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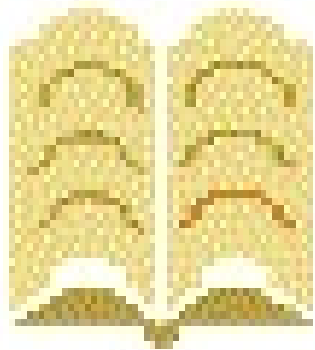
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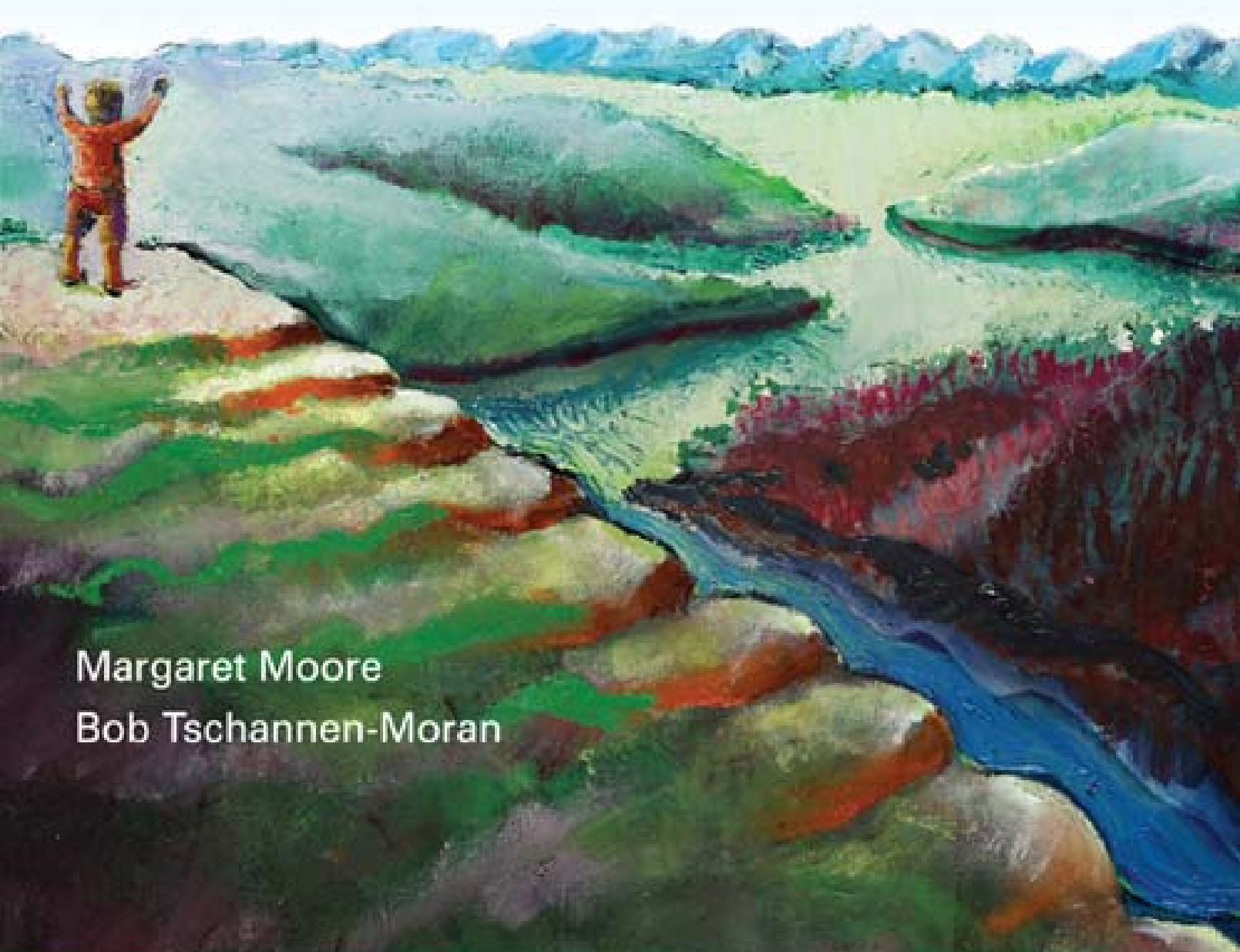
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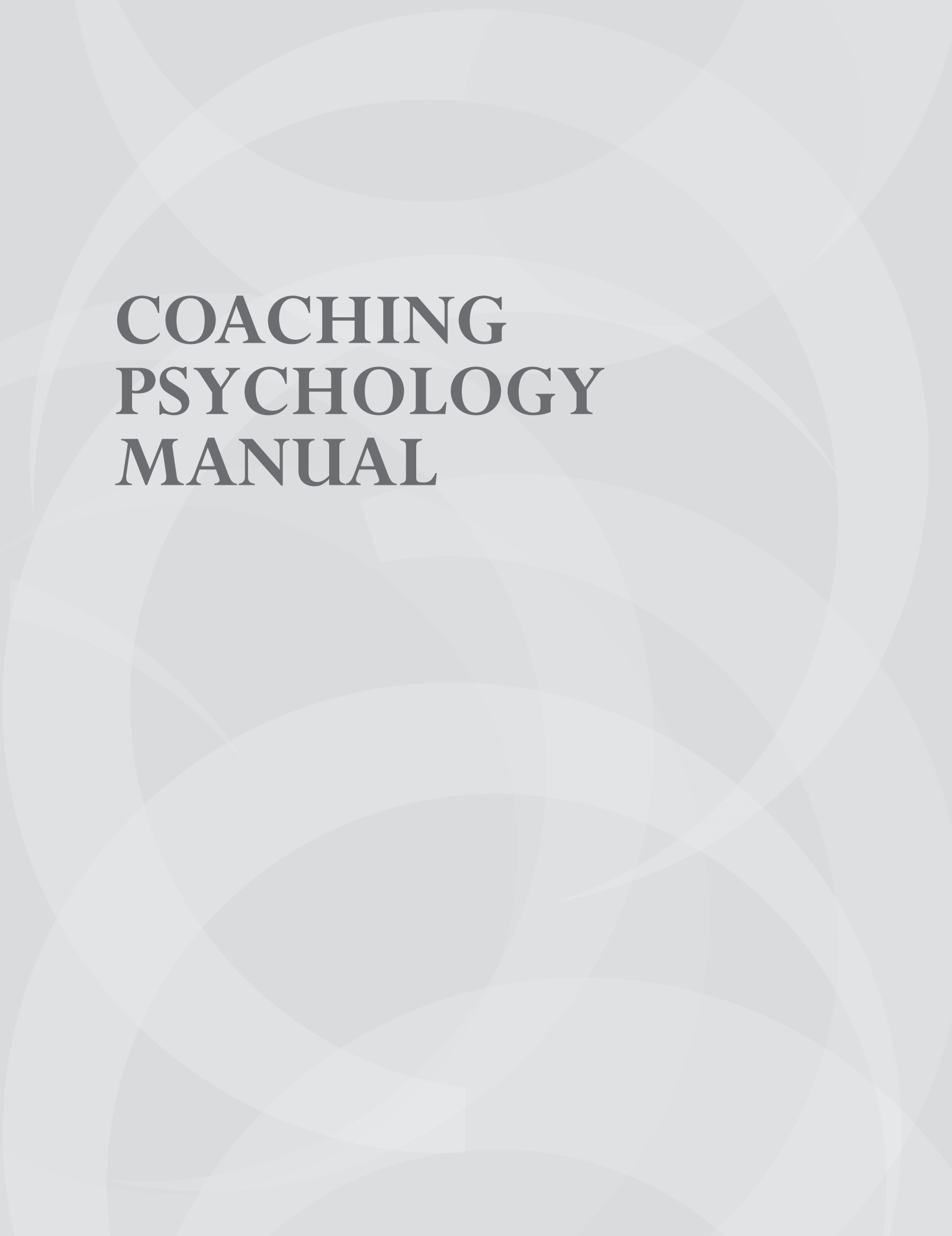
coaching
psychology manual

