

Appendix 1

A Developing Existential Model for the Coaching Conversation

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Appendix 1

A Developing Existential Model for the Coaching Conversation*A Definition of Coaching*

Coaching is relationship-driven. The coach's goal is to facilitate personal and professional growth, by helping the client to identify and replace limiting assumptions and limiting paradigms with self-discovered empowering assumptions which help the client to achieve their desired outcomes.

(Sunny Stout Rostron, 2005)

Appendix 1

A Developing Existential Model for the Coaching Conversation

A1.1 Influences on the model

This first section (Part I) explores the development of my coaching model, and looks at how the coaching intervention has become the major focus of my research and coaching practice. In order to describe the coaching model as it is today, I explain which coaching frameworks have primarily influenced my work: i.e. two, three and four stage models; circularity (I-coach model) quadernity, for example Ken Wilber's integral model; David Kolb's learning styles; Will McWhinney's four worldviews (sensory, social, unitary, and mythic) and the four-colour wheel of the Insights Jungian management profile.

Other influences have been CBT (cognitive behavioural theory); values and motivation interventions (based on management science and NLP, or neuro-linguistic programming); Spinelli's phenomenological approach to existentialism; Yalom's existential approach to psychotherapy; and the contemporary coaching frameworks of Mary Beth O'Neill, Robert Hargrove, John Whitmore, Michael Hall, Peter McNab and James Flaherty.

A1.2 Frameworks, tools and techniques

As a result of my doctoral research, my model has been reconstructed many times. This is primarily due to the influence of contemporary literature, my work with clients, academic lectures (which I both attended and designed) and the research project itself. The following theories (with their complementary tools and techniques) currently influence how I have developed the coaching intervention inside the client / coach conversation.

Appendix 5 contains examples of my early coaching model, the developing stages and how the model looks today.

A1.3 Initial basic question frameworks

When I first started to coach team leaders and executives who led the teams I was training, I worked with simple question frameworks (two, three and four question models). The first question framework I worked with was a two-stage model, which ultimately led to an understanding of the four components of emotional intelligence (self awareness, self management, social/relationship awareness, and social/relationship management) (Goleman, 1996).

A1.4 Two-question framework

In the early 1990's, I used a two-question framework that helps the client to determine their underlying values, beliefs and feelings. It was an insightful position to begin a coaching conversation as it went a level deeper than just understanding what was working, what was not working and what (if anything) could be done differently. The two-question framework looks at intrinsic drivers or motivators and helps to understand if the client's goals are in alignment with their key drivers.

A1.4.1 The two questions of the two-stage model

- What is important to you about your personal life/your professional life?
- What is important about that?

In this framework, the coach looks for the intangible drivers or internal motivators. Therefore part of the briefing before doing this exercise is to talk with the client about the difference between intrinsic and extrinsic motivation.²

Motivation is intrinsic to our underlying values, beliefs and feelings. The coach wants to find out what those internal drivers for their client are. I explain to the client that external motivators come into action when someone else tries to hook our internal motivators, to encourage us or make us want to do something. This two-stage model is simply a two-question framework.

Another question the coach could ask is "Anything else?" When I demonstrated this in front of a group of learner practitioner coaches, they were surprised at the depth of the answers. This is because the coach is uncovering those core feelings, values and beliefs. Typical responses are intangibles which cannot be measured: e.g. financial security, honesty, integrity, balance, and freedom to choose, support, doing something of value, giving something back, helping others and teaching. This process begins to touch on individual existential anxieties.

A1.5 Three-question framework

A simple three-stage model that I used early on (and continue to teach to learner coaches to help them understand the power of asking questions as opposed to telling and the importance of developing active listening skills) opens up the coaching conversation; this can represent either the 'input' of a session, or all three stages (input, throughput, output) in its simplest form:

1. What is working?
2. What is not working?
3. What (if anything) can you do differently?

See Appendix 2, Slide 60 for an example of this model.

A1.6 Four-question framework

The first goal setting framework that I used with coaching clients was GROW; its use added greater depth to the process. I continue to teach this to practitioners who need to understand the need for structure, listening skills and how to ask questions. It is primarily a goal setting tool, but can be used in many different formats as outlined by John Whitmore in *Coaching for Performance* (2002). See the endnote for my interpretation of GOAL.³

Another four-stage model that I worked with was the EQ (Emotional Intelligence) model developed by Daniel Goleman (1996). Each of the areas provided fuel for investigation inside of the coaching conversation, usually starting with questions about self awareness and self management, moving at a later stage to develop relationship awareness and relationship skills (such as interpersonal communication, managing people, and handling conflict). I have rearranged Goleman's model to align with the Insights model or Wilber's (2000) four quadrants (left hand side for intrinsic, right hand side for extrinsic). See Slides 27 and 58 in Appendix 2 for examples of the Insights and Wilber models.

Figure A1.1 Emotional Intelligence Model

Self-awareness	Self-management
Relationship awareness	Relationship management

Figure A1.2 Emotional intelligence: competencies and associated skills

<i>Self-awareness →</i>	<i>Self-management →</i>	<i>Relationship awareness → (Team awareness)</i>	<i>Relationship management → (Team management)</i>
Knowing self	Inter-personal behaviour	Organisational culture (values, beliefs, feelings)	Team behaviour Client management
Resistances	Communication skills	Environment	Conflict management

Purpose	Management skills	Politics	Systems integration
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A1.7 Other holistic question frameworks

Other holistic frameworks I worked with and continue to work with are:

A1.7.1 Best Year Yet

The Best Year Yet 10-stage model is a goal setting, team alignment, and an individual/ team coaching process. In the 10 stages the coach helps the individual or team to set goals and develop new guidelines, new values and a new empowering paradigm or vision. The central focus is on the moment of change (transformation of a disempowering paradigm to an empowering one). The model is based on moving from the past, the last twelve months, into the next twelve months. This is a useful one-on-one coaching tool, as well as a tool for a team coaching process. It was developed by Jinny Ditzler (2001).⁴

A1.7.2 Problem and solution focused approaches and action learning

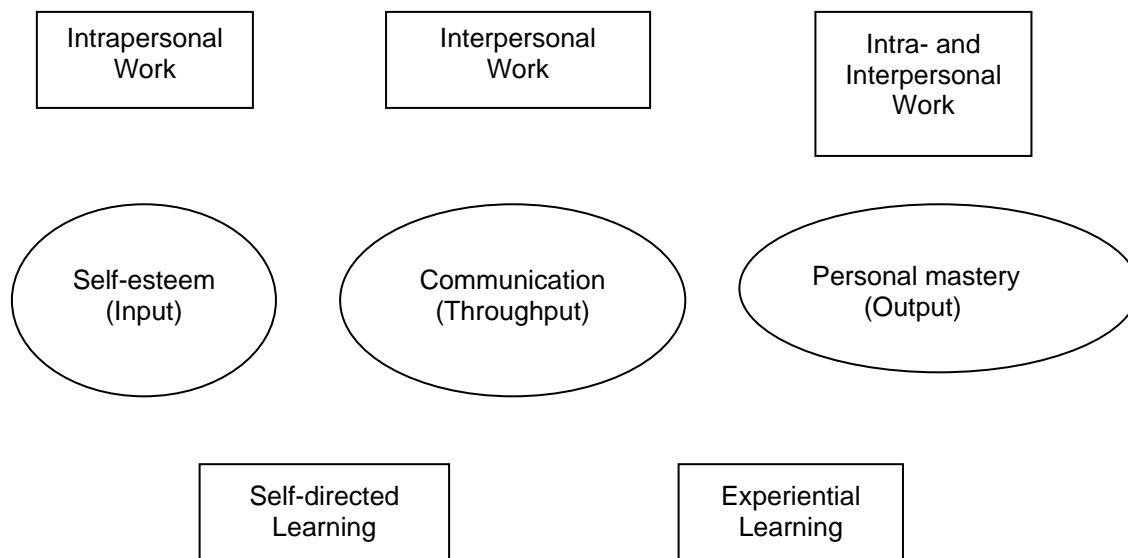
I worked with two problem-focused approaches, a solution-focused approach, and finally the action-learning model (a combination of problem and solution approaches). See footnote for the questions used in the action learning model.⁵

A1.7.3 Co-Active Coaching's Wheel of Life

A holistic circular model which looks at what is working; what is not working (with reference to nine areas of life: career, money, health, friends and family, romance, significant others, personal growth, recognition and physical environment). This model was developed by Whitworth, Kimsey-House and Sandahl (1998).

A1.8 I-coach Executive Coaching framework (Input/Throughput/Output)

During the first and second years of the doctoral process I became aware of the influence of the I-coach model (input/throughput/output) in my coaching conversations with clients, and of the concept of quaternity. My coaching process was changing dramatically as I developed greater skills, competencies and flexibility. Within my micro-model, the key areas I had been working with were: self esteem, communication skills and personal mastery, but my model was changing (see Appendix 2, Slide 60 for an example of the I-Coach [I-T-O] executive coaching framework). My first attempt to put it all together had intrinsic motivators on the left side; extrinsic on the right:

Figure A1.3 Developing model

Experiential learning has always been a focus for my work with clients, helping them to learn from their experience (I was originally trained in experiential learning techniques from the world of theatre and neuro-linguistic programming). However, in the early stages I began a coaching session looking at personal and professional values, self esteem and an understanding of self. This was done by helping clients to look at what was working and what was not working; how that impacted on their confidence and competence and finally on their performance. The second arena was developing communication skills and competencies (sets of skills), that led to developing personal mastery in the areas selected. The end goal was for the client to become a ‘self-directed learner’ (Harri-Augstein and Thomas, *Learning Conversations*, 1991).

My first interpretation of the input/throughput/output model was: **input**, meaning working at the level of self-esteem; **throughput**, meaning the one-on-one communication process in coaching; and finally, personal mastery becoming the **output** that both coach and client were aiming for. Surrounding this was the process of self-directed learning, beginning the process of experiential learning between sessions. The model was beginning to take shape.

