Endnotes

Endnotes

Chapter 1

1. *Coaching models*:

    GROW was designed by John Whitmore (2002); CBT stands for cognitive behavioural theory and is well described in ***The Psychology of Executive Coaching*** by Bruce Peltier (2001); NLP stands for neuro-linguistic programming and is further described in the literature review; ICF represents the International Coaching Federation who can be found easily on the worldwide web; integral coaching refers to the integral model of Ken Wilber (1996/2001); evidence-based coaching can be found in various sources on the internet; the co-active coaching model was developed by L. Whitworth, H. Kimsey-House and P. Sandahl (1998); learning conversations refers to research into learning conversations and self-organised learning developed by S. Harri-Augstein and L.F. Thomas (1991); thinking skills refers to the six-stage coaching and thinking process developed by Nancy Kline (2005); Best Year Yet refers to the ten-stage individual and team coaching model developed by Jinny Ditzler (2001). Will McWhinney describes the four realities and six paths of change in ***Creating Paths of Change*** (1996); David Kolb's (1984) experiential learning styles are reflective observation, abstract conceptualisation, active experimentation and concrete experience. Frederick Hudson (1998) describes the four adult stages of life and change as: *go for it*, *doldrums*, *cocooning*, and *getting ready*. Ken Wilber (2001) explores individual *vs.* collective and interior *vs.* exterior to create the four-quadrant model: *intentional*, *behavioural*, *cultural* and *social*. James Flaherty (1999) adapted the Ken Wilber four-quadrant model; Mary Beth O'Neill (2000) developed a systems approach to coaching in her book ***Coaching with Backbone and Heart: a Systems Approach to Engaging Leaders with their Challenges***; Julie Starr (2003) has written a comprehensive coaching manual on the skills and process of professional coaching; Myles Downey (2003) has written a definitive book on coaching, adapting John Whitmore's GROW model and referring to the 'inner game' developed by Timothy Gallwey (1982).

2. "From an existential point of view, coaching is the place where coach and client meet: the coach is there to seek the 'wider relational' space, i.e. creating a safe space in which the client can be" (Section 1.5, p.1-7). In other words, it is important for the coach to create a safe thinking environment in order for the coaching conversation to take place, building trust and rapport between client and coach. However, I have changed the text in this section to now read:

    "From an existential point of view, coaching is the place where coach and client meet: the coach is there to seek the 'wider relational' space. Spinelli (1989) suggests that the coach

should underpin the wish to be a coach with a deeply human desire to engage with others, to challenge, and finally to provide an alternative as much of value to oneself as to the client. ... According to Yalom (1980: 401), although "it is the relationship that heals", he agrees that the important existential issues that people face in life are rarely investigated (Karlsson, 1993: 11). One paradox is that as a coach I seek to create a safe thinking environment for the relationship to develop between clients and coach in order for those less safe existential issues to emerge."
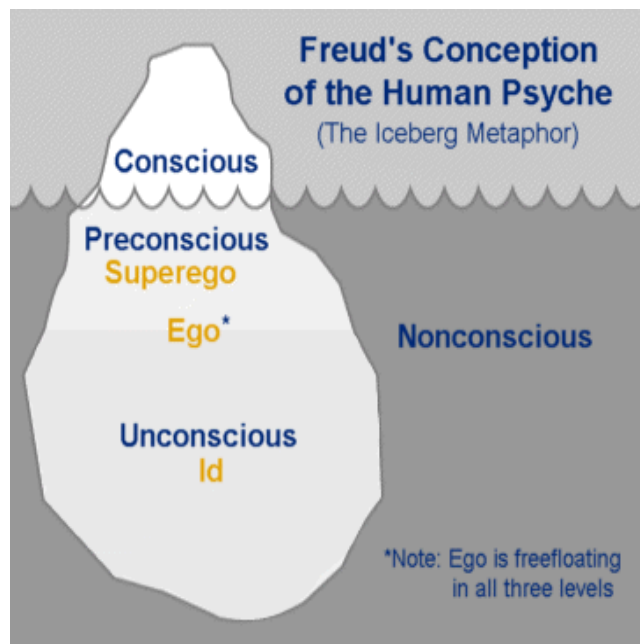
3. Husserl attempted to develop the first branch of phenomenology – transcendental phenomenology; the second major branch became known as Existential Phenomenology or Existentialism. Existential phenomenology was influenced by the writing of Husserl's assistant, Martin Heidegger (1889-1976).

4. COMENSA (Coaches and Mentors of South Africa); CTASA (Coach Trainers Association of South Africa). CTASA is spearheaded by John Paisley of The Coaching Centre, Cape Town.

Chapter 2

Part I

5. The Sapir-Whorf hypothesis, with particular reference to the legacies of Wilhelm von Humboldt and Sigmund Freud, is divided into two basic principles: linguistic determinism and linguistic relativity. Linguistic determinism refers to the idea that the language we use to some extent determines the way in which we view and think about the world around us. They are considered to be two separate groups: 'strong' determinism and 'weak' determinism. Strong determinism is the extreme version of the theory, stating that language actually determines thought, and that language and thought are identical. There is strong evidence against this now. Weak determinism maintains that thought is affected by or influenced by our language, whatever that language may be. This version of determinism is widely accepted today. It has importance for coaching practitioners who are working largely with conflict resolution, communication skills and leadership theory where language is a key part of managing a business and managing people.

6.   Freud and the Unconscious (Freud, 1927)

**Freud's Conception
of the Human Psyche**
(The Iceberg Metaphor)

Conscious

Preconscious
Superego

Ego*

Nonconscious

Unconscious
Id

*Note: Ego is freefloating
in all three levels

Sigmund Freud's complex theory of the personality included the structural model of the mind: *id, ego* and *superego*. Freud described the personality as having these three complex layers. All three components need to be in balance to have a reasonable amount of psychological energy and reasonable mental health. The ego has a difficult time dealing with the demands of the superego and the id; and according to the psychoanalytic view, the psychological conflict is an intrinsic part of human experience. The '*Id*' (Latin = "it") functions in the irrational and emotional part of the mind. It is the primitive mind, and is dominated by the 'pleasure principle'. The *Id* equates to the child in transactional analysis. The *ego* or "I" functions in the rational part of the mind. It develops out of awareness that it is not always possible to have what you want. The *ego* relates to the 'real' world and operates with the 'reality principle'. The *ego* understands the need to compromise, and constantly negotiates between the *Id* and the *superego*. The *ego* equates to the 'adult' in transactional analysis. The *superego* ("Over-I") is the last part of the mind to develop. It is known as the moral part of the mind. It embodies parental and societal values, and stores and enforces rules. Constantly striving for perfection, its power to enforce rules comes from its ability to create anxiety. In a healthy person, according to Freud, the *ego* is the strongest so that it can satisfy the needs of the *id,* not upset the *superego*, and consider the reality of every situation. The subsystems within the *superego* are *ego ideal* and *conscience*. The *ego ideal* provides the rules for good behaviour and standards of excellence to be striven for. The *conscience* determines the rules about what constitutes bad behaviour. The *conscience* is those things that parents will approve and disapprove of.