Margaret Moore

Bob Tschannen-Moran

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Published in Cooperation with the
American College of Sports Medicine

COACHING PSYCHOLOGY MANUAL

COACHING PSYCHOLOGY MANUAL

Margaret Moore

Bob Tschannen-Moran

With the Wellcoaches faculty team

351 West Camden Street   530 Walnut Street
Baltimore, MD 21201   Philadelphia, PA 19106

Printed in China

9 8 7 6 5 4 3 2 1

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This manual is dedicated to my wonderful husband, Paul Clark, a biotechnology patent attorney, who dreamed up the idea for me to start Wellcoaches while I was a biotechnology executive. Paul is the reason that my life is now a work of art.

Margaret Moore

ABOUT THE AUTHORS

Margaret is an entrepreneur and 17-year veteran of the biotechnology industry in the UK, Canada, the US, and France. She served in marketing and business development roles at three companies, which later joined AstraZeneca or SanofiAventis. She served as CEO and COO of two early-stage biotech companies.

In 2000, Margaret shifted focus from the high technology side of medicine to prevention and well-being and founded Wellcoaches Corporation (a strategic partner of the American College of Sports Medicine) to set the standard for professional coaches in healthcare and build the new professions of health coach, fitness coach, and wellness coach.

The company's coach training school, which employs 30 world-class faculty members, has trained more than 3,000 physical and mental health professionals as health, fitness, and wellness coaches over the past five years. The school now trains more than 1,000 coaches per year. Margaret's collaboration with Edward Phillips, MD, to build a coaching roadmap for physician visits has led to the launch of the Institute of Lifestyle Medicine at Harvard Medical School, of which Margaret is a founding advisor.

Margaret is the lead or co-author of
- Harvard Medical School online CME program: *Prescribing Lifestyle Medicine for Weight Management*
- White paper: The obesity epidemic—a confidence crisis calling for professional coaches
- Principles of Behavioral Psychology in Wellness Coaching
- Relational Flow: Theoretical Model for the Intuitive Dance (new theory of coaching psychology)
- Coach Meg's Blog at www.coachmeg.com
- Trade book underway titled: *Coach Meg and the Realization of Rachel* (a pediatrician)

Margaret is a seasoned speaker, including radio and television, and has delivered more than 50 workshops and presentations about coaching psychology and positive psychology at national and international conferences. Born in Toronto, she earned a BS in Biology and an MBA from the University of Western Ontario in 1978 and 1983, respectively. Margaret is a board member of the Boston Philharmonic Orchestra, led by Benjamin Zander.

Bob Tschannen-Moran, IAC-CC, is the founder and President of LifeTrek Coaching International, a cutting-edge group of professional coaches and consultants with diverse backgrounds, education, training, and experience. Founded in 1998, LifeTrek uses strengths-based strategies to assist individuals and organizations to unleash their full potential. LifeTrek "celebrates the best to bring out the best in life and work."

Bob is a graduate of three coach-training programs (Coach U, Wellcoaches, and FastTrack) and is an avid participant in life-long learning opportunities. He has particularly enjoyed learning from CoachVille, Appreciative Inquiry Unlimited, the NTL Institute for Applied Behavioral Sciences, the Center for Nonviolent Communication, and the International Coach Federation. He is certified by the International Association of Coaching.

Bob is an avid writer and collaborator in the field of coaching. His weekly electronic newsletter, *LifeTrek Provisions*, goes out to more than 50,000 people in 152 countries. Recent topics have included Evolutionary Wellness, Stress-Proof Your Life, the Art of Coaching, Ten Keys to Better Listening, Navigating Life's Transitions, and Common Values for the Common Good. Past issues are archived at www.LifeTrekCoaching.com. Bob has also written a book chapter on Skills and Performance Coaching for the *Sage Handbook of Coaching.* Bob enjoys speaking and workshop leadership, particularly when it comes to coaching, strengths-based planning, communication training, and promoting wellness.

Before becoming a coach and head of a coaching organization, Bob served for 20 years as a United Church of Christ pastor in Connecticut, Chicago, and Columbus, Ohio. He graduated from Northwestern University with a BA in 1975 and from Yale University with an MDiv in 1979.

Bob is active in Kiwanis and marathon running. His family includes his wife, Megan, a professor of educational leadership at the College of William and Mary and a collaborator in LifeTrek Coaching International; his daughter, Bryn Moran, a medical doctor in Los Angeles; as well as his son and daughter-in-law, Evan and Michelle Tschannen, who graduated from the University of Virginia in May 2008 with master's degrees in Systems Engineering and Special Education, respectively.

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Wellcoaches Corporation, the American College of Sports Medicine (ACSM), and our growing community of coaches are building the foundation for the new professions of wellness coach, health coach, and fitness coach. Since Wellcoaches was founded in 2000, we have worked hard to establish the gold standard in coaching competencies in the healthcare, fitness, and wellness industries. Our integrity, commitment to the highest standards, and our passion, vision, and dedication are what bonds the Wellcoaches community together.

Having trained more than 3,000 coaches and now more than 1,000 coaches per year (all who have learned from previous versions of this manual), we've built the largest community of coaches in healthcare worldwide and the foundation to support a global industry that we hope grows to 100,000 coaches or more.