A1.8.1 Circularity (I-coach model: Input, Throughput and Output)



The model became a combination of emotional intelligence competencies and the input, throughput, output process. With *input*, we addressed the client’s menu of issues for the session

that were impacting on their self esteem, clarifying which should be worked on in this session; *throughput* was the coaching conversation itself, interventions and questions used by the coach to help the client work through the identified presenting issues; finally in *output* we agreed actions to be taken, the summary and outcomes of the session, the learning the client has experienced, and ended the session writing up their learning contract (vision, strategy and goals). The point of the learning contract is to help the client move towards self-organised and self-directed learning.

A1.9 Emotional intelligence and quadernity models for leadership

I continued to look at Daniel Goleman's EQ model in relation to Ken Wilber's integral model, and James Flaherty and Peter McNab's adaptation of the four quadrants. See Appendix 2, Slides 30-31 for James Flaherty's model. Peter McNab adapted the four legs of the NLP table (outcome, sensory awareness, flexibility and taking action) and the 4-Mat model which was in alignment with Kolb's learning styles (*why*: engage emotions; *what*: engage thinking; *how*: engage body; so *what*: integrate (McNab, 2005: 37, 115).

Figure A1.4 Ken Wilber's Model (2000)

Individual Interior I	Individual Exterior It
Social Interior We	Social Exterior Its

Figure A1.5 James Flaherty's model (1999)

<i>I. Individual experience and consciousness:</i> <ul style="list-style-type: none"> • Thoughts and feelings • Emotions and mood • Body sensation 	<i>II. Body & behaviours:</i> <ul style="list-style-type: none"> • Body chemistry • Neuromuscular system • Genetic inheritance
<i>III. Culture & Relationships:</i> <ul style="list-style-type: none"> • Language • Rituals and customs • Morals 	<i>IV. Environment:</i> <ul style="list-style-type: none"> • Natural • Human-made • Technology & tools

Figure A1.6 My adaptation

Self-awareness Internal, individual, intentional	Self-management External, individual, behavioural
Relationship awareness Internal, cultural, collective	Relationship management External, social collective, systems

However, I was still working at the micro-level, at the level of self-esteem, communication and personal mastery which takes in all four quadrants of Daniel Goleman's EQ model. For me the learning was starting to work with four-quadrant and circular frameworks (with the three I-T-O circles in the centre of the quadrangle). I realised that my model didn't require any of the triangular models (Maslow, Habermas, the African Spirit Hierarchy); or Scharmer's U-process (see Appendix 2, Slide 51).

The model of quadernity (intrinsic, extrinsic, individual, and collective) had an impact on my work with clients who manage and lead teams. It has been useful from the point of view of looking at how they manage themselves, manage others, and manage the system within which they work.

In the third year of my doctoral research I explored in greater depth the philosophies and theoretical underpinnings to bring the model to where it is today:

- A. Circularity (I-Coach model [input, throughput, output]).
- B. Quadernity and Hippocrates.
- C. The Insights Jungian model.
- D. Kolb's adult learning theory.
- E. Frederick Hudson's stages of adult development.
- F. McWhinney's four worldviews (sensory, social, unitary, mythic).
- G. Ken Wilber's integral model.
- H. Nancy Kline's thinking environment model.
- I. Goals and relationship (Ernesto Spinelli).

- J. Relationship, experiential learning, and existential concerns (Ernesto Spinelli's existential phenomenology; Irvin Yalom's existential psychotherapy; learning from experience (Boud, Cohen, Walker, Freire).

A1.10 *Circularity - coaching framework (I-coach)*

The next few pages explain the development of the model; slides are in Appendix 4. The micro-model (i.e. the central core of my meta-model) is based on the three horizontal circles of the I-coach model for coaching.

A1.10.1 Input

As a coach (and for the client), where do you come from and what are you *informed by*? This is the input part of the coach's framework; the *Why*. It forms the centre core of my model, assuming the 'input' or beginning stage of the coaching conversation between coach and client.

A1.10.2 Throughput

The *process* the coach uses in the coaching conversation; it is called the throughput of the coaching framework. It is the *How*: in other words, what the coach actually does in the coaching conversation. This second stage of my coaching micro-model encompasses the theories, tools and question frameworks I use to intervene with the client in the coaching conversation.

A1.10.3 Output

In the meta-model this would be the *purpose* (*what for*) which I use in the coaching process and relates to the client's outcomes. In the micro model, output represents the actions, goals, results, and measurements expected from the coaching conversation, including an outline of what the client has learned, will do differently and goals set. This model has given structure to my coaching conversations and has enabled me to explore other frameworks, theories and constructs in the development of my meta-model.⁶

A1.11 *The concept of quadernity*

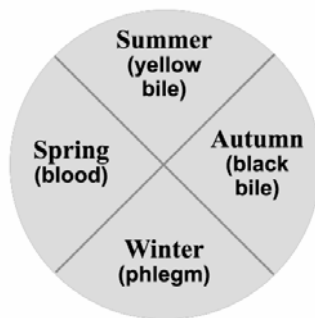
A1.11.1 Hippocrates

The development of my model has been heavily influenced by the concept of quadernity. This influence began with my original work with Hippocrates' model, followed by my work with the Jungian Insights' profile, David Kolb's (1984) four learning styles, Will McWhinney's (1996) quadernity framework, Frederick Hudson's (1998) four stages of life, Ned Herrmann's (1996) model of whole brain thinking, and Ken Wilber's (2000) integral model.

A1.11.2 Mandala – the archetypal quadrant

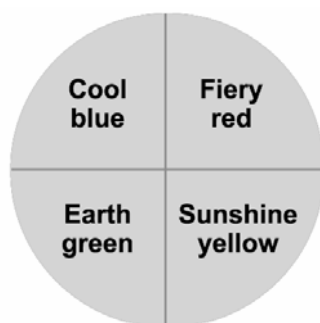
The simplest symbolic form of this is a squared circle, called a mandala in the East. It is a symmetrical arrangement of four parts around an accentuated midpoint, much like a four-spoked wheel. The mandalic shape is a symbol of wholeness. It represents an archetypal image of the Self as a reconciliation of all possible polarities. My three-stage micro-model (input / throughput / output) originally sat inside this quadrant.⁷

A1.11.3 Hippocrates' four humours



Today, medical science has moved on from the physical aspect of Hippocrates' theory, but his behavioural observations remain so relevant that many modern personality studies are based on Hippocrates' theory of the four humours: sanguines, choleric, melancholics, and phlegmatics (see Appendix 2, Slide 18 for Hippocrates' model).⁸

A1.12 Insights Jungian model (circularity and quadernity)



In 1921, Carl G. Jung published *Psychological Types*. The Insights management profile (not dissimilar to MBTI) is based on this aspect of Jung's work. In my current coaching model, I use the four colour quadrants of the Insights profile (blue, red, yellow and green); the Jungian concept of perception (we perceive the world according to what we know and what we believe about the world); our system of knowledge and beliefs can be seen as a set of *paradigms*; the conscious vs. less conscious personas; *introversion and extraversion*; Jung's attitudes/orientations; *thinking and*

feeling: Jung's rational functions; *sensing and intuition*: Jung's irrational functions; eight archetypes and 172 sub-types.

The Insights model uses four colours to represent the energies that interact within the personality as an aid to self understanding. Insights have built an extensive body of psychological research, culminating in Jung's work on personality. The colour energies are:

Fiery red	Positive, affirmative, bold, assertive (top right quadrant).
Sunshine yellow	Cheerful, uplifting, spirited, buoyant (bottom right quadrant).
Earth green	Still, tranquil, calming, soothing (bottom left quadrant).
Cool blue	Showing no bias, objective, detached (top left quadrant).

A1.12.1 Why 'perception' is critical

In his pioneering work, '*Psychological Types*', Carl Jung suggested that people have varying preferences which give them a different perspective on situations. These different perspectives and 'attitudes' are now seen as highly relevant to understanding organisational and cultural requirements and the needs of people in relation to motivation and leadership.

A1.12.2 The conscious vs. the less-conscious persona

"Every personality has a persona ... Through the persona we codify ourselves in a form which we hope will prove acceptable to others ... The tendency is to build acceptable traits into the persona and to keep unacceptable traits hidden or repressed. These socially undesirable aspects ... are usually relegated to the personal unconscious, where they ... form another complex, or part personality, that Jung called the shadow" (Stevens, 1994: 63-64).

A1.12.3 The conscious and less conscious personas

There are two positions on the Insights wheel: the Conscious position and the Personal (Less Conscious) position. In my model the less conscious position is on the left; the conscious on the right.

A1.12.4 Introversion and extraversion (Jung's attitudes/orientations)

People differ in their preference concerning their interest in the external world as opposed to the internal world. Jung coined the terms 'extraversion' and 'introversion' to describe these different attitudes. He highlighted the fact that although a person may prefer extraversion, they also need to pay attention to their inner world and can also be required to be introverted, depending on the circumstances. Jung's theory postulated the concept that personal development emanates primarily from self understanding. *Introversion and extraversion explain how we express our energies.*

By taking four processes (sensing, intuition, thinking, and feeling) and linking each of them to extraversion or introversion, Jung identified eight personality combinations. Dr Jolande Jacobi in 1942 represented these Jungian processes in a wheel form to assist in their understanding (Jacobi, 1973: 16, 119). The reason I have chosen the Insights profile is that it claims to be a faithful reproduction of the Jacobi-Jungian insights of over 50 years ago. The left side of my model represents introversion; the right side represents extraversion.

A1.12.5 Thinking and feeling (Jung's rational functions)

Thinking types make decisions in a logical, analytical way, preferring to be objective and detached. They are prepared to criticise and prefer their goals and objectives listed.

Feeling types focus on the impact their decisions will have on others and are concerned with relationship issues. They use persuasion and prefer tact to blunt truths.

In my model 'thinking' is in the northern hemisphere; 'feeling' in the southern hemisphere. This is in alignment with Ned Herrmann's (1996) four thinking styles (rational and experimental styles in the northern hemisphere which is cognitive and pragmatic; organised and feeling styles in the southern hemisphere which is intuitive and instinctual). See Appendix 2, Slides 35-36 for Herrmann's model.

