this?
- ✓ Use the 4 questions from Byron Katie:
  - ✓ Is it true?
  - ✓ Can you absolutely know that it's true?
  - ✓ How do you react when you believe that thought?
  - ✓ Who would you be without the thought?
  - ✓ https://thework.com/2017/10/four-liberating-questions/
- ✓ Reflect on how the situation has unfolded
- ✓ Discuss in supervision

Environment for flourishing in coactive coaching



- ✓ The coachee is naturally creative, resourceful and whole, so what do they already know about what will enable them to flourish?
- ✓ In what other areas of their life are they already flourishing?
- ✓ The agenda comes from them and ultimately they decide what environment best suits them. It will be different for different people and may change over time
- ✓ When dancing in the moment the coach might sense something that could support the coaching environment – it can be explicitly spoken about

What this means for you personally

- ✓ Reflect on environments that support you to flourish – what helps you to feel flourish in a coaching relationship?
- ✓ Use the questions at the start of this session to help you reflect
- ✓ Identify 3 ways you want to develop the coaching environment you create at the moment – with awareness that you can explore other aspects another time
- ✓ Plan what you will do over the next month to develop a positive coaching environment
- ✓ Look through the lens of how these skills are helping you as a parent
- ✓ Consider how creating a positive coaching environment can help other parents

The importance in a parenting context

- ✓ The ability to review the environment you are creating for people around you will naturally influence your parenting, whether you focus on it or not
- ✓ You can share this ability with coachees, both formally by showing and explaining, and informally by modelling the approaches in your sessions
- ✓ You can pick the knowledge, skill or behaviour that feels relevant in the context:
  - ✓ What environment helps the coachee's child to flourish?
  - ✓ How does the child feel in their body when they are in a positive environment?
  - ✓ How can the coachee check in with their child and develop that positive environment further?
  - ✓ What can the coachee do to move the positive environment from the house to other places?
  - ✓ How can the coachee negotiate with others to ensure the child's positive environment is maintained?
  - ✓ The sensory checklist may help the coachee parent get a deeper understanding of their child's needs