In the model of the human psyche (see figure above) the *unconscious* contains the majority of experience in our lives, our underlying emotions, beliefs, feelings and impulses. They are

pushed down into the *unconscious,* out of awareness, because of the anxiety they cause. The role of the *conscious* is to store everything that we are aware of. It makes up a small part of our personality as most of it is inaccessible. The *preconscious* or *subconscious* can be accessed if prompted, but it is not in our active conscious. The unconscious is very large and has been likened to an iceberg, where the majority is buried beneath the surface of the water. The water represents everything we are not aware of, have not experienced, or has not been integrated into our personality and is referred to as the *non-conscious*.

7. Neuro-Linguistic Programming (NLP) is a cognitive behavioural representation system. Neuro refers to the nervous system (the mind), through which our experience is processed via five senses: i.e. visual, auditory, kinaesthetic, olfactory and gustatory. Linguistic refers to language and other non-verbal communication systems through which our neural representations are coded, ordered and given meaning. This includes: pictures, sounds, feelings, tastes, smells and words (self-talk). Programming refers to the ability to discover and utilise the programmes that we run (our communication to ourselves and others) in our neurological systems to achieve our specific and desired outcomes.

   In other words, NLP's aim is to use the language of the mind to consistently achieve our specific and desired outcomes. In popular parlance NLP is described as 1) the art and science of excellence, 2) an attitude and a methodology that leaves behind a trail of techniques; 3) the study of subjective experience; 4) a user's manual for being a human being; and 5) NLP is about context, process and structure; the content is just 'stuff' (definition quoted from the NLP Coaching Skills workshop designed and developed by Sunny Stout Rostron and Min McLoughlin in 2004/5).

8. John Grinder, a linguistics professor at the University of California at Santa Cruz, combined the ideas of Noam Chomsky (1968) with the Sapir-Whorf hypothesis. John Grinder and Robert Dilts (co-founder of NLP and the NLP University, Santa Cruz, California) enabled users to describe patterns in the way people think.

9. See Roland Barthes in ***The Discourse of History*** by Stephen Bann, Comparative Criticism, 1981.

10. Kuhn – See the abstract by Pat Duffy Hutcheon as published in the ***Brock Review*** (1995) vol. 4, No. l/2, p. 28-37. In the article Hutcheon claims that Kuhn was interested in highlighting the historical process by which ideology evolves into science, whereas Popper's key concept was to determine criterion of 'falsification'. In other words for Popper a theory, to be scientific rather than just ideological must rule out possible occurrences so that there is no question of falsified events. Kuhn introduced the term 'paradigm' to mean a uniquely scientific conceptual framework.

11. Paradigm shift definition, source: http://plato.stanford.edu/entries/thomas-kuhn/.

12. Popper and Kuhn on the Evolution of Science by Pat Duffy Hutcheon as published in Brock Review (1995) vol. 4, No. l/2, p. 28-37.

13. ABC. The technique of functional analysis (ABC) within the CBT context was a very useful tool or intervention in coaching. It was introduced to the master's I-coach group by Dr. David Lane during one of the modular lectures in Cape Town in 2003.

14. Definition of neuro linguistic programming (NLP)

    NLP is based on the clinical practices and research of: Alfred Korzybski (General Semantics 1930-40); Watzlawick (Linguistics 1950's); Levels of language and theory of logical types (logical levels); Richard Bandler (Computer Linguistics); John Grinder (Gestalt Linguistics); Milton Erickson (hypnosis); Gregory Bateson (syllogism); Fritz Perls (Gestalt Therapy); Virginia Satir (family therapy).

    Neuro: The nervous system (the mind), through which our experience is processed via five senses: visual, auditory, kinaesthetic, olfactory and gustatory. *Linguistic:* Language and other non-verbal communication systems through which our neural representations are coded, ordered and given meaning; includes: pictures, sounds, feelings, tastes, smells, words (self-talk). *Programming:* The ability to discover and utilise the programmes that we mentally run (our communication to ourselves and others) in our neurological systems to achieve our specific and desired outcomes.

15. Insights Management Profile

    In interpreting any Insights profile, it is important to understand that each person's report will be different dependent on which chapters you have purchased for your client. In preparation for each report as a coach practitioner I determine:

    1. What ring is it in (focus, classic, accommodating, creative)?
    2. Which quadrant is the dominant energy?
    3. Which quadrant is the secondary energy (second colour)?
    4. Which quadrant is the shadow: rational (shadow opposite colour) or irrational (not opposite)?
    5. Which type is the client (Reformer, Director, Motivator, Inspirer, Helper, Supporter, Coordinator, or Observer)?

    For one coaching client (C8) we worked through:

    1. Key strengths and weaknesses (what he thought and what the graph showed)
    2. His value to the team (what he thought and what the report showed)
    3. Effective communication (what he sees his strengths and weaknesses are)

4. Barriers to communication (what stops him from communicating well with examples from him and what the report showed)

5. Possible blind spots (what they are and how to avoid them)

6. His difficult person (asked him for examples)

7. Role play (meta mirror) to practice dealing with his difficult person

8. His thoughts for his development and discussion of Insights suggestions

9. Management (asked him for his ideal environment, and what if he does not get it)

10. How to manage and motivate C8 (how to communicate this to a boss)

11. Managing others: what does he need to be aware of?

12. Personal Achievement (set a date to do Best Year Yet)

13. Personal creativity (considerations)

14. His feelings about lifelong learning

15. C8's learning styles (his interpretation of this)

16. The Insights Wheel – what it indicates

17. What it means to be a Classic Inspiring Helper in a conscious wheel position

18. What it means to be a Classic Supporting Helper in a less conscious position

19. The Insights Colour Graphs - interpretations of each graph; where his stresses lie

20. Next steps

Chapter 2, Part II

16. Values exercise: "what is important to you professionally; what is important to you personally? By important I mean the intangibles: things that are unmeasurable such as integrity, professionalism, honesty, making a difference. What else is important; anything else?" (Values/feelings/beliefs are not to be confused with goals; goals are measurable, often quantifiable and tangible. Values are intangible and unmeasurable).