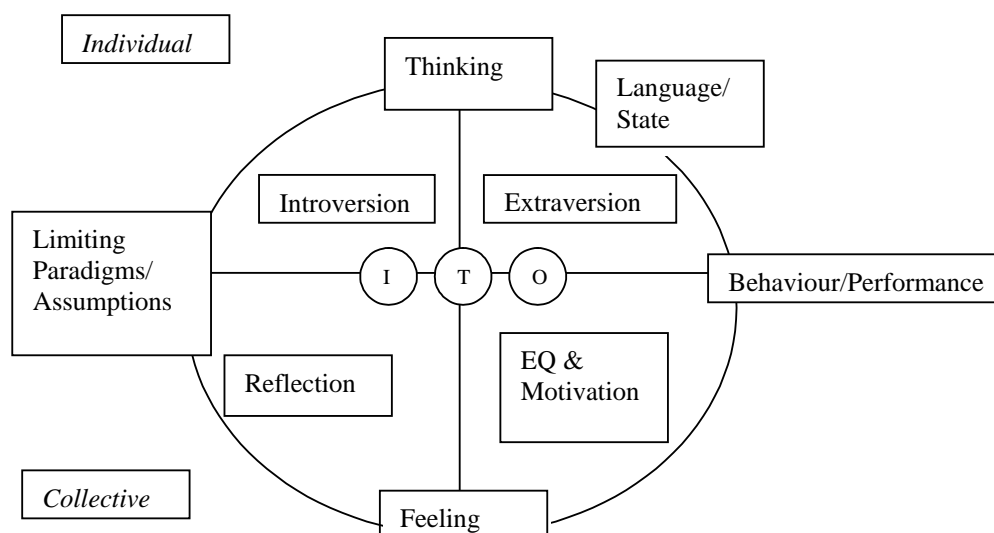
A1.12.6 Sensing and intuition (Jung's irrational functions)

Sensing people are practical and enjoy hands-on experiences. Their inventiveness comes from a traditional approach to understanding, based on real experiences. They often want specific information and they live in the present. At work they rely on what they understand and seek straightforward realistic suggestions to accomplish tasks.

Intuitives seek the meanings behind, and associations between, various experiences, concepts and relationships. They absorb information because of their perception that intuition is based on an unrestricted approach to understanding. They are inventive, original and enterprising. *Intuitives* are best motivated when they are allowed to be independent and are not required to follow routines.⁹

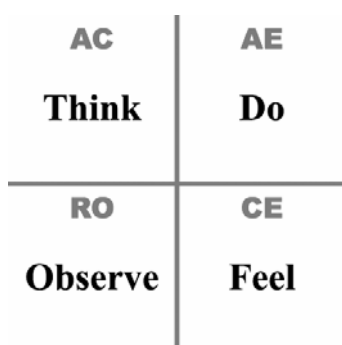
A1.12.7 The model taking shape

The model begins to take shape with the influence of the Insights model, Wilber's four quadrants, and the input/throughput/output framework placed in the middle of the model.

Figure A1.7 The model taking shape

A1.13 Adult learning theory (quaternity and circularity)

A1.13.1 Kolb's learning cycle



Adult learning theory has influenced my coaching from the start. First with my work with Honey and Mumford's learning theory assessments; NLP (neuro-linguistic programming) learning theory as it relates to the various systems or representation (visual, auditory and kinaesthetic); Howard Gardner's multiple intelligences and what that means in terms of how people take in information (Stout Rostron, 2002: 100-101); Ned Herrmann's whole brain thinking styles; and Kolb's (1984) experiential learning cycle (see Appendix 2, Slides 21-22).

My model relates Jung to Kolb; I have revolved the wheel so that reflective observation is in the southwest; active experimentation in the northeast; concrete experience in the southeast; and

abstract conceptualisation in the northwest. I also have looked at the interrelations of Kolb, Jung, Honey and Mumford, and McWhinney's four worldviews.

A1.13.1.1 Coping with change and lifelong learning

Common to Kolb, Jung and Freire (active exploration of the personal, experiential meaning of abstract concepts through dialogue among equals) is the emphasis on development towards a life of purpose and self direction as the organising principle for education. Learning, change and growth are the key principles of the coaching environment.

My coaching model is based on a continuous process of goal oriented action and evaluation of that action (Kolb, 1984:22). Action (and reflection on action) is essential in the coaching environment (different to a therapy environment) to achieve purpose or desired outcomes.

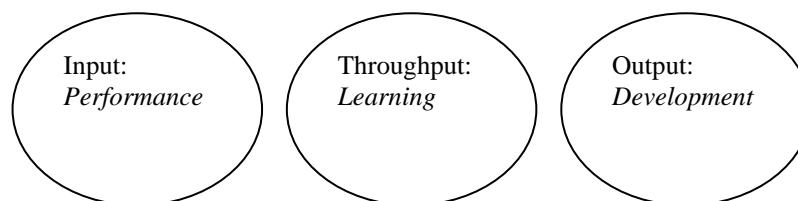
A1.13.1.2 Integration of Kolb into coaching model

In Kolb's learning styles model, around the inner circle: (moving from right to left) is: concrete experience (near language), moving into reflective observation (which is what happens in the coaching process) into abstract conceptualisation (of what might be able to change) and then active experimentation (back out into the world). My purpose in analysing Kolb's experiential learning theory is to explain how it *originally* fit into my model (see Slide 4, Appendix 4).

Concrete experience is a phenomenal point of view; abstract conceptualisation a constructionist point of view; active experimentation an ego-centric view; reflective observation an internalised way of knowing. With experiential learning, there is a different set of assumptions to ideas; ideas are not fixed because they are thoughts, thoughts which are "formed and reformed through experience" which means that learning is an emergent 'experience' (Kolb, 1984: 24).

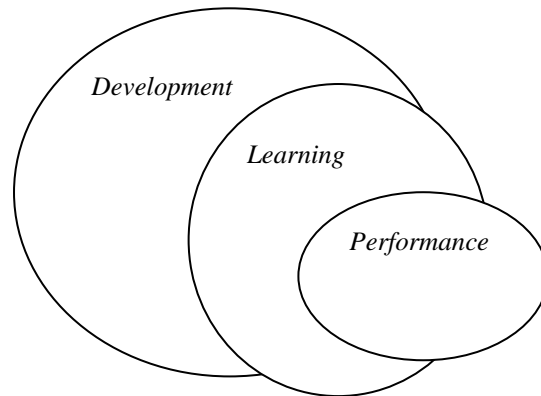
When I was first working with I-coach's model (Input/Throughput/Output), the perfect adaptation of that model seemed to be *performance/learning/development*: performance defined as short-term adaptations to immediate circumstances; learning adapted to longer-term mastery of different types of situations; and development to be lifelong adaptation to the individual's total life situation (Figure A1.8a).

Figure A1.8a I-Coach model



Or even as a spiral showing that learning is not just an active, self-directed process, but that it is also the process whereby “knowledge is created through the transformation of experience” (Kolb, 1974: 35) (Figure A1.8b).

Figure A1.8b Using Kolb and I-Coach



This has important ramifications for coaching, because the emphasis is on learning and adaptation rather than content or outcomes (remembering that executive coaching is typically outcomes-oriented). The basis of the learning process is in the integration of the four adaptive modes of Kolb’s learning model (concrete, abstract, reflective and conceptual). Kolb insists that knowledge is the result of the “grasping of experience and transforming it into divergent, assimilative, convergent and accommodative knowledge” (Kolb, 1974: 41).

This then is a further definition of the coaching conversation: *an integration of reflection and thinking on action and experience*. Kolb’s definition of each of his experiential learning quadrants is particularly helpful:

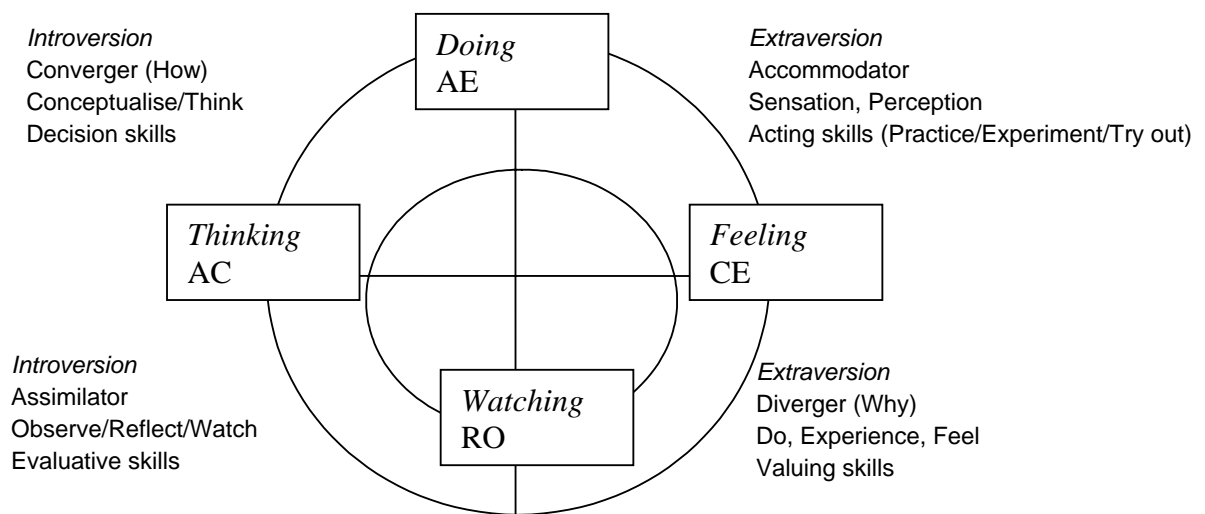
CE (concrete experience): feeling

RO (reflective observation): watching

AC (abstract conceptualisation): thinking

AE (active experimentation): doing

I have reversed Kolb’s model so that it fits with introversion on the left, extraversion on the right (Figure A1.9):

Figure A1.9 Working with Kolb and Jung (Insights)

CE: being involved in experiences; dealing with immediate human situations in a personal way; emphasising feeling vs. thinking; being concerned with uniqueness and complexity (vs. theory and generalisations); an artistic approach (vs. a systematic, scientific approach); having an open minded approach to life and values (Kolb, 1984: 68).