We could not have published this manual any sooner. It has taken almost 10 years to distill the principles and practices of coaching psychology; even so, this manual represents only the beginning. The field of coaching psychology is evolving rapidly, with our help. The way our coaching psychology curriculum has grown indeed mimics the way coaching works with clients. A clear vision has led to clear goals and impressive outcomes that continually stretch us in new and surprising ways. With the publication of this manual, our curriculum has matured into a robust training program on coaching psychology.

We are teaching evidence-based coaching psychology to pioneering credentialed professionals in health, fitness, and mental health, enabling them to energize and empower clients to master health and well-being. Together, we hope to make a dent in some of the toughest challenges of our times: the epidemics of obesity, sedentary lifestyles, stress, poor nutrition, and ever-rising healthcare costs.

ORGANIZATION

This manual comprises three parts and 12 chapters. The first part, comprising five chapters about core coaching skills, starts with a chapter on the fundamentals of coaching psychology. We explore definitions of coaching, describe coaching specialties, introduce scope of practice, ethical, and liability guidelines, and make the case for professional coaches trained in best practices. Chapter 2 discusses the key skills that generate the coaching relationship. In Chapter 3 we explore the richness of the Transtheoretical Model and processes of behavior change before moving to Chapter 4 for an engaging overview of the appreciative inquiry model, which we've adapted as a strengths-based approach to coaching. Chapter 5 draws from the fields of nonviolent communication (NVC) and motivational interviewing (MI) to teach core skills around empathy, handling ambivalence, and eliciting intrinsic motivation and self-efficacy. The last chapter in Part I discusses in more depth the concepts of self-efficacy and self-esteem, both improved by coaching as universal coaching outcomes, whether stated or not, applying Bandura's seminal work as well as concepts from the new field of research-driven, positive psychology.

Part II of the manual is called the Coaching Toolbox. The first chapter discusses approaches to client assessment, followed by Chapter 8, which describes detailed approaches and guidelines for helping clients build visions, set goals, make plans, and track progress. We then describe the heart of a coaching session, the generative moment, to which we devote an entire chapter because generative moments represent the most powerful and engaging moments in coaching. Last in this part is a chapter on conducting coaching sessions with step-by-step checklists that allow new coaches to get a head start in navigating coaching sessions.

Part III is titled Coach Development. Chapter 11 discusses coaching presence and introduces the being skills of coaching and their connection to the new positive psychology manual of character strengths and virtues. Last but not least, we have a chapter on self-care to call coaches to walk the walk, and professional development, to encourage coaches to make the pursuit of coaching mastery a lifelong journey.

FEATURES

A **Quote** at the beginning of each chapter sets the tone and gives a sense of purpose to the material. **Chapter Objectives** allow for a review of concepts that will be

covered in each chapter. Throughout each chapter are relevant extracts from conversations and other published materials, providing more background and discussion of the material. **Important! boxes** provide further discussion of topics covered in the text and give need-to-know information that will help a coach as they move through sessions with their clients. **Don't Forget . . . boxes** cover information that it is important for coaching professionals to remember as they learn their craft and begin building relationships with their clients. **Review and Discussion Questions** listed at the end of each chapter give readers a chance to practice what they've learned and review pertinent information presented throughout the chapters.

The publication of this manual helps us realize our vision which is nothing less than helping people take charge and master health and well-being on a large scale. To get there, large numbers of professionals will need to learn and master the principles and practices of coaching psychology presented in this manual. The more dedicated we are to "walking the wellness walk" and to assisting others on the journey through dynamic, growth-promoting coaching relationships, the more probable that our dream will become a reality.

Thank you for making the leap and working to become a world class coach who will make a big impact on the lives of many. We are delighted that you have joined the movement. We ask you to help us continue to define and meet the highest possible standards.

Margaret Moore (Coach Meg)
Bob Tschannen-Moran

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PART I

Core Coaching Skills

FUNDAMENTALS OF COACHING PSYCHOLOGY

Margaret Moore, Bob Tschannen-Moran, Gloria Silverio, and Lori Gray Boothroyd

> "I saw an angel in the stone and carved to set it free."
>
> **—MICHELANGELO**

Welcome to the Wellcoaches *Coaching Psychology Manual*. This manual is designed to teach basic coaching skills and processes. When we use the term "coach" throughout the manual, we are referring to health coaches, fitness coaches, and wellness coaches.