17. *Mitwelt/Umwelt/Eigenwelt*: *Umwelt* refers to the world, the objects which surround us, i.e. the natural world, the material world. *Mitwelt* refers to the world of inter-relationships with human beings; the *Eigenwelt* refers to our 'own world' which presupposes self-awareness, self-relatedness and is considered to be uniquely present in human beings (May, 1983: 126-128).

18. COMENSA (Coaches and Mentors of South Africa) is the institution set up to develop ethical codes and standards of competence for coaches and mentors working in South Africa. It is linked internationally to the European and Mentoring Coaching Council (EMCC); and to the Worldwide Association of Business Coaches (WABC).

19. The Relationship

In a supervisory session with Ernesto Spinelli (6 April 2004), he indicated that the "relationship" is the core factor in any therapeutic, coaching, supervisory or counselling session and perhaps even for research. My work has examined this and underlined, time and time again, that no matter what level the coaching intervention, it seems that the *fundamental work of the coaching intervention establishes the possibility for the relationship.*

Yalom: "I am convinced that the surreptitious 'throw-ins' made all the difference ... I believe that, when no one is looking, the therapist throws in the 'real thing'. But what are these 'throw ins,' these elusive, 'off the record' extras? They exist outside of formal theory, they are not written about, they are not explicitly taught ... Indeed, is it possible to define and teach such qualities as compassion, 'presence,' caring, extending oneself, touching the patient at a profound level, or – that most elusive of all – wisdom" (Yalom 1980:3-4)? "Existential psychotherapy is a dynamic approach to therapy which focuses on concerns that are rooted in the individual existence ... it is the relationship that heals" (Yalom 1980: 5).

20. Kline, Nancy (2000:100-101) ***Time to Think***

According to Nancy Kline (1999: 100-1) team effectiveness depends on the calibre of thinking the team can do. Yet most teams do not operate within a thinking environment with the ten components necessary to enhance quality thinking and decision-making. Teams are the most strategic place to begin organisational change, but the limiting assumptions of each team member, and the limiting assumptions of the group as a whole need to be identified and replaced with empowering assumptions.

21. The learning contract is something I use in most instances at the end of a coaching session. I devised it after reading ***Learning Conversations*** (Harri-Augstein, S. and Thomas, L.F. (1991)). With the client at the end of the session we agree what is the continuing vision for our work together, the strategy to achieve the vision, longer-term goals, and the goals for the next two weeks.

22. Paradigms

McWhinney details five systems theories with their structural assumptions, dominant causes, processes and metaphors: classic, dynamic, communication, field and evolutionary (McWhinney, 1993: 28):

The Classic Theory – ordering: The symbolic process is form (ordering) and the dominant causal relation is formal. It began with Aristotle. The classic paradigm has existed for 2000 years in western culture and underlies contemporary role theory (process-oriented psychology) and organisation theory. It has become part of our thinking pattern and way of life (McWhinney, 1993: 29-31).

The Dynamic (Mechanistic) Theory – moving: The dominant process is movement. Expressed as the active, scientific world, this paradigm dominates the consciousness of the formally educated western world. It began with Galileo; but the dynamic period is represented in the science of Newton. The acceptance of change laid the philosophical base for the Industrial Revolution (McWhinney, 1993: 32-35).

The Communications Paradigm – signalling: In the signalling process we think about engineering, human relations, organisation and management theory or even the bio-sciences. Advances made in the communication sciences in the last half century dominate our western worldview: the applications of communications are cybernetics, human and social relations, information theory, organisation of work and services, and the health sciences. In this paradigm, meaning derives from social processes (McWhinney, 1993: 36-37, 50).

The Field Paradigm – knowing: The essential process of field theory is 'knowing'. A field is a continuum in which every point contains a representation of the whole. Real examples are cultural or social fields, and a field can be defined by the collective emotional state as measured by the population of that field; for example, a crowd of fans at a Manchester United football game. Kurt Lewin is the author of 'social field theory' and social communications theory developed after WWII. New elements of contemporary field theory are: a growing awareness of Eastern thinking (for example, mindfulness); the emergence of holistic approaches to health; emergence of 'third-force psychologies'; self-awareness and the emergence of consciousness. According to McWhinney the missing part of field theory is its inability to deal with the individuation of the person (McWhinney, 1993: 51-78).

The Evolutionary Paradigm – becoming: This is the unfinished paradigm of 'self-organisation'. Considered to be the paradigm of adaptation and survival, this theory is related to the phenomena of persistence, change and innovation. The earliest traditions are the myths of origin; and this paradigm connects ancient myth and modern science, and questions arise about complexity *vs.* simplicity. The larger role of this paradigm is to define an evolutionary system theory and to define a theory of complexity. This is the basis, according to McWhinney, of a new social paradigm (McWhinney, 1993: 79-101).

Role theory: roles are expressions of ideas, opinions and fundamental behaviour patterns. There is much power and energy behind a role, and these roles can inhibit individuals within a group, roles are larger than the individual, and individuals carry within them more than one role. For the individual and the group to grow, they need to be able to move with fluidity between roles (Stout Rostron, 2002: 228).

23. Ken Wilber is the author of ***A Theory of Everything*** (2000) which is a powerful approach to individual, organisational and community transformation using a four-quadrant integral model.

24. Well-formed outcomes: practical exercise.

NLP can be defined as how to use the language of the mind to consistently achieve our specific and desired outcomes. The various ways to achieve a well-formed outcome are well documented in the NLP literature.

1. *Stated in the positive:*

    What specifically do you want?

2. *Specify present situation:*

    Where are you now?

3. *Demonstrable in sensory experience:*

    Evidence procedure.

    How will you know when you've got your outcome? Imagine you have it now.

    V   What are you seeing having got it?

    A   What are you hearing having got it?

    K   What are you feeling having got it?

    V   What are you doing having got it?

    D   What will others be seeing, hearing and feeling that lets them know that you've got it?

4. *Is it congruently desirable?*

    What will this outcome get for you or allow you to do?