RO: Focusing on understanding meaning of ideas and situations by observation; emphasising understanding vs. practical application; being concerned with what is true or how things happen (vs. what will work); putting emphasis on reflection vs. action; appreciating different points of view; enjoying intuiting the meaning of situations and ideas; valuing patience, impartiality and thoughtful judgement (Kolb, 1984: 69).

AC: Focusing on using logic, ideas and concepts; emphasising thinking vs. feeling; building general theories vs. intuitive understanding; scientific vs. artistic approach; good systematic planning; manipulation of abstract symbols and quantitative analysis; valuing precision, rigour and discipline of analysing ideas; valuing aesthetic quality of a neat conceptual system (Kolb, 1984: 69).

AE: Focusing on actively influencing people and changing situations; emphasising practical applications as opposed to reflective understanding; pragmatic concern with what works vs. absolute truth; emphasis on doing vs. observing; enjoying and being good at getting things accomplished; willing to take some risk to achieve objectives; values having an influence on the environment around them; liking to see results (Kolb: 1984: 69).

There are essentially four elemental forms of knowing proposed by Kolb's model (convergence, divergence, assimilation, accommodation). The essential point however is that each of us is

unique and develops a learning style influenced by our background, education, culture and individual characteristics and personality. A brief explanation of each of the learning styles is given below, adapted from Kolb (1984: 77):

Convergent: problem solving, decision making, practical application of ideas; prefers technical tasks to social and interpersonal issues (AC and AE);

Accommodator: strength lies in doing things; carrying out plans and tasks and getting involved in new situations and experiences; very adaptive, opportunity seeking, risk taking and action oriented (AE and CE).

Divergent: emphasises concrete experience and reflective observation; awareness of meaning and values; imaginative ability; can brainstorm and generate alternative ideas (CE and RO).

Assimilator: assimilates observations into integrated explanations; ability to create theoretical models; theory must be logically sound and precise (RO and AC).

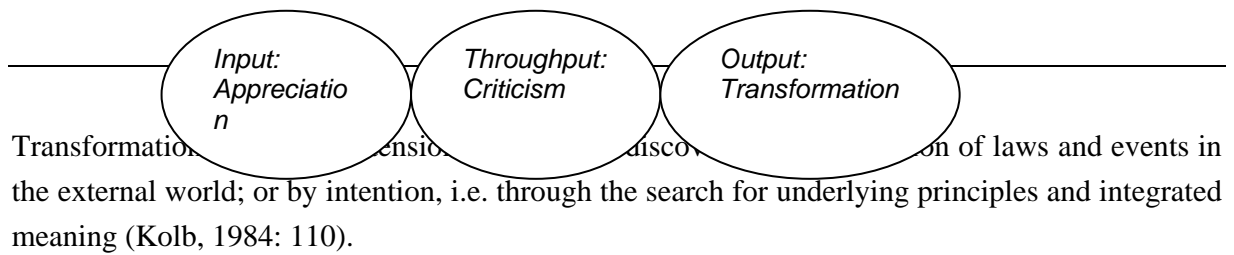
A1.14 Jung's adaptive process

Jung's framework describes differences in human adaptive processes and distinguishes between those people who are oriented toward the external world and those oriented toward the internal world, i.e. extravert and introvert. Jung described four basic functions of individual human adaptation: two alternate ways of perceiving (i.e. sensing and intuiting); and two alternate ways of making judgements about the world (i.e. thinking and feeling). Jung's analysis of the basic conflict between the psychological orientations required for society to develop, and the opposing need for people as individuals to develop, led to his concept of individuation, i.e. the integration of the non-expressed and non-dominant functions with the dominant, specialised orientations (Kolb, 1984: 79).

This adaptive process is where the coach works with the client in the coaching conversation; the purpose being to change the nature of the client's knowledge. In my coaching model it is the uncovering of limiting paradigms of the immediate circumstances – how to understand them, deal with them, and adapt them in order to problem solve, make decisions, manage and perform better.

One final thought on Kolb's learning styles and how his thinking impacts on the I-coach model (input/ throughput/output). Appreciation is 'being interested' in aspects of another's experience, that is, coach with client. Criticism requires the coach's reflective, analytic, objective posture that distances both coach and client from the here-and-now experience. Transformation means being "willing to let drop what they own, however precious, to grasp objects which they do not as yet own" (Kolb, 1984: 107).

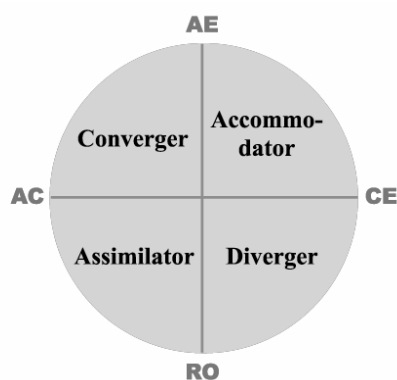
Figure A1.10 I-coach and Kolb



The limitations of my final coaching model may be that perhaps it does not fit into a world hypothesis model; but it is organic and devoted to enquiry into the process of learning, perceiving, becoming, knowing and doing (in other words enquiry into how to think and act). The coaching conversation then becomes the pathway of experiential learning. In Kolb's model, emphasis has been placed on the primary importance of experience as the cause of change, which means that the *journey* to performance is more important than its outcome. In this way the learner can become 'self-renewing and self-directed' (Kolb, 1984: 189). Performance related to outcomes becomes more about the challenge of lifelong learning.

"When we act from our center, the place of truth within us, action is based on the fusion of value and fact, meaning and relevance, and hence is totally committed. Only by personal commitment to the here-and-now of one's life situation, fully accepting one's past and taking careful responsibility for one's future, is the dialectic conflict recommended for learning experienced" (Kolb, 1984: 230).

A1.15 Learning styles inventory (Kolb)



I found Kolb's Learning Style Inventory (LSI) a very useful assessment tool for coaches to help clients determine their strengths and weaknesses in the four stages of the learning process.¹⁰ Effective learners rely on the four different learning modes:

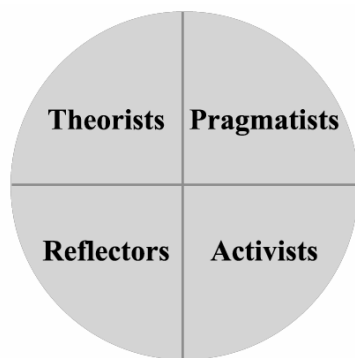
- reflective observation (RO)
- concrete experience (CE)

- active experimentation (AE)
- abstract conceptualisation (AC)

A1.15.1 Integration of styles

The learning styles indicator synchronises each of the styles into four quadrants: *diverger*, *converger*, *accommodator* and *assimilator*; each represents one of the four dominant learning styles. Slide 24 in Appendix 2 looks at an integration of Honey and Mumford, Kolb, the Jungian Insights Profile and Will McWhinney's four realities.

A1.16 Honey and Mumford learning styles indicator



In synchronising Honey and Mumford's learning styles with the Insights profile, *pragmatists* are red; *activists* are yellow; *reflectors* are green; *theorists* are blue.

Although I no longer use Honey and Mumford's learning styles, it was interesting to test them out against Kolb, the Insights Discovery Profile and other quadrant models:

Pragmatists try out ideas, theories and techniques to see if they work in practice. They get on with things and like making practical decisions. Pragmatists learn best by planning the next step (top right quadrant).

Activists leap into new experiences and fill their days with experiences. Activists learn best by having experiences (bottom right quadrant).

Reflectors stand back, ponder and prefer to think about a problem thoroughly before coming up with their conclusion. Reflectors learn best by reviewing the experience (bottom left quadrant).

Theorists adapt and integrate observations into complex but logical theories. They are the people who develop assumptions, principles, models and systems. Theorists learn best by being able to draw conclusions (top left quadrant).

In my final model, taking responsibility and commitment to the next steps fits with pragmatists; setting goals and taking action with activists; learning, personal growth and change fits with reflectors; thinking, reflection and awareness of limiting assumptions with theorists.

A1.17 Frederick Hudson's four stages of adult development

Although I have not incorporated Frederick Hudson's (1998) four stages of learning into my coaching model, they are useful in order to understand a meta-model of adult stages of life and change:

Figure A1.11 Hudson's four stages

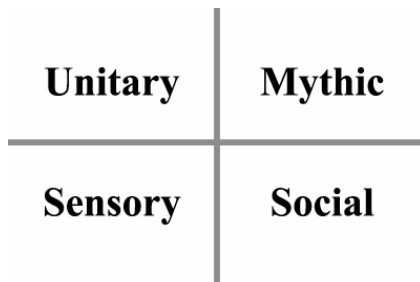
Doldrums (phase 2)	Go for it (phase 1)
Cocooning (phase 3)	Getting ready (phase 4)

In phase one (the *go for it* cycle), the individual is purposeful, active, busy, committed, optimistic, energised and a team player; in phase two (*doldrums*) the individual is bored, restless, or feeling stuck, reactive, in denial, angry, sad, pessimistic, low in energy, a loner, and resistant to change; in phase three (*cocooning*) the individual is turned inward, meditative, experimenting, exploring, disorientated, healing, quiet, deconstructing and reconstructing the self, tapping core values, tapping resilient emotions, spiritual, and doing inner work; in phase four (*getting ready*) the individual senses a new purpose, searching, networking; this phase is creative, free and uncommitted, naively optimistic, recovering perhaps forgotten ludic and spontaneous abilities.

I have placed Hudson's four quadrants where they are most aligned to the Insights four colours. They integrate relatively well with the insights four colours: yellow for 'getting ready' to going back into the world; red for actively 'going for it'; blue for the 'doldrums'; green for 'cocooning and reflecting'. See Slide 25, Appendix 2.

A1.18 McWhinney's four worldviews (sensory, social, unitary, mythic)

A1.18.1 Systems of cultural and behavioural change



Each people or culture develops its particular understanding of reality. Pepper (1942: 42-46) held that there were four world hypotheses, i.e. formism (realism) derived from Socrates, Plato, Aristotle; mechanism (naturalism or materialism) derived from Democritus, Lucretius, Galileo; contextualism (pragmatism) from Dewey, James, Peirce and Mead; and organicism (idealism) from the ideas of Hegel.