AFTER READING THIS CHAPTER, YOU WILL BE ABLE TO:

- Distinguish among wellness, health, and fitness coaches
- Distinguish among business, life, wellness, fitness, and health coaching
- Explain why we need professional coaches in physical and mental wellness
- Distinguish between coaching and the expert approach of health and fitness professionals
- Define coaching and identify the value of the coach/client partnership
- Understand the key components of coaching psychology
- Describe the process of coaching
- Distinguish between coaching and therapy
- Outline the *Professional Coach Code of Ethics*
- Define liability and scope of practice guidelines

WHAT IS COACHING?

Coaching is, to quote W. Timothy Gallwey, "the art of creating an environment, through conversation and a way of being, that facilitates the process by which a person can move toward desired goals in a fulfilling manner" (2000, p. 177). When those goals have to do with health, fitness, and wellness, coaching becomes a vehicle for assisting people to achieve a higher level of both physical and mental well-being.

To create such an environment, coaches use evocative more than didactic approaches with clients. We do more listening than talking, more asking then telling, and more reflecting than commenting. Coaching is not advising clients on how to solve problems, nor educating clients about what they should do, nor analyzing the root causes of client predicaments. Although advising, educating, or analyzing problems are on occasion a part of coaching, they are neither the primary purpose nor approach of coaching. Coaches are collaborative and co-creative partners in clients' journeys to reach their visions and goals.

Distinguishing among Wellness, Health, and Fitness Coaches

Wellcoaches has clarified the scope of three coach types in the health, fitness, and wellness arena.

Wellness coaches are credentialed health, fitness, and mental health professionals (including personal trainers, cardiac rehabilitation specialists, dietitians, health educators, physical therapists, nurses, physicians, and behavioral health therapists) who coach clients on evidence-based areas of wellness—physical activity, nutrition, weight, stress, and life satisfaction. While wellness coaching has a broad scope, coaches provide expert guidance and advice when called for and where clients lack expert knowledge, only in the areas where they have professional credentials.

Health coaches are credentialed healthcare professionals (including nurses, nurse practitioners, physician assistants, clinical exercise physiologists, and physicians) who combine coaching with their expert knowledge to assist their patients and clients to manage medical conditions such as heart disease, diabetes, arthritis, and cancer.

Fitness coaches are credentialed exercise professionals (including cardiac rehabilitation specialists, exercise physiologists, certified personal trainers, and group exercise instructors) who use coaching skills to enhance personal training and fitness instruction outcomes. Fitness coaches wear both the training and coaching hats to help clients fully develop healthy lifestyles outside of exercise sessions.

Distinguishing among Business, Life, Wellness, Health, and Fitness Coaches

Coaches today are becoming highly specialized in their areas of expertise. Corporations may hire executive coaches or business coaches to improve the performance of their executives or managers. Individuals may hire life coaches to navigate their way through a life transition (e.g., career changes or retirement) or to improve their quality of life, management of time, or sense of life passion and purpose. There is no limit to the diverse niches and specialties that coaches offer.

Although some life coaches offer health or wellness coaching, their perspective is often centered more on aligning personal goals and values with improving well-being than on motivating and designing health-promoting, evidence-based mental and physical behaviors in the areas of fitness, nutrition, weight management, health risk, stress management, and life satisfaction. Wellness, health, and fitness coaches assist clients to connect the dots between who they are and who they want to be, and to take the incremental behavioral steps that will enable them to succeed in their

desired changes, leading to a higher level of health and well-being. Our coaching drills down to gritty basics even as it aspires to great heights.

DON'T FORGET . . .

Because coaching psychology principles are relevant to all forms of coaching, including wellness, health, and fitness as well as business and life coaching, throughout the remainder of this manual the word "coach" will be used inclusively. It's all about assisting clients to "move toward desired goals in a fulfilling manner."

WHY WE ALL NEED COACHING

Even though this manual was written for coaches working with clients, we all share the need for partners on the journey if we hope to be healthy and well. Even coaches need coaches to be our best selves.

While most of us long for better physical and mental well-being, considerable evidence suggests that we're moving in the opposite direction. Consider this paradox. Despite continuous media attention devoted to healthy lifestyles, there are now more overweight people than undernourished people worldwide (WHO Fact Sheet, 2006). The situation in the US is particularly serious. A recent study shows that Americans are significantly less healthy and more overweight than Brits at the same age and socioeconomic level (Banks, Marmot, Oldfield & Smith, 2006).