5. *Is it self-initiated and self-maintained?*

    Is it only for you? (You cannot set goals for others. You can only set goals for yourself.)

6. *Appropriately contextualised:*

    When, where and with whom do you want it?

    When, where and with whom do you not want it?

    For how long do you want it?

7. *What resources are needed?*

    What do you have now, and what do you need to get your outcome?

    Have you ever had or done this before?

    Do you know anyone who has?

    Act as if you have it.

8. *Ecology check:*

    For what purpose do you want this?

    What will you gain or lose if you have it?

    Is it worth the cost to you?

    Is it worth the time it's going to take?

    Is this outcome in keeping with your sense of self?

Here is a version advocated by Peter McNab (2005):

- *What do you want?*

   (Is it stated in the positive? Is it initiated and controlled by you? Is it sensory based?)

- *Where, when and with whom do you want it?*

   Have you considered different contexts? Is it ecological? Is it sensory based?

- *How will you know that you have it?*

   Is it sensory based, appropriate, and timely?

- *What do you get out of your current behaviour?*

   What will you lose? How will you maintain this in your desired state?

- *Ecology #1*

   How will your outcome affect other aspects of your life? Who and what else will it affect?

- *Ecology #2*

   Under what conditions would you not want to implement your goal?

- *What (if anything) stops you having your desired state already?*

   If so, what additional resources do you need?

- *What (if anything) stops you having your desired state already?*

   If so, what additional resources do you need?

- *What are you going to do? When are you going to do it?*

   Give appropriate detail with the first step precisely defined.

25. I believe that Jorge Luis Borges writes about the difference between territory and representation (mapping) in an interesting short story, ***Tlon, Uqbar, Orbis Tertius*** (first published in 1940, and included in the English-language anthology, ***Labyrinths***, London: Penguin, 1962). And before Borges, Lewis Carroll, in his novel, ***Sylvie and Bruno*** (1889, included in Carrol, 1982 ***The Complete, Fully Illustrated Works***, Gramercy Books) described a fictional map that had "the scale of a mile to the mile". As for the "map is not the territory", although it was popularised by Korzybski, I think it was actually coined by the Scottish mathematician, Eric Bell.

26. Experiential learning – From Chapter 11, ***Experiential Learning and Social transformation for a Post-apartheid Learning Future*** by Costas Criticos (Boud, Cohen and Walker, 1996: 156- 168).

27. According to Webster's Encyclopaedic Unabridged Dictionary (1989), "conative" pertains to the nature of conation; or expressing endeavour or effort. Conation is the part of mental life having to do with striving, including desire and volition.

28. Experiential Learning – from Chapter 3, **Activating Internal Processes in Experiential Learning** by John Mulligan (Boud, Cohen and Walker, 1996: 46-58).

29. Left-brain thinking: see **Accelerating Performance: powerful new techniques to develop people** (Stout Rostron, 2002: 90): "The left hemisphere is associated with the conscious, verbal part of the brain. This is known as the objective, logical, mathematical and linguistic side of the brain. It is often associated with careers such as accountancy, law, statistics and investment broking. 'Right-brain' careers include graphic design, art, writing and music. It has become very popular in the fields of education and performance development to say that we need more 'right-brain' thinking. What we actually need is more 'whole-brain' thinking: a combination of left and right brain. Although each hemisphere is responsible for certain functions, both sides are involved in most thinking that we do."

Chapter 2, Part III

30. Functional analysis

    In functional analysis the coach helps the client to identify the behaviour, the antecedent and the consequent; this helps the client to decide what changes (if any) can be made to the antecedent in order to change the behaviour and the consequences.

    Antecedent: is what precedes behaviour.

    Behaviour: behaviour we are interested in changing.

    Consequent: things that happen right after the behaviour to change.

31. Ubuntu

    I refer to the African notion of *Ubuntu*. Defined as, "morality, humaneness, compassion, care, understanding and empathy. It is about shared values and humanity," (Boon, 1996: 31). In Ubuntu terms you are only who you are in relation to others; in other words, Ubuntu is about interaction within the community.

    Ubuntu sends you as an individual on a journey where you will find out who you are when you meet the people in your life – it is about life and values. In many ways this is a very existentialist philosophy. Northern European individualism is a very different philosophy from *Ubuntu* which experiences existence in relation to others, and within a sense of community.

    The term Ubuntu is important in the South African context as it refers to an African view of life and world view. Ubuntu takes the view that man is essentially a social being, and that "a person is a person through other persons" (Devenish, 2005). Justice Yvonne Mokgoro of the South African Constitutional Court says that Ubuntu is the basis "for a morality of co-operation, compassion, community (spiritedness) and concern for the interests of the

collective, for others and respect for the dignity of personhood; all the time emphasizing the virtues of that dignity in social relationships and practices" (Devenish, 2005).

Ubuntu is aligned with two of the existential states of being, being-for-itself and being-for-others. Ubuntu requires the "right balance between individualism and collectivism and is made possible by taking seriously people's need for dignity, self-respect and regard for others. Its emphasis is not on differences, but on accommodating these" (Devenish 2005).

32. Mary Beth O'Neill advocates viewing an organisation systemically. She uses a bottom right hand quadrant similar to Ken Wilber's (2000), claiming it is the largest sphere: i.e. strategic alliances, the global economy, the natural environment and geopolitical shifts. This right-hand systems quadrant is divided into three segments:

   A. the smallest sphere: leader's motivations, traits, goals, challenges

   B. midsize sphere: leader and team, other departments, vendors, customers

   C. the largest sphere: strategic alliances, global economy, the natural environment, geopolitical shifts.

33. Rescue and responsibility models.

   These two models, rescue and client responsibility represent a meta-model about when and how to intervene with the leader. In the client responsibility model (2000:69) O'Neill says to use your "signature presence" to keep the client focused. Rather than suggesting specific question interventions, she contrasts the attitudes in the two models.

	Rescue model	*Client responsibility model*
Attitudes	You think the leader cannot do it without you	You believe that the leader has to come up with approaches she or he is comfortable with rather than adopting yours
Behaviours	You give more answers than ask clarifying questions	You stimulate your client's thinking so that she or he knows more about their own position

34. Coaching Interventions.

   Mary Beth O'Neill's (2000: 215–219) recommended questions for contracting, setting goals, planning, patterns, boundaries and debriefing are below. Many of the questions O'Neill excerpted, adapted, and used with the permission of Rob Schachter, from "Questions When Contracting with Leaders," an unpublished document, 1997.