In *Creating Paths of Change* (1996), Will McWhinney talks about the link between behaviour and a system of beliefs about reality, distinguished by four archetypal world views, or four visions of realities:

- Sensory reality
- Social reality
- Unitary reality
- Mythic reality

The starting point of McWhinney's (1996) model is that change will always occur from different paradigms or worldviews.¹¹ In coaching we enable clients to develop competencies and to break through limiting paradigms that prevent change. McWhinney's four realities provide a "framework to understand change, leadership styles, the relationship between leaders and followers, and the conditions in which change takes place" (McWhinney, 1996: 12).

What has influenced my thinking, using McWhinney's model, is that it is based on paradigmatic thinking and is a model for change and leadership. It can be used to understand the impact of the leader's style on the team. The performance of a team or organisation is dependent upon (McWhinney's) four realities (unitary, sensory, mythic, or social) of its leaders, and upon the 'relationships' the leader has with team members.

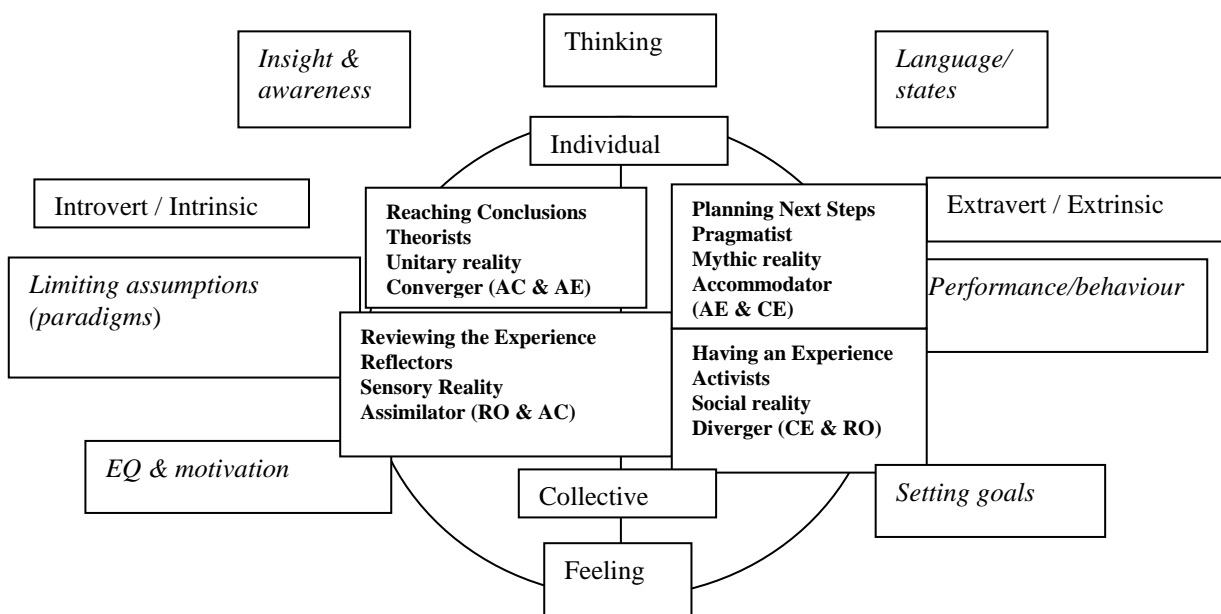
I have overlaid McWhinney's model with David Kolb's (1984) learning styles model, and the Insights model. It follows a similar thinking to the Insights model, by combining the four colour

energies with Jung's attitudes of introversion and extraversion, and the rational functions of thinking and feeling, and the irrational functions of sensing and intuition.

Jung's irrational functions create eight archetypes and 172 sub-types. In the same way, McWhinney has created four realities or world views. As he explains "everyone comes into adulthood with a preferred world view and its reality becomes part of your personality" (McWhinney, 1993: 13). He combines these realities in pairs to create six modes of change: analytic, assertive, influential, evaluative, inventive, and emergent.¹²

Although McWhinney uses this very complex methodology to analyse a business (what is working, what is not working), I found that to develop a coaching model I quite simply needed to work with the idea of quadernity (see McWhinney, 1993: 31 for a diagram with all four realities and six modes of change in a quadrant and Slide 24 in Appendix 2).

Figure A1.12 McWhinney, Wilber, Jung, Kolb, Honey and Mumford



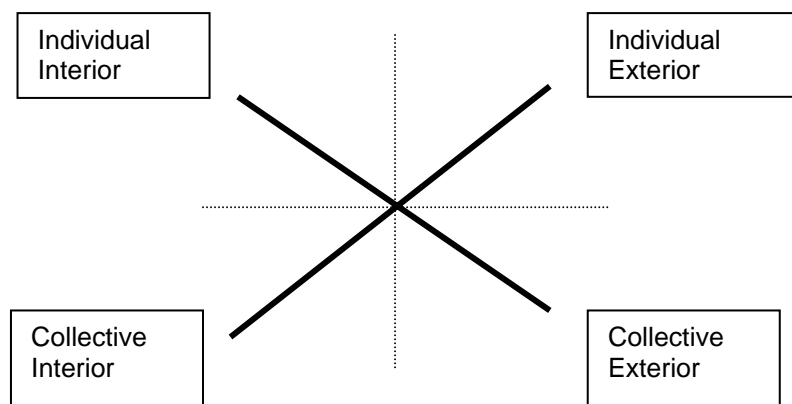
The stages in my coaching process are beginning to emerge here although they change as the model develops. Introvert and intrinsic drivers/motivators are on the left; extravert and extrinsic drivers/motivators on the right. I have moved *emotional intelligence and motivation* onto the intrinsic side of the model; *limiting paradigms and worldviews* can be either empowering or disempowering; *insight and awareness* of limiting paradigms as they relate to the thought processes remain on the intrinsic side; *language and states* are extrinsic as they relate to language as we speak, and physiological states of being in the world; *performance and behaviour* are what

people see, and are a result of changes we make in the external world based on our insight into our limiting assumptions; *setting goals* implies action.

A1.19 Ken Wilber's integral model and theory

Ken Wilber's four quadrants have been integrated and surround the input / throughput / output micro-model. Within the coaching conversation each quadrant can be integrated with the I-T-O model.

Figure A1.13 Ken Wilber's four quadrants

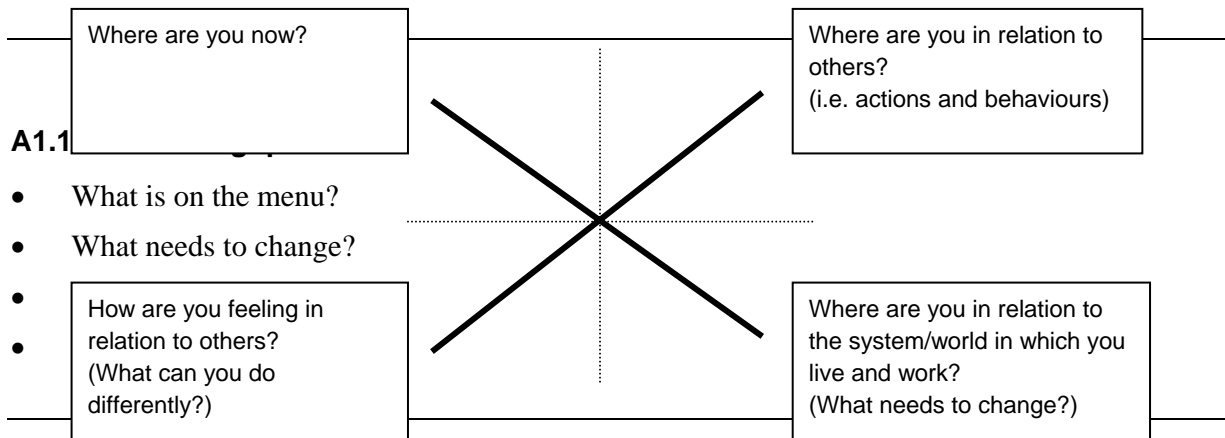
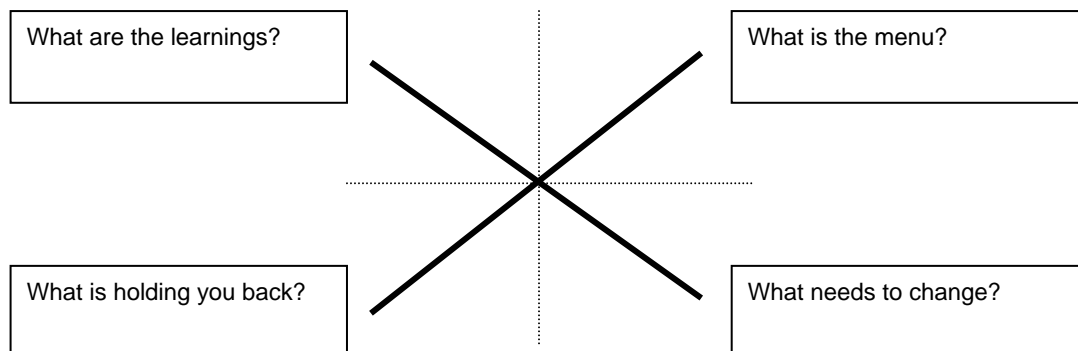


A1.19.1 Input

Quadrant questions to ask at the beginning of a session:

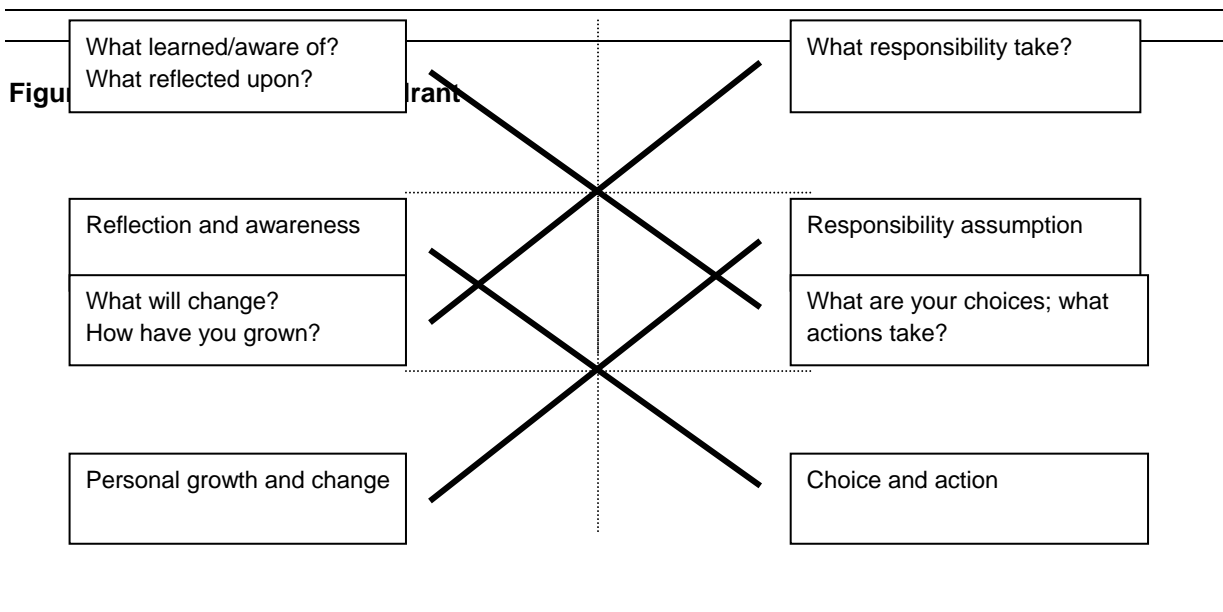
- Where are you now?
- Where are you in relationship to others (actions and behaviour?)
- How are you feeling in relation to others (what can you do differently)?
- Where are you in relation to the system/world that you live and work in (what needs to change)?

Figure A1.14 Input in a quadrant

**Figure A1.15 Throughput in a quadrant****A1.19.3 Output**

- What have you learned/been aware of/reflected upon?
- What responsibility can you take?
- What are your choices? What actions will you take?
- What will change? How have you grown?

Figure A1.16 Output in a quadrant



A1.20 Three-stage framework

Testing this framework throughout the research project, I have realised that the key questions in each of the three phases (input, throughput, and output) are variations on:

A1.20.1 Input

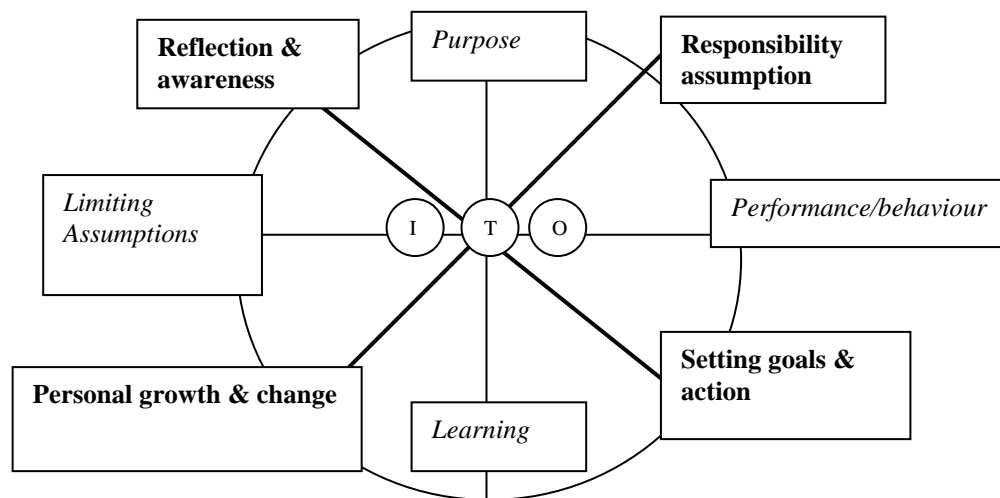
- What is on the menu?
- What do you want to think about?
- What are your priorities?

A1.20.2 Throughput

- What are your observations about your thinking?
- What are your questions about your thinking?
- What can you learn from your thinking?
- What are you assuming that is stopping you/limiting you/holding you back?
- What makes that stop you?

A1.20.3 Output

- What is the overall learning (from your observations, thinking, and your assumptions?)
- What action are you going to take?
- What is your overall vision, strategy and goals?

Figure A1.17 The model evolving

A1.21 Nancy Kline's thinking partnership model and limiting assumptions

One of the key theories which underpin how I work with clients in the “coaching conversation” is that of “positive philosophical choice” as posited by Nancy Kline. Her “thinking partnerships” are based on the “chosen philosophical view that human beings are by nature good: intelligent, loving, powerful, multi-talented, emotional, assertive, able to think through anything, imaginative and logical. Behaviour to the contrary is seen as the result of assumptions generated over a lifetime by events, conditions and attitudes in a person’s environment” (Nancy Kline 2005:4). The Thinking Partnership model (also known as the Thinking Environment) is based on positive philosophical choice and ten thinking components:

1. Attention (listening with interest and without interruption)
2. Equality (treating the other as a thinking peer; keeping agreements and boundaries)
3. Ease (offering freedom from internal rush or urgency)
4. Appreciation (a 5:1 ratio of appreciation to criticism)
5. Encouragement (moving beyond internal competition)
6. Feelings (allowing sufficient emotional release to restore thinking)
7. Information (supplying facts; managing organisational denial)
8. Diversity (welcoming divergent thinking and diverse group identities)
9. Incisive Questions (removing assumptions that limit ideas)
10. Place (creating a physical environment that says to the other, ‘You matter’).

Nancy Kline’s Thinking Environment fits well within my coaching model as the crucial work is to identify and replace limiting assumptions with a more powerful world view – but choosing only

one core limiting assumption at a time that is relevant to the presenting issue. Kline's model is based on six stages of questioning (Kline 2005: 4-21):

1. *Exploration* (what do you want to think about?)
2. *Further Goal* (What would you like to accomplish in the rest of this session?)
3. *Assumptions* (What are you assuming that is stopping you from [insert goal])?
 - What is the key assumption?
 - Is that assumption true?
 - What are your reasons for thinking that?

Transition question:

- (If it is true or possibly true): That is possible, but what are you assuming that makes that assumption hold you back from (insert goal)?
- (If it is not true): As (insert untrue assumption), what are your words for what is true?

Invitation question:

- a. Given that the assumption (insert untrue assumption) is stopping you from (insert further goal), what would you have to assume instead in order to (insert goal)?
 - b. Or, another view could be that because (insert the reasons based on 'positive philosophical choice', information, or inconsistencies in logic) it could be said not to be true that (insert assumption).
 - Would you be interested in choosing that view for a few minutes?
 - So it is not true that (restate the untrue limiting assumption). What would be your words for what is true (for a liberating alternative to that assumption)?
4. *Incisive question*
If you knew [insert true assumption] how would you [insert goal]?
 5. *Recording* (client records incisive question and action to be taken)
 6. *Appreciation* (key component: what quality do you respect/admire in each other?)

A1.21.1 The thinking environment and assumptions

The assumptions the coach helps the client to identify, remove and replace by simply asking the above questions are at three levels: true, possibly true and untrue limiting assumptions. My teaching and coaching has emphasised that Kline's thinking environment questions are amongst the purest of coaching interventions; the thinker and coach speak in a ratio of 7:1.

There are two kinds of bedrock assumptions: subjective perceptions of self and subjective perceptions of how life works (Kline 2005: 2). In the thinking environment, accurate *incisive questions* can remove limiting assumptions and create a resurgence of creativity, clarity and courage. And in the Kline diversity process, thinking partners explore the roots of discriminatory

attitudes and behaviours by examining the untrue limiting assumptions society and organisations make about people on the basis of their group identities and place in the hierarchy. Participants learn how to remove those limiting assumptions and replace them with true liberating assumptions that free people and groups to reclaim their self esteem and influence (Kline 2005: 3).

There are two kinds of thinking environments: one provided externally by the coach or person giving attention to the thinker; the other is provided internally, residing in the mind of the thinker, provided by positive assumptions about the self as a thinker. Both kinds of environments are affected by society's limiting assumptions about people's group identities (Kline 2005: 30). Kline reaffirms that prejudice against people is driven by untrue limiting assumptions about their group identities. The core limiting assumption is that you, inherently, cannot think as well as the people outside your group. When this assumption (and the assumption that the dominant group will have to think for you) becomes internalised by members of the group, the group agrees to stay disempowered (Kline 2005:30).

However, although this is one of the purest coaching intervention frameworks I have encountered, its ultimate success in the coaching context is in the client's implementing the goals that are set as a result. This question framework has helped me to understand the process of identifying limiting assumptions and replacing them with more empowering assumptions. This is a transformative process for the client.

In the model, awareness and insight is the context within which I work with the client to identify, understand and change limiting assumptions that are most getting in the way of the client's taking responsibility, setting goals, taking action, growing and learning.

A1.22 Goals and relationship (Spinelli)

One of the key differences with therapy is that coaching places greater emphasis on setting and achieving goals. However, in the working world often the client's overarching goals are set by a higher power; someone who has different worldviews, different paradigms, differing limiting and empowering assumptions. Therefore it is important that as goals are set they are related in some way to the intrinsic and extrinsic drivers of the client him/herself. They must have, in Spinelli's words, a 'living sense' of what their goal may be.