Why do we have this paradox? Although obesity is a multifactorial problem, at least four factors lead us to unwisely choose quick fixes that don't last, and this jeopardizes our confidence—what psychologists refer to as self-efficacy (Bandura, 1997). First, there are the demands of everyday life, which have never been greater. Second, we face a bewildering array of wellness guidelines, products, and services, making it difficult to create a personal formula. Third, there is the challenge of navigating the inevitable obstacles to making changes, including confusion, resistance, and ambivalence. Fourth, many of us have histories of repeated failure. Most of us do not believe that we can master our weight and wellness.

We want to be well. We yearn to be in control of our health and to feel better. We want more energy. But there is an enormous gap between wanting to be well and the everyday reality of living with the physical and mental health consequences of overeating, under-exercising, and having too little down-time to recharge our batteries.

The evidence is indisputable. Being fit, strong, and having a healthy level of body fat are safe and effective

breakthrough medicines that help prevent and treat almost every affliction studied, including mental health. A quote from Tal David Ben-Shahar, Professor of Positive Psychology at Harvard University, is notable: "not exercising is a depressant."

Coping well with stress and increasing life satisfaction (e.g., a sense of purpose, gratitude, and meaning) are joining exercise and eating well as "lifestyle medicines." Two-thirds of healthcare costs are driven by our daily choices (Institute of Medicine, 2006)—*we are in the driver's seat.* But knowledge is not enough. Only one in twenty adults engage in all of the top-six health behaviors (Berrigan, 2003): regular exercise, healthful fat intake, at least five servings of fruits and vegetables daily, limited drinking, non-smoking, and maintaining a healthy weight.

Getting people to optimal wellness is at the forefront of today's hopes and dreams of physical and mental health professionals. This is the first time in human history where being in control of one's health and making health investments day in and day out are poised to be dominant societal themes, just as smoking cessation was two decades ago, or sacrificing for the greater good was during World Wars I and II.

We need to learn a new life skill: developing a personal blueprint for well-being and becoming confident in our ability to implement it. Most of us don't believe we are able to master this life skill; the increasing numbers of those who choose bariatric surgery represent the face of our greatest doubts (Elfhag & Rössner, 2005).

The health and fitness industry has been working hard to help us. Never before have there been more experts, assessments, resources, guidelines, technology, books, web tools, and beautiful high-tech facilities. The wellness revolution is underway (Pilzer, 2002), with a welcome new emphasis on enabling long-term behavior change or "changing for good" (Prochaska, Norcross, & DiClemente, 1995). New interventions focus on assessing readiness to change for each health behavior and then tailoring interventions and education to match readiness.

While all of these resources are valuable, we need more. We normally ask experts to tell us what to do, and this approach isn't ideal when we have low self-efficacy (Joos & Hickam, 1990). Experts are trained to deliver prescriptions and advice, and they often work harder than we do in trying to help us. But the expert approach actually lets us off of the hook, sending the subtle message: *You aren't in charge.*

The expert approach is vital when we are facing an immediate health crisis or considering surgery. It is not ideal when we want to lose weight, reduce stress, or develop a positive and confident mindset. Delegating to experts comes with a price: we are not in control and we are not asked to work to find our own answers.

Building confidence requires new patterns of thinking, doing, and relating.

We also need a shift in emphasis to our strengths and opportunities, building on what's working in our lives and away from an emphasis on diagnosing and fixing what's not working. The more we focus on the latter, the more we undermine self-confidence. It makes it harder, not easier, to change when we focus on what's wrong and what's not working. Not enough positive energy and emotion are harvested to fuel the pursuit of change.

Moreover, we need to take a holistic view of health and well-being. Specialists who work in only one area, such as exercise, nutrition, or mental health, without knowledge of or reference to the others are destined to have limited effectiveness or even to cause harm. These areas are intrinsically intertwined and are most successfully dealt with all together. Most people need assistance to integrate information from multiple experts to decide what actions to take and how to prioritize them. People find it confusing when experts contradict each other. It is certainly not a recipe for promoting the "I can do it!" attitude.

There are two other important things we need. First, without a heartfelt higher purpose, there is rarely deep and lasting change—we need to connect wellness, health, and fitness to what we value most. Second, we need to develop a wellness, health, and fitness behavioral plan that is personally tailored to our circumstances and capacities.

Professional coaches have long been recognized for their skills in helping athletes, sports teams, and executives perform at their best. Now, professional coaches are assisting clients to make lasting improvements in their health and well-being.