   Contracting

   - What business challenges are you facing?

   - Have you met this challenge successfully before?

   - What is your best thinking about this issue?

- What are the gaps in meeting the same kind of challenge this time?

- What is keeping you from getting the results you want?

- How have you responded to this issue?

- Do you have any sense of your part in not meeting the challenge this time?

- How urgent are you?

- How much time do you have to achieve this?

- What do you find personally challenging about leading this effort, given the results you have to date?

- How do you think I could be useful to you?

- Do you have the authority to sponsor this plan, or do you need sponsorship from someone else?

Goals

- What do you want to accomplish in this effort?

- What outcomes do you want?

- What would be achievable results and what would be the specific timeframe?

- What would successfully fulfilling those goals look like? How would you measure it?

- What is your best thinking about this issue?

- What behaviours need to be different in team members to accomplish the results?

- In your position as leader, what challenges do you personally feel in pulling this off?

- What behaviours will you need to enhance or change?

- To what extent do the people who report to you hold the same perspective or urgency that you have?

- Does your team know as much about what you're thinking as I know now?

Planning

- How clear have you been with your team so they understand you stand behind this challenge?

- What do you know and what don't you know? Can you be clear about both? What information and support do you need and from whom?

- How do you want to increase participation within the work group?

- How clear have you been in your performance expectations?

- Are those expectations compromised in some way by the surrounding context?

- Are matrixed groups clear about their roles on this issue? Do they know to whom they are accountable and for which items?

- Are you the decision-maker? Which decisions will you make and which will you delegate?

- What strengths do you have as a leader that you want to preserve and build upon?

Patterns

- What pattern are you playing out with the other person? Is the pattern effective? If not, how does it detract from your success?

- What does the other person do or not do that triggers your response? Does that interaction have a familiar ring to it? Can you count on people (yourself included) to react in familiar ways? Is this so recurring that you could "Name That Tune"? How would it be identified as a news headline?

- How do you encourage others to keep doing the things you don't like? What is your contribution to this pattern? What do you do that starts them down that path in the first place?

- What pulls you off course?

- What can you do to stay on course? And then what can you do when that doesn't work? And then what can you do?

Boundaries

- Do people know what is expected of them?

- What are the boundaries of this system?

- Are they frequently compromised so that work is difficult to do?

- Are they so rigid that people are not getting essential information and resources from other parts of the organisation?

Debriefing

- How do you think you did?

- To what extent did you achieve your goal? What did you do well?

- Did you follow the mandate of your role as sponsor, implementer, advocate, or agent?

- Did you match your managing style to the developmental need of the employee?

- Did you establish a pattern that enhanced the interaction?

- What internal cues can you identify when you get into this pattern (either for one that works or one that does not work)?

- What loose ends around the decision-making, participation, and so forth need to be clarified?

- What challenges do you continue to face?

- What next step do you want to take?

- What do you want to strengthen or change as I coach you in the future?
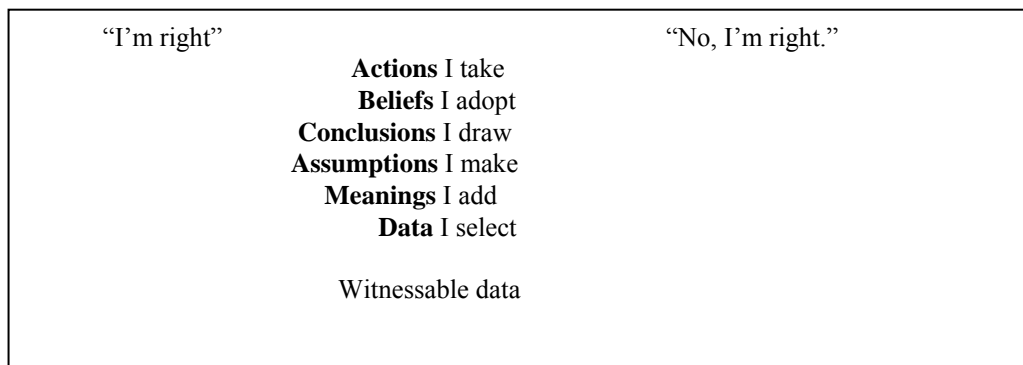
35. Ladder of inference

    The ladder of interference, moving from the bottom upwards:

    1. observe the data;

    2. select data;

3. have meetings;

4. make assumptions;

5. draw conclusions; and

6. adopt beliefs and take action based on those beliefs

36. *Bedrock assumption* – this is a term Nancy Kline uses in ***Time to Think, Listening to Ignite the Human Mind*** (1999). A bedrock assumption is a limiting assumption about the self and how life works; for example, I am stupid, my ideas do not matter (self-perception), it isn't possible, change is always difficult and takes a long time (how life works) (Kline (1999:55, 170-1).

37. Best Year Yet's 10 questions are as follows - In the last twelve months:

1. *What are all of your accomplishments from the last 12 months?*

    What was the secret of your success?

    What worked?

    Why were you able to achieve what you did?

2. *What were your biggest disappointments and frustrations in the last 12 months?*

    What didn't work and why?

    What would have worked better?

3. *What did you learn?*

    What can you learn from your own excellence?

    What can you learn from those things that didn't work?

    Pick three and turn them into guidelines for your next 12 months.

4. *In what way do you stop yourself from achieving your best, and how can you change?*

    What is it that you do and say that stops you from achieving?

    What do you say to yourself (write it down!) to justify these reasons or excuses?

    Pick the most powerful one or two which would create the greatest change if they worked for you rather than against you. Now brainstorm the words that would turn it into a powerful, positive way forward.

5. *What is it that gets you up in the morning, motivated and ready to go?*

    What's important to you about work? About home? About life?

    Choose those unmeasurable values: such as achievement, recognition, health, being loved, giving something back – these are the intangibles that are really driving you.

    Which ones most represent who you are?

6. *What key hats do you wear, professionally and personally?*

    i.e. manager, boss, employee, partner, husband, wife, mother, father, son, daughter, sister, brother, friend. Choose the top 8.

7. *Which hat (or role) needs to be your major focus to make the next year your best one yet?*

8. *Write down three goals for each role.*

9. *From your list choose your top ten goals which will make the difference for you.*

10. *Now, what will most help you to achieve them?*

38. Chris Argyris' Ladder of Inference.

"I'm right"	"No, I'm right."