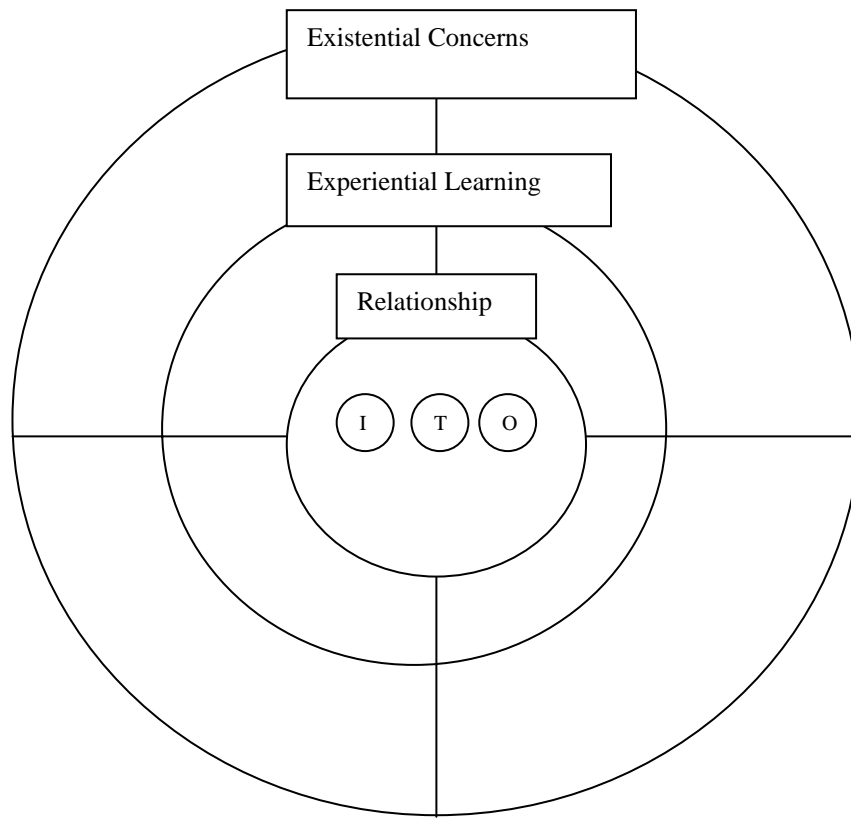
A secondary consideration is that goals change as clients work with coaches and the relationship develops. For example, my client C15 who changed his overarching goal from developing leadership competencies, to being the business leader of one of the continents designated as a key area in his organisation, i.e. Africa.

Spinelli considers the way the relationship develops between coach and client, a completely 'lived experience'. He emphasises the client's ability to breathe in a coaching relationship, and the

client's ability to be honest with someone who will not dispute their honesty. Spinelli says the challenge is at the level of 'am I willing to stay with this client', not in the sense of what the client says or does – but the impact it has on the relationship. Curiosity helps the coach to attempt what seems to be 'impossible', i.e. seeing from and experiencing another worldview.

A1.23 *Relationship, experiential learning, and existential concerns*

The relationship has become the *first* concentric circle around input/throughput/output in the model. In fact, input/throughput/output is about developing the relationship and will replace it in the final model. Experiential learning has become the *second* concentric circle, and existential concerns the *outer* circle. The three component parts are the crucial structure of the model.

Figure A1.18 Relationship, experiential learning and existential concerns**A1.23.1 Relationship**

The relationship encircles the micro-model (I-T-O) because it is the relationship that is developed in the input/throughput/output of the coaching conversation. Input / throughput /output also parallels being, becoming and doing.

A1.23.2 Experiential learning

Experiential learning surrounds Kolb's four learning styles as it is learning through experience that is the focus of the coaching conversation. Within that circle is reflection and awareness (insight); responsibility assumption (commitment); setting goals (action); personal growth and learning (change).

A1.23.3 Existential concerns

Four existential concerns in the outer circle which I work with in the coaching conversation are: freedom and existence, meaning and becoming, choice and doing, anxiety and being; they become *freedom, meaning, choice, anxiety*.

The model has come full circle. Its component parts are from inside the circle outwards:

1. Inner Circle: Relationship: input / throughput / output;
2. Middle Circle: reflection and awareness (insight); responsibility assumption (commitment); setting goals and action (choice); personal growth and change (learning);
3. Outer circle: freedom and existence; meaning and meaninglessness; choice and doing; anxiety and being.

The structures of the model that are implied are:

- a. intrinsic motivators (west); thinking (north); extrinsic motivators (east); feeling (south).
- b. limiting assumptions (west); purpose (north); performance and behaviour (east); learning (south);

A1.24 Components of the final model

The components of the final model become a holistic circle:

- *Inner circle*: Relationship (input/throughput/output)
- *Middle circle*: the experiential learning stages of the four-part process:
 1. reflection and awareness (insight);
 2. responsibility assumption (commitment);
 3. setting goals and action (choice);
 4. personal growth and change (learning).
- *Outer circle*: (ultimately four existential concerns worked on in the coaching conversation):
 5. freedom (existence);
 6. meaning (becoming);
 7. choice (doing);
 8. anxiety (being).

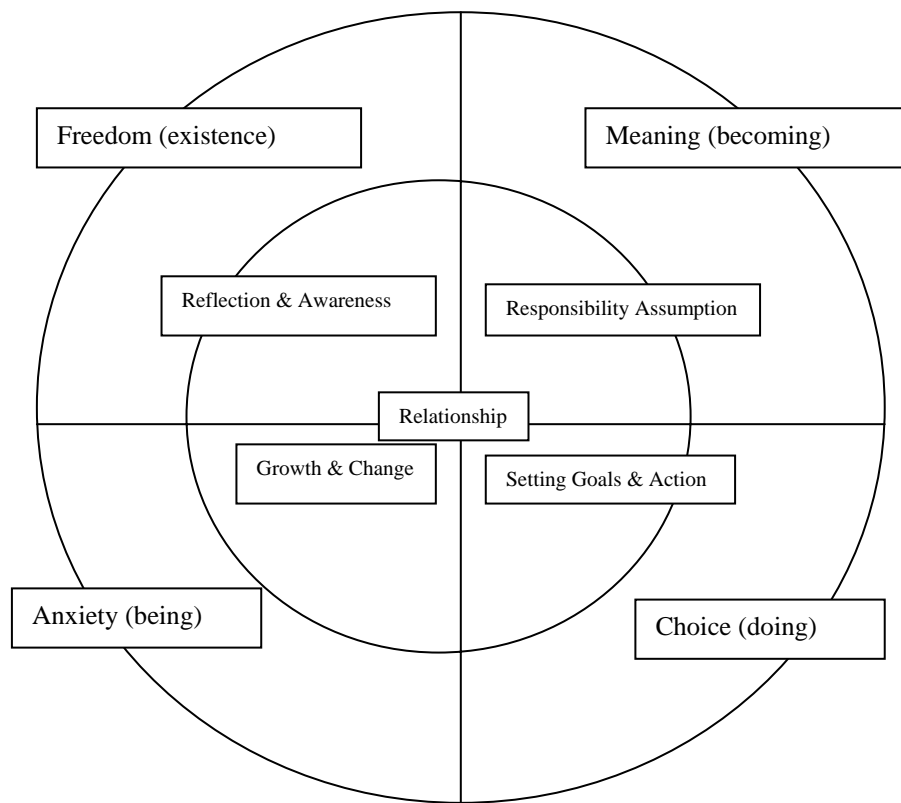
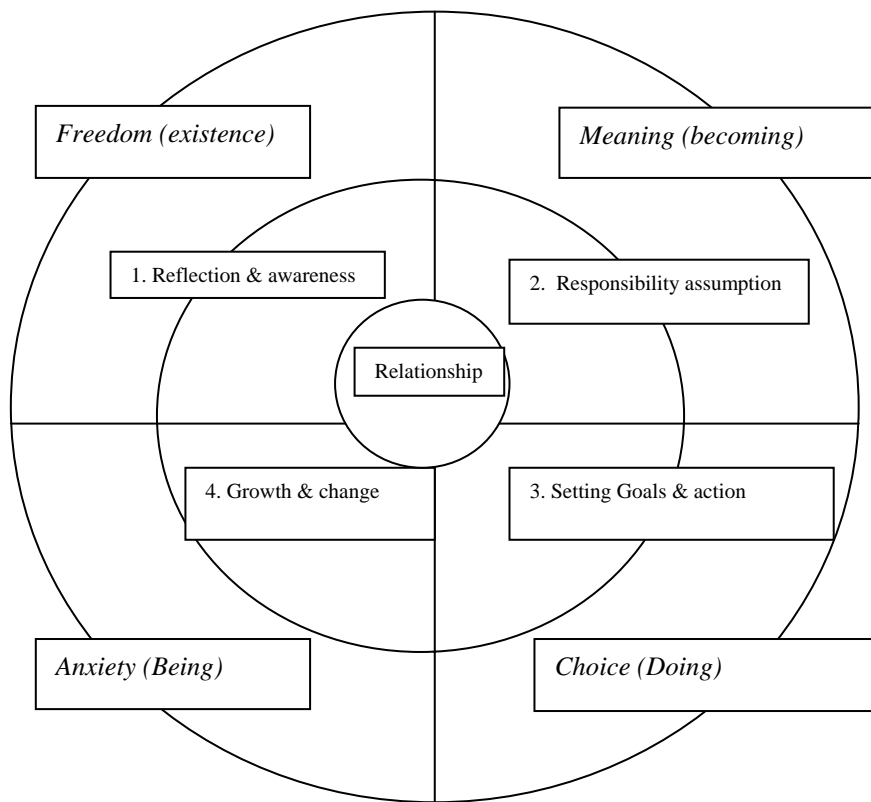
Figure A1.19 An existential interpersonal model for the executive coach

Figure A1.20 An existential interpersonal model for the executive coach

The coaching process becomes one of developing the relationship (input / throughput / output) in a four-step experiential learning process: reflection and awareness, taking responsibility, setting goals and action steps; personal growth and change. The process of coaching helps to develop the relationship. Each of these four stages has an existential concern related to it that must be addressed in managing the relationship (freedom, meaning, choice and anxiety). In the final picture there are four experiential learning stages which develop the coaching relationship and four existential concerns to be addressed in so doing.

1. *Reflection and awareness* of limiting assumptions, paradigms and worldviews and how they hold the client back from achieving their desired outcomes, and becoming aware of their key purpose. Aligned to:
 - 1a. *Freedom* in their existence – understanding that their sense of freedom or lack of it is what is helping or holding them back from understanding the key purpose of their life (professional and personal).