The emerging professions of wellness, health, and fitness coaches are designed to enable people to be done with quick fixes, to overcome their challenges, to master health and well-being, and to make changes that last.

With a focus on building self-efficacy, professional coaches are trained to:

- accept and meet us where we are today;
- ask us to take charge;
- guide us in doing the mindful thinking, feeling, and doing work that builds confidence;
- help us define a higher purpose for health and well-being;
- uncover our natural impulse to be well;
- help us tap into our innate fighting spirit;
- address mental and physical health together;
- assist us to draw a personal wellness, health, or fitness blueprint;
- help us set and achieve realistic goals (small victories lay the foundation for self-efficacy);

- harness the strengths we need to overcome our obstacles;
- reframe obstacles as opportunities to learn and grow;
- enable us to build a support team; and
- inspire and challenge us to go beyond what we would do alone.

WHAT COACHING ISN'T: THE EXPERT APPROACH

Coaching is an especially powerful methodology when it comes to stimulating individual behavior change because it is focused on helping clients grow into becoming the experts of their own well-being. Coaches do not show up as experts who primarily:

- analyze problems,
- give advice,
- prescribe solutions,
- recommend goals,
- develop strategies,
- teach new skills, or
- provide education.

Although such expert approaches are appropriate in a coaching relationship, they are used "just in time" and only rarely. In the coach approach, the client is called to become the decision maker and grow into the expert on the path forward as well as the final judge of success. The goal of coaching is to encourage personal responsibility, deep thinking, self-discovery, and self-efficacy. We want clients to find their own answers and to create their own possibilities rather than to be given answers or direction by the coach. Client-originated visions, plans, and behaviors are the ones that stick.

It can be difficult for health and fitness professionals, who have been trained extensively as experts and who are armed with large quantities of authoritative knowledge and written materials to support their expert status, to take off the expert hat and shift to the coach approach. In many cases, it can also be difficult for clients to see and to work with their coaches in a different way, because they have long been conditioned to be told what to do rather than to take charge of their own health and wellness and self-change. It is a challenge for coaches and clients alike to come from a new framework, but when the shift is made the transformations follow.

Using the coach approach, rather than the expert approach, coaches generally don't direct the client's goals and strategies (although they do guide the coaching process). Instead they engage in coaching inquiries, asking powerful and insightful open-ended questions (What? How?) rather than closed-ended questions (Do you? Will you?). They use reflections to mirror back to the client what they are hearing (You're feeling unhappy about your life balance. You want to have more energy.). And they listen, listen, and listen with empathy and curiosity.

Coaches engage the minds and hearts of clients by assisting them to discover their strengths, to clarify their values, to increase their awareness, to set their priorities, to meet their challenges, to brainstorm possibilities, and to design positive actions. Such engagement enables clients to generate a new self-concept (*who is my best self?*), to create new supports and environments (*what supports my best self?*), and to take new actions (*what manifests my best self?*). By empowering clients to find their own answers, through asking non-judgmental and provocative questions and offering powerful reflections, coaches become catalysts for lasting change.

In transitioning from the expert to the coach approach, many report the challenges as well as the rewards of:

- Asking questions with a beginner's mind—not assuming that they already know the answers.
- Not making decisions and judgment calls quickly, but allowing clients the chance to go deeper and get to important stuff.
- Not thinking about what to say next, but instead listening for the thread hanging off of a client's last words.
- Not generating quiet resistance with even a hint of know-it-all energy.
- Reading, respecting, and working with clients' emotions as the guideposts to truth.
- Not rushing clients through their "muck," but instead compassionately helping them sit there until the desire to change gains energy.
- Not being on "automatic pilot" to ensure that a checklist gets completed, but instead being fully present to the client's reality.

These and many other shifts, described in this manual, represent the practical side of coaching psychology that can assist people to successfully master the health and wellness challenges of the present day.

Integrating the Coach and Expert Approaches

"Less is more" is a good rule of thumb for coaches when it comes to teaching and advising. Certainly it is important for coaches to step in when clients are doing or planning to do things that will endanger their health, fitness, or wellness (such as over-exercising, exercising unsafely

when injured, not following a physician's prescription, sharing medication, or following an unhealthy diet for a lengthy period). It is also important for coaches to NOT step in to advise on areas outside their areas of evidence-based competence and professional expertise. Coaching is no place for amateur advice.