Actions I take
Beliefs I adopt
Conclusions I draw
Assumptions I make
Meanings I add
Data I select

Witnessable data

To deal with defensive routines and to help individuals and teams deal with the un-discussables Hargrove advocates Chris Argyris' ladder of inference adopted from Don Schon. The left hand side is what the individual is thinking; the right hand side is what the individual is saying.

39. John Whitmore's GROW Model.

Questions for developing meaning and purpose professionally and personally (Whitmore, 2002: 116-118):

GOAL

*   What would you like to have by the end of this coaching session?

*   Let's imagine a year or so into the future. What would your ideal work situation be? Describe to me in some detail what your typical working day would be like. (This may be in or out of his or her current job, with no judgement on my part).

*   What are the elements of that scenario that you yearn for most at this time?

*   How important is each of these to you?

*   By when would you want that to be the case?

*   Deep down, what do you really want from your work life?

*   If that seems a bit of a stretch from where you are now, give me a couple of stepping stones along the way.

*   From where you are now, what would be a first step that you could feel good about?

REALITY

*   How much of this situation do you feel is within your control?

- Aside from the day-to-day frustrations, what is it about your work that gives you the most dissatisfaction?
- What is the concern that lies behind the dissatisfaction?
- What sort of thing could meet that concern?
- What else bothers you? And what else? Tell me more about that.
- What sort of people and what sort of activities at work do you dislike?
- For how much of your time at work do you feel positive and how much negative? Let's look at the positive.
- What sort of people and activities do you enjoy most at work?
- What is it about those people and those activities that you like?
- What qualities do they represent? Where else do you find those qualities?
- What activities in or out of work are meaningful to you?
- If you had to state a purpose for your life, what would it be?
- If you had the opportunity to write your obituary now, what would you like to be writing about your life? (A good one, but be careful who you use it with!)

OPTIONS

- What options do you have for changing things? (If the coachee answers "I could change my job", continue as follows but bear in mind that changing forms and structures does not change anything. It is consciousness that must change.)
- What would be the benefits of doing that? What would you lose?
- How might you ensure that the same problems would not arise in a new job?
- What sort of job? How would you find it? How secure would that be?
- So changing jobs and going independent are two options. Let's now look at how you might introduce some of those qualities you seek into your current work.
- How else? Where? And where else?
- What would have to change? What could you do to change that? Who could you ask to have other parts changed?
- If you were able to change all those things, how well would your needs be met?

Questions for each of the four stages of GROW (Whitmore, 2002: 174-176):
GOAL

- What is the subject matter or the issue on which you would like to work?
- What form of outcome are you seeking by the end of this coaching session?
- How far and how detailed do you expect to get in this session?
- In the long term what is your goal related to this issue? What is the time frame?
- What intermediate steps can you identify, with their time frames?

REALITY

- What is the present situation in more detail?
- What and how great is your concern about it?
- Who is affected by this issue other than you?
- Who knows about your desire to do something about it?
- How much control do you personally have over the outcome?
- Who else has some control over it and how much?
- What action steps have you taken on it so far?
- What stopped you from doing more?
- What obstacles will need to be overcome on the way?
- What, if any, internal obstacles or personal resistances do you have to taking action?
- What resources do you already have, e.g. skill, time, enthusiasm, money, support, etc?
- What other resources will you need? Where will you get them from?
- What is really the issue here, the nub of the issue or the bottom line?
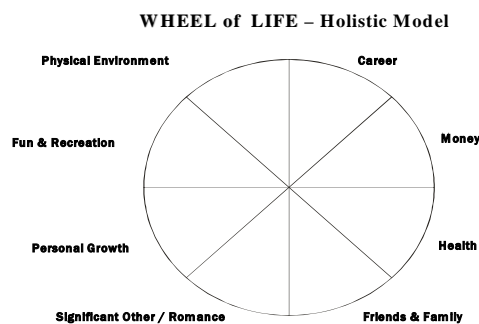
OPTIONS

- What are all the different ways in which you could approach this issue?
- Make a list of all the alternatives, large or small, complete and partial solutions.
- What else could you do?
- What would you do if you had more time, a larger budget or if you were the boss?
- What would you do if you could start again with a clean sheet, with a new team?
- Would you like to add a suggestion from me?
- What are the advantages and disadvantages of each of these in turn?
- Which would give the best result?
- Which of these solutions appeals to you most, or feels best to you?
- Which would give you the most satisfaction?

WILL

- Which option or options do you choose?
- To what extent does this meet all your objectives?
- What are your criteria and measurements for success?
- When precisely are you going to start and finish each action step?
- What could arise to hinder you in taking these steps or meeting the goal?
- What personal resistance do you have, if any, to taking these steps?
- What will you do to eliminate these external and internal factors?
- Who needs to know what your plans are?
- What support do you need and from whom?

- What will you do to obtain that support and when?
- What could I do to support you?
- What commitment on a one-to-ten scale do you have to taking these agreed actions?
- What prevents this from being a ten?
- What could you do or alter to raise your commitment closer to ten?
- Is there anything else you want to talk about now or are we finished?

40. Co-active coaching model (Whitworth, L., Kimsey-House, H. and Sandahl, P., 1998).

WHEEL of LIFE – Holistic Model

Chapter 3

41. Dialogue and learning conversations.

The works of Harri-Augstein and Deborah Tannen are excellent examples of learning from dialogue and conversation in the workplace; but so far as I am aware, no research on the 'live conversations' between coach and client has been published to demonstrate the workings of the coaching conversation. There are examples of questions and dialogue in many contemporary coaching books (Harri-Augstein (1991), Whitworth (1998), O'Neill (2000), Hargrove (2003), Whitmore (2002), Tannen (1994)) but no research that I have yet seen published on the analysis of the interactions *per se* within the coaching conversation.

42. 'Primary aim':

The use of the word 'primary' is implied in the contemporary coaching literature and accepted definitions of coaching. For example:

(a) "A coach is a collaborative partner who works with the learner to help them achieve goals, solve problems, learn and develop" (Caplan, 2003);

(b) "Meant to be a practical, goal-focused form of personal, one-on-one learning for busy executives and may be used to improve performance or executive behaviour, enhance a career or prevent derailment, and work through organisational issues or change initiatives. Essentially, coaches provide executives with feedback they would normally

never get about personal, performance, career and organisational issues" (Hall *et al.,* 1999);

(c) "A collaborative, solution-focused, results-oriented and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coach" (Grant, 2000);

(d) "Conversations that create and sustain shifts in thinking, feeling and behaviour; it arises out of the need for achieving goals; a collaborative process of facilitating learning; needs and solutions are client-driven in an outcomes-based planned process [transformational learning; facilitating conversation; collaborative relationship; outcome sustained shifts; client-driven]" (Stout Rostron, CIPC1, Sept 2004).

