

Session 23: Creating healthy contracts

CHARLIE MITCHELL



Today we are exploring

- Contracting with the coachee, including aspects to consider every time
- Agreeing the coaching process and approach
- How to make each agreement bespoke
- Reviewing contracting
- Dual listening
- Links to Coactive coaching
- What this means for you personally
- The importance in a parenting context

What does ‘creating healthy contracts’ mean to you?

- ✓ When have you made a healthy agreement with someone?
- ✓ What helped you to create that agreement together?
- ✓ How does it feel in your body when you have a helpful and healthy agreement?
- ✓ What could make the agreement even more supportive?
- ✓ What does a healthy contract help you to do, be or have?
- ✓ What helps you to create a healthy contract with someone else?
- ✓ How do you know it is working?
- ✓ What do you do if it stops working?
- ✓ What else do you notice?
- ✓ What paperwork do you want in place to make this consistent for you and your coachees?
- ✓ Explore the different contracts in the course materials for ideas

Contracting with the coachee: to cover every time

Creating a healthy contract with a coachee can become the foundation of the 'designed alliance' as it is called in Coactive Coaching. We are trying to do a number of things when we are contracting:

- ✓ Confidentiality, Code of Ethics, support and supervision for the coach, insurance
- ✓ Helping the coachee to understand what coaching is and what it isn't
- ✓ Answering common questions they have and perhaps questions they don't realise they have
- ✓ Help the coach and coachee to feel safe within the relationship
- ✓ Create plans for reviewing the coaching
- ✓ Decide what will happen if things go wrong
- ✓ Agree logistics of what will happen when, where, and how finances are dealt with
- ✓ Understand if there are support needs, sensory differences or access requirements
- ✓ Ways to eliminate the barriers to progression

Agreeing the coaching process and approach

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

- ✓ Opportunity for the coach to explain how they work
- ✓ What process do they use?
- ✓ Are there creative resources?
- ✓ Particular models that influence their approach?
- ✓ Coach's values and beliefs
- ✓ The kinds of clients that the coach works with successfully
- ✓ The kinds of situations the coach refers coachees on to other support

How to make each contract bespoke

- ✓ Reflect on the information you already know about the coachee from their pre-coaching questions
- ✓ What is unique about this coachee and their situation?
- ✓ What is unique about their needs and requirements?
- ✓ What will help them to get the most out of this time that you have together?
- ✓ How can you adapt what you are doing to meet their needs even more deeply?
- ✓ Review regularly so the contract becomes more bespoke over time
- ✓ Ask the coachee what their perspective is
- ✓ Discuss as part of group reflection or supervision to explore how you can make the contract even more bespoke to the coachee

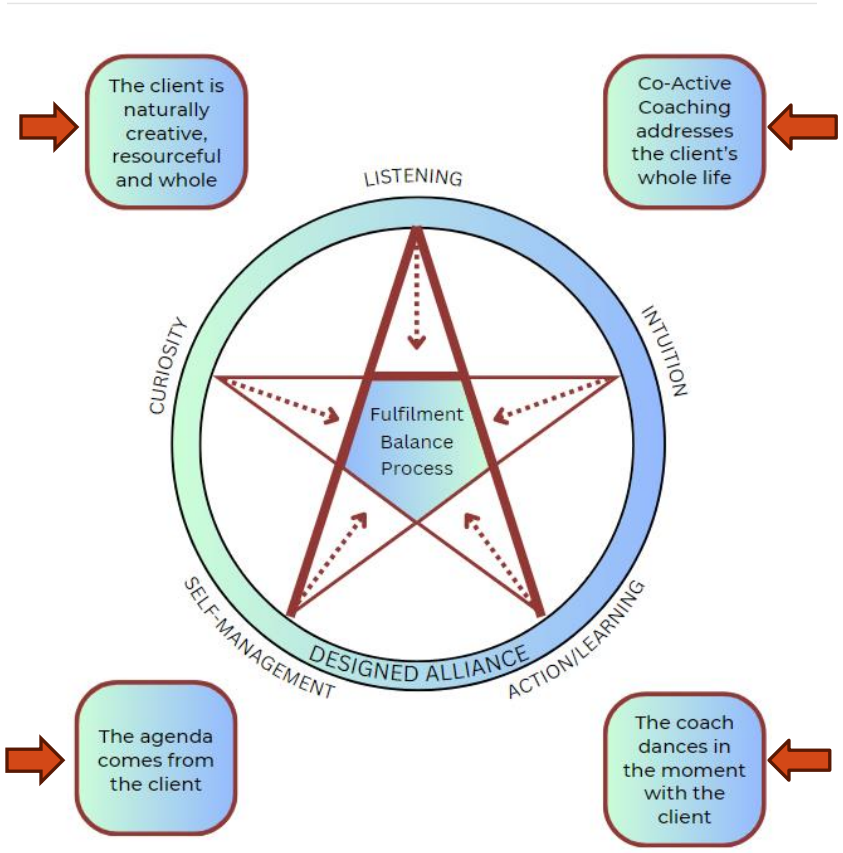
Reviewing contracting

- ✓ At the start decide when you will review the contracting together
- ✓ Depends on the length of the relationship
- ✓ Contract at the beginning, review a third and two thirds of the way through and at the end
  - ✓ Week 1, week 4, week 8, week 12
- ✓ Remind the coachee that the review is coming up and ask them to reflect on the relationship so far:
  - ✓ Use a reflection sheet
  - ✓ What has worked well, not going so well, could be done better
- ✓ Create dedicated time within the session for the review
  - ✓ Could be 10 or 15 mins or an hour, depending on the length of the relationship
- ✓ Confirm what needs to change and who will be taking what action
- ✓ Use the information from the review in the next review and in the final review
- ✓ Discuss in supervision to explore how you can improve your contracting

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

Contracting in coactive coaching



- ✓ Contracting is a big part of creating the designed alliance between the coach and coachee that leads to fulfilment, balance and process
- ✓ It involves listening, intuition, action and learning, self-management and curiosity
- ✓ As such, every contract will be slightly different, with different emphasis and requirements to suit the individuals needs
- ✓ It will also change over time as the client grows and the coach dances in the moment

What this means for you personally

- ✓ Reflect on healthy contract you have held with people – what helps you to feel held 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 contracts 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 your contracting process
- ✓ Look through the lens of how these contracting skills are helping you with clarity as a parent
- ✓ Consider how creating a healthy contract can help other parents

The importance in a parenting context

- ✓ The ability to create healthy agreements with 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 individual and family agreements help the coachee's child to flourish?
  - ✓ How does the child feel in their body when there are healthy agreements?
  - ✓ How can the coachee check in with their child and develop healthy agreements further?
  - ✓ What can the coachee do to move the healthy agreements from the house to other places?
  - ✓ How can the coachee negotiate with others to ensure the child's healthy agreements are maintained?
  - ✓ The family agreement may help the coachee parent think about healthy agreements in the family context