2. *Responsibility* – taking responsibility for their own thoughts and behaviours and understanding that only they can commit themselves to moving towards or away from their goals. Aligned to:
 - 2a. *Meaning* – moving from awareness of what is holding them back to developing meaning, significance and purpose in where they are now, and where they are going; understanding the significance and lack of significance in their working and personal environments.
3. *Setting goals and action* – deciding what actions need to be taken to achieve their key goals; setting goals and timelines to their actions; developing a plan. Aligned to:
 - 3a. *Choice* – beginning to know and understand that only they can take steps forward for themselves; taking responsibility means understanding that they do have choices, and making choices will help them to ‘do’ what they need to do.
4. *Personal growth and change* come from taking responsibility, deciding what choices to make, and beginning to absorb the learning from their growth and the changes they have made, or decided to make. Aligned to:
 - 4a. *Anxiety* is a result of growing and changing. Doing something new or differently takes courage; anxiety is often the result. The next step is reflection on the learning, changes, growth and anxieties that have arisen. How they are ‘being’ is a result of choices made, actions taken, anxieties that arise, and finally, reflection.

Please see Chapter 2, Terms of Reference and Literature Review which is an exploration of the contemporary coaching question frameworks and the underlying philosophies of experiential learning, existential phenomenology, existential psychotherapy, and other influences on my coaching model such as linguistics, cognitive and behavioural psychology, systems thinking, paradigmatic plurality and cultural competence.

A1.25 Endnotes: Appendix One

1. Researcher's coaching models (original and contemporary) are in Appendix 4.
2. Intrinsic or internal motivators are the drive within each of us – the reason we get up in the morning, why we do a good job, what pushes us to give of our best, in other words our core values and beliefs. Some key motivators at work are considered to be: achievement, balanced life, peace of mind, recognition, a higher purpose, affiliation. External motivators executives use to manage their teams are factors such as the working environment, feedback, recognition, titles, salaries, bonuses, benefits, education and training.

3. John Whitmore's GROW Model

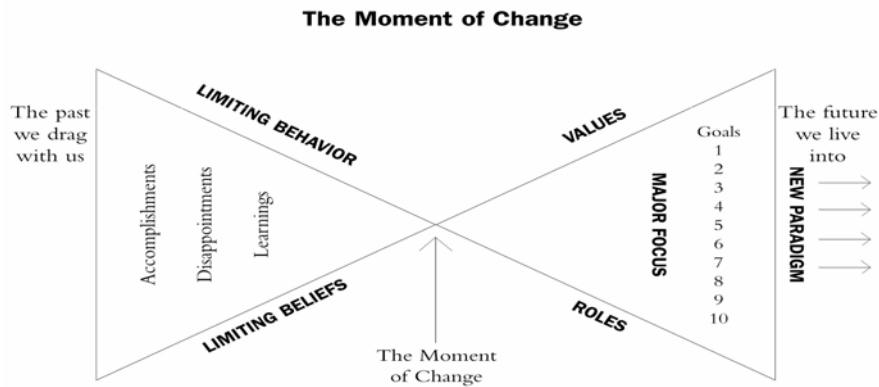
Goal: outline the client's key goals for the year, their overarching goals, and then the goal for this particular coaching conversation. Useful to write it down, ensuring it is specific. Here coach and client should spend time discussing the goal in some depth to ensure it isn't too big or too vague. Make it specific. Spend time talking about it. This question focuses on what the client wants from the session.

Reality: Here the coach invites the client to tell their story as it relates to this goal. The coach should invite self-assessment, and questions could be 'what is happening for you right now as it relates to this goal?' This is the stage of 'exploration' in the GROW model; similar to DEFINE. Goal is similar to 'D' for definition; Reality is similar to 'E' for Exploration. At this point the coach may take the client back to redefine the goal if it is not specific enough.

Options: This focuses on what the client *could* do. This will encompass possible action plans and strategies, a development of some alternative perspectives, and brainstorming options. What could the client do – from realistic to fantastic thinking?

Wrap up options: This refers to what they *will* do. What did they learn? What are they going to do differently? What can change? This is the practical, summing up and writing down of the action steps to be taken to achieve the goal set originally under 'G'.

4. Best Year Yet Ten Stage Model – developed by Jinny Ditzler in her book *Your Best Year Yet* (2001). This is a useful one-on-one coaching tool, as well as a tool for a team coaching process.



5. Action Learning Approach

Part I: The Problem

Take a problem situation at work:

- Why does the problem exist?
- When does it happen? When is it worse?
- What other problems does it cause?
- Why is it difficult to solve?
- Who is responsible?

Part II: The Solution

Take the same situation and talk only about the solution:

- How would you like the situation to be?
- If the problem was solved what things would be happening?
- What are parts of the solution happening now?
- What resources do you have?
- What are some ways you can use them to help bring about more of the solution?

6. DEFINE – a meta-model

Another useful technique which fits into the input/throughput/output model (although not visualized as a circle) was introduced by David Lane, and it is a process he termed "Context-Focused Analysis" (1990). The steps are as follows and I explain how I incorporate them into input/throughput/output.

D Define the problem or objective

This is done as an initial stage of 'input', where the menu of topics is put on the table and finally prioritized for discussion. Each issue is defined and discussed in throughput.

E Explore the factors of influence

In my micro-model, exploration would come in the 'throughput' stage of the conversation, where exploration of the agreed topics takes place.

F Formulate an explanation of factors of influence

This takes place in the 'throughput' stage of the coaching conversation.

IN Intervene using an action plan based on formulation

The coach's interventions in 'throughput' are the tools, techniques, and question frameworks used to clarify and explore the menu of topics, and to help with insight, awareness and setting of goals in order to create change at the level of thinking, feeling, language and behaviour.

E Evaluate the outcome of the plan based on the goals and parameters set by the formulation. This phase is included in 'output' where the conversation is summarised, goals set, insights highlighted and the learning plan with insights, vision, strategy and goals are determined.

7. Mandalas – The Archetypal Quadrant

"Mandalas have been found all over the world and are primordial images of wholeness or totality. Although circular, they commonly incorporate some representation of quaternary, such as a cross or a square. The centre usually contains a reference to a deity. Jung began to understand these as representations of the Self, the central nucleus of the personality, which he sometimes referred to as the 'archetype of archetypes' (Stevens, 1994: 32-34).

8. Hippocrates' four humours

The four humours are sanguines, choleric, melancholics, and phlegmatics.

Sanguines: People who are outgoing, optimistic and fun-loving (sanguine means blood and is related to optimism and high energy).

Choleric: Those who appear as natural leaders and tend to be seen as tough-minded (choleric refers to the bile, which Hippocrates thought controlled anger).

Melancholics: Those who liked orderly lives and were prone to mood changes (melancholy represents black bile and indicates the level of a person's depth of intelligence and tendency to depression).

Phlegmatics: Those who observe from the sidelines and tend to comply with other's demands (phlegmatics, from bodily phlegm, was thought to make a person steady, peaceful and passive).

9. Jung and the Insights Model

Thinkers:

Formal
Impersonal
Analytical
Detached
Objective
Strong-minded
Competitive
Correct
Task
Systems

Sensing:

Specific
Present-oriented
Realistic
Persistent
Down to earth
Practical
Precise
Factual
Step by step

Feelers:

Informal
Personal
Considerate
Involved
Subjective
Caring
Accommodating
Harmonious
Relationships
Morale

Intuition:

Global
Future-oriented
Imaginative
Inspirational
Ideas
Conceptual
Generalising
Abstract
Indirect

10. What Kolb's Four Learning Styles Indicate:

Concrete experiencers: a receptive, experience-based approach to learning that relies heavily on feeling-based judgments. CE individuals tend to be empathetic and "people-oriented". They generally find theoretical approaches to be unhelpful and prefer to treat each situation as a unique case. They learn best from specific examples in which they can become involved. Individuals who emphasise **concrete experience** tend to be

oriented more toward peers and less towards authority in their approach to learning and benefit most from feedback and discussion with fellow CE learners.

Abstract conceptualisers: an analytical, conceptual approach to learning that relies heavily on logical thinking and rational evaluation. AC individuals tend to be oriented more toward things and symbols and less toward other people. They learn in impersonal, authority-directed learning situations that emphasise theory and systematic analysis. They are often frustrated by, and benefit little from, unstructured "discovery" learning approaches such as exercises and simulations.

Active experimenters: an active, "doing" orientation to learning that relies heavily on experimentation. AE individuals learn best when they can engage in such things as projects, homework or small group discussions. They dislike passive learning situations such as lectures. These individuals tend to be extraverts.

Reflective observers: a tentative, impartial and reflective approach to learning. RO individuals rely heavily on careful observation in making judgments and prefer learning situations such as lectures that allow them to take the role of impartial objective observers. These individuals tend to be introverts.

11. McWhinney's four realities

Differences between people and their behaviours can be described with four different world views. These views help us to understand how people approach resolving conflict and managing issues differently. They indicate how a group's world view matches different styles of organisational management or leadership, and consequently indicate what paths will accomplish their goals. In medieval Europe they were called humours; Jung called them archetypes. Oriental cultures identified the four ways of being with four directions. McWhinney identifies them as the four realities: unitary, sensory, social, and mythic (McWhinney, 1996: 11-12). Beliefs in each quadrant are most like:

Unitary: policies, rules, theories, truths, creeds, principles, designs, belief systems, clarifications, assumptions.

Sensory: actions, behaviours, facts data, objects, material things, resources, events, experience, sensuality.

Mythic: visions, ideas, symbols, meanings, opportunities, metaphors, dreams, inventions, inspirations, creations.

Social: values, feelings, preferences, what matters, purposes, wants, motivations, ethics, attitudes, appreciation.

12. Will McWhinney's (1996) six modes of change

Unitary + Sensory =	Analytic	(defines rationality for most people)
Mythic + Unitary =	Assertive	(new vision, inspires belief)
Social + Unitary =	Influential	(focus on issues of truth and fairness)
Sensory + Social =	Evaluative	(practical mode of business managers, traders, shop keepers who use people skills to evaluate, balance and allocate)
Sensory + Mythic =	Inventive	(turn ideas into material things or create ideas from data; inventors, artists, entrepreneurs)
Social + Mythic =	Emergent	(create ideas that reflect values; social activists; storytellers of society).