(e) "It consists of one-to-one developmental discussions. It is aimed at specific issues/areas. Coaching activities have both organisational and individual goals (CIPD UK). CIPD Perspective: Coaching is developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives. It targets high performance and improvement at work, although it may also have an impact on an individual's private life. It usually lasts for a short period and focuses on specific skills and goals".

43. Heisenberg's Uncertainty Principle.

Heisenberg's Uncertainty Principle is "the cornerstone of the quantum theory. (The uncertainty principle states that you cannot make measurements with infinite accuracy, such as measuring the velocity and position of an electron. No matter how sensitive your instruments are, there will always be uncertainty in your measurements)" (Kaku, 2005).

44. Martin Heidegger and Jean Paul Sartre were influenced by Husserl's phenomenology. Sartre developed French existentialism and Heidegger developed existential phenomenology.

Four dominant philosophical tendencies and stages are recognised within phenomenology. Husserl's original movement was known for its attack on *psychologism*, which is the attempt to absorb logic into empirical psychology. The first era of phenomenology is sometimes referred to as "descriptive phenomenology". Four branches have developed as part of descriptive phenomenology:

1. *Realistic phenomenology*: emphasises the search for the universal essences of matters including human actions, motives and selves.

2. *Constitutive phenomenology*: extends Husserl's original phenomenology to the natural sciences. It is devoted to reflections on phenomenological method, and particularly the method of transcendental phenomenological époché and reduction. This involves suspending acceptance of the pre-given status of conscious life as something that exists in the world.

3. *Existential phenomenology*: traced back to Martin Heidegger's *Sein und Zeit* of 1926, it refers to the analysis of "human being" as a means to a fundamental ontology. Existentialism was led in France in the 1940s and 1950s by Simone de Beauvoir, Maurice Merleau-Ponty, and Jean-Paul Sartre. It is concerned with freedom of choice, action, conflict, desire, temporality, oppression and death. Sartre focused on freedom and literature; de Beauvoir raised the issues of gender and old age; Merleau-Ponty contributed ideas from Gestalt psychology.

4. *Hermeneutical phenomenology*: originated with Heidegger and includes the previous stages (an influential author in Hermeneutics has been Heidegger's student, Hans Georg Gadamer (1975)). The emphasis here is not on a hermeneutical method of analysis, as hermeneutics is the science of interpretation.

I have chosen not to use a hermeneutical approach, although the coaching intervention takes place (or actualises itself) through language, thus raising the issue of interpretation. Instead, I have chosen an existential phenomenological approach, which brackets assumptions and interpretation in order not to place the researcher's reality over that of the coach or client in the transcripts.

This research project follows the existential phenomenological approach with its emphasis on the rule of description (describing rather than explaining), and on the rule of equalisation (treating all concerns equally) rather than interpreting significance or meaning for the client.

45. As I explained in Section 2:10 of Chapter 2: Terms of Reference and Literature Review, the reason for exploring these psychological mechanisms and the history of existentialism is because the existential approach helps us, as coaching practitioners, ask questions about relationship, for example, "how is it possible that one being relates to another?" (May, 1983: 19). Participation involves risk. And as I explained in Section 2.1 of Chapter 2: Terms of Reference and Literature Review, I believe that the 'interaction' between coach and client is where the real work is done in executive coaching. Thus my research into the coaching intervention is specifically to investigate and analyse this process. To date, most of the research in the 'relationship' or 'encounter' between client and practitioner has been undertaken in the field of psychotherapy. It is for this reason that I explored the contemporary literature in that and related fields as a starting point for my doctoral project.

46. R1, R2 and R3: The work on this project by my three researchers was invaluable. (R1) Lucy Liebman, originally a researcher with SABC TV; (R2) Tanith Curtin, a university student and my office manager; (R3) Andrew Verrijdt, a student in clinical psychology who required a practical project as researcher prior to commencing his masters degree.

47. The coaching intervention.

For example, thinking skills, CBT, Best Year Yet or NLP interventions which include third-position thinking and circle of excellence. Nancy Kline's thinking skills work with a six-stage model with 10 components or essential behaviours as the theoretical underpinning. CBT or cognitive behavioural therapy works with a model for functional analysis (ABC) introduced to the I-coach masters students in Cape Town. Best Year Yet works with a 10-step model to create either individual or team plans which identify and replace limiting paradigms to create a new vision for the individual or team. NLP interventions are based on the NLP communication model and can include third-position thinking, circle of excellence, rapport exercises and setting well-formed outcomes. Advice: although technically coaches don't offer advice, clients sometimes ask for information or advice. Silence: a core skill for the executive coach is to create safety in the external environment (i.e. the space between coach and client) to enhance the client's internal thinking environment.

48. The EMCC Code was used as a model for the development of the COMENSA codes of standards and ethics. In fact, one of my projects during this research process has been to spearhead and foster the setting up of COMENSA. The Association currently has three provincial chapters (Western Cape, Gauteng and KwaZulu-Natal) and over 15 portfolio committees (steering committee, supervision, criteria for membership, ethics, standards, marketing, website, legal and constitutional, definitions, mentoring, empowerment, standards-generating body, research, corporate users, CPD, purpose, etc.)

49. COMENSA, Building of an Ethical Code; Public Ethics forums.

In the first 18 months I facilitated meetings in Johannesburg and Cape Town with a core group of colleagues to see what kind of support there was for setting up the institution. COMENSA is now formally registered as a Section 21 Company, and has been established and developed through a democratic process of public forums, meetings, voting and a consultative process with nearly 500 registered stakeholders *(COMENSA was formally launched nationwide in 2006 and has over 400 registered members).*

Two public forums on ethics were held in Johannesburg and Cape Town. As a result of the forums, ethical dilemmas in coaching were identified, and from the suggested solutions to handle these dilemmas an ethical code has begun to emerge. The ethics committee has synthesised its original research into ethical codes for coaches worldwide with the findings of the two forums. A draft code was submitted to COMENSA members in September 2005 for comment and analysis; the new ethics code is now on the COMENSA website, www.comensa.org.za. The agreement with COMENSA stakeholders is that the final ethics and standards codes will be organic, living documents to be reviewed and updated annually.

The key reason for holding the forums was actually an ethical issue. It was to include and encourage the participation of all stakeholders in COMENSA, and to develop the most comprehensive document possible. Once the document was finalised in draft form it was sent

out to all COMENSA members for feedback. COMENSA will encourage an ongoing dialogue of ethical dilemmas facing coaches and mentors in South Africa at their quarterly meetings in Gauteng (Johannesburg), the Western Cape (Cape Town) and KwaZulu Natal (Durban).

Structure of COMENSA

COMENSA currently includes the following basic structures:

- Provincial chapters in Gauteng, the Western Cape and KwaZulu-Natal.
- Seven directors (to be elected on a bi-annual basis); and voluntary Portfolio Committee Heads.
- The central membership of COMENSA is comprised of three groups: practitioners of coaching and mentoring; training institutes of coaches and mentors; and potential users of coaching and mentoring.

COMENSA was formally launched in April 2006 with the endorsement of the EMCC and WABC.

Empowerment

The Steering Committee has carefully explored the full significance of the concept of 'empowerment' for COMENSA. The Cape Town steering committee noted that coaching and mentoring are fundamentally about empowering people and that they result in a nation of empowered individuals, who can think for themselves. This point is particularly crucial in the South African context − in the past, politically dominant groups in effect did the thinking for the non-dominant groups, and the negative impact of this should not be underestimated. In a very real sense, therefore, COMENSA's role and responsibility is the development of the coaching and mentoring processes that will ultimately empower all individuals for the good of the nation.

To fulfil COMENSA's mission effectively, empowerment should be viewed in terms of a positive ideal towards which the nation is striving. It is not sufficient to view 'empowerment' as dealing with only the symptoms of the legacy of South Africa's past, as being a response solely to specific political-historical acts. COMENSA is therefore focusing on empowerment as a core positive ideal and mission, not merely as a short-term political process. In this regard it was noted that best-practice coaching regards the coach and the client as inherently equal; and this approach in itself provides the foundation necessary for the real empowerment of individuals.

Empowerment is therefore a fundamental focus of the way that COMENSA does business, and of the business that COMENSA does. It is important to ensure that COMENSA remains committed to serving this positive and inclusive empowerment ideal by continuing to motivate and develop best-practice processes in coaching and mentoring. In this regard, the empowerment initiative developed by COMENSA will in one sense act as the organisation's professional conscience.

Further, it is essential to articulate COMENSA's approach to empowerment clearly, so that all observers are fully aware of COMENSA's conscious, explicit and ultimately effective commitment to the development of a nation of empowered individuals. Further, COMENSA should not risk being politically marginalised by default, merely because it did not articulate its model of empowerment clearly enough. In addition, COMENSA would achieve professional credibility only if it was seen to represent the interests of all South Africa's people in the way that it conducts its activities.

The Steering Committee therefore proposed:

- to create a role on the Committee to address the issue of empowerment;

- to start discussions within the wider stakeholder community around an 'empowerment charter' for COMENSA, with the aim of developing one; and

- to pursue the ideas discussed around the issue of empowerment as a core, positive purpose and role of COMENSA.

Chapter 5

50. The Ethnograph.

The Ethnograph is the computer programme I selected to help with the initial organisation of the data. The reason for using the Ethnograph is that it structured the narrative in each of the coaching transcripts by numbering each line and providing a software technique to analyse themes and patterns within the narrative. The Ethnograph was used to conduct the first level of data analysis; the next three stages were each a hard-copy analysis by myself as researcher. These three stages were facilitated by the Ethnograph which had numbered each line of conversation, and placed all the data onto the left side of each page; the right side of the page was freed up for notes and analytical commentary.

51. Researcher (R2).

I trained a research assistant to help with the first analysis of the coach/client transcripts using the Ethnograph; together we created a code book for the first analysis. My three researchers have been labelled R1, R2 and R3 in this thesis.
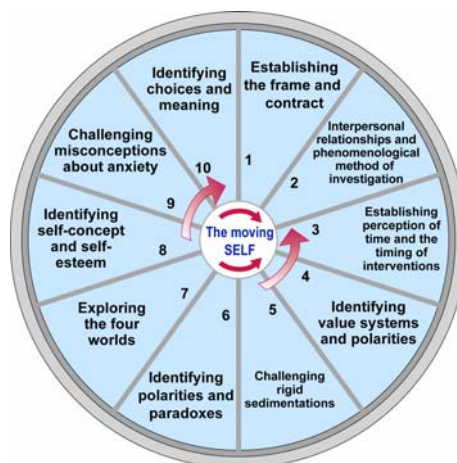
52. The model.

Below are the four experiential learning phases of the model (reflection and awareness, taking responsibility, setting goals and action, personal growth and learning leading to change) and the existential concerns aligned to them (freedom, meaning, choice, anxiety).

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 environment.

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. 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.

Chapter 6

53. Time-limited Existential Therapy Model (Strasser, F., and Strasser A., 1997/2002).

54. EQ, IQ, SQ:

Dana Zohar, author of *Spiritual Intelligence*, believes spiritual intelligence to be one of the three main intelligences built into the brain. She defines rational intelligence (IQ) as our logical, linear intelligence. Emotional intelligence (EQ) is what we use to read each other's feelings. EQ is what we use to adapt to situations in which we find ourselves. According to Zohar, spiritual intelligence (SQ) is the intelligence we use to imagine how things could be better. SQ is what we use to transform situations, to look for meaning in our lives, to find a sense of purpose. (Stout Rostron, 2002: 29).

Understanding and emotional literacy:

Working with the client in the coaching conversation, from this point of view, is about coming to a new way of understanding the self and one's interaction with the world. It also means the coach needs to work with emotional literacy. Also known as emotional intelligence, this is the ability to read accurately and respond appropriately to the emotional reality of the other; in this instance, the client.

Kline's interpretation of emotional literacy is that "intellect and emotion are inextricably enmeshed ... to be alert to the clues of a person's emotional state, to be able to listen deeply to the emotional component of a person's issues, to know what kinds of questions to ask in order to help a person express feelings and integrate them effectively with ideas and to be aware of one's own feelings is to promote the highest standards of clear thinking, measurable outcomes and business results" (Kline, 2005: 8).