It is always a judgment call as to how and when to bring expert advice into coaching. The following considerations can assist coaches to know whether they are on the right track:

1. Make sure clients are working at least as hard as you are.
2. Make sure clients are talking more than you are.
3. Make sure clients first try to find the answers for themselves.
4. Ask permission to give expert advice, if you feel it is appropriate, so that the client is still in control. Brainstorm two to three choices with the client so that the client is the informed decision maker.
5. Speak less and speak simply—only one question or reflection at a time.
6. At every turn in the session, stop and consider how to use the coach approach (inquiry/reflections) with the client before going to the expert approach.
7. Balance questions with reflections so that clients don't feel like they are being interrogated.
8. Use silence to elicit deeper thinking.
9. If clients confirm that they need to acquire new knowledge and skills to reach their goals and visions, help clients define the path to gaining the new knowledge and skills, with input from other experts when needed.

WHAT COACHING ISN'T: THE THERAPY APPROACH

Just as coaching is different from the expert approach, so, too, it is different from therapy. One major difference is that therapy treats diagnosable disorders based on the Diagnostic and Statistical Manual of Mental Disorders 4th Edition (DSM-IV), which includes all currently recognized disorders in mental health. Coaching does not diagnose and does not work with people suffering from clinical dysfunctionality. Coaching works with people who are already doing some things well in their lives and who wish to do better or to develop in other dimensions.

That may be why many therapists are leaving practices that focus on pathology and illness to become coaches and counselors who focus on strengths and wellness. It's both more fun and, in many cases, more effective to stay with discovering possibilities and envisioning the future rather than resolving problems and revisiting the past.

Therapists who make the shift to coaching often report a higher sense of satisfaction and self-efficacy in their coaching work than they experienced in traditional psychotherapy. Indeed, the growing demand for coaching services suggests that clients also enjoy the coach approach and see it as an effective modality for handling the common challenges of life (Williams & Davis, 2002).

In addition to the energy lift that comes from the strength-based focus that coaches follow, clients also appreciate the holistic approach that coaches take to human well-being. Most people who struggle with wellness face intertwined psychological and physical challenges that lead to ambivalence or chronic contemplation. However, therapists generally don't work on the physical side of the equation (such as designing a new eating regimen or exercise habits). Understanding this, coaches seek to work holistically with all aspects of well-being.

When coaches work on supporting a higher level of well-being, the new science of positive psychology is proving to be an invaluable resource. Through appreciative inquiry and strengths-based conversations, coaches are often able to assist clients to develop self-acceptance, a positive mindset, self-efficacy, more happiness and life satisfaction, as well as the strengths of courage, resilience, and tenacity. The exploration of positive emotional energy leads to breakthrough insights and galvanizes action.

Even those with significant health and wellness challenges, such as morbid obesity, respond to the coach approach to set a new path for both personal growth and managing weight.

IMPORTANT!

While the coach approach supports positive mental and emotional functioning, in some cases psychological wounds go too deep or human functioning is too severely compromised by psychopathology to respond to coaching. When this happens, it quickly becomes self-evident (often from an initial assessment, see Chapter 7) and it is time to either refer a client to therapy or to work in tandem with a therapist. Here, too, it is important for coaches to not work with clients outside their areas of evidence-based competence and professional expertise.

WHAT IS COACHING PSYCHOLOGY?

> # WHAT IS COACHING PSYCHOLOGY?
>
> Coaching psychology is the science of coaching relationships designed to optimize health and well-being, founded upon evidence-based theories and fields.

Mastering wellness, health, or fitness and developing the confidence to sustain our well-being is a journey of personal growth. Coaching delivers a new growth-promoting relationship designed to help us master our well-being. A professional coach is our partner in defining "Point B" and co-designing and co-navigating the journey to get there through coaching sessions, typically for three months or longer. Coaches don't make it easy for us by giving the answers; they facilitate our self-discovery and forward momentum.

The emerging industry of professional coaching, which began nearly twenty years ago, has until recently focused on life, corporate, and executive coaching. Dozens of life and corporate coach training schools and academic programs have trained more than 20,000 coaches worldwide. Recently health, fitness, and wellness coach training programs have emerged.

Coaching psychology is vibrant and creative. Today, coaching psychology integrates more than 15 theories and academic fields. A foundation for coaching psychology research is being built by psychologists and professional coaches in several countries.

The outcomes delivered by coaches include:

- Increased self-awareness and self-knowledge
- Acquisition of new knowledge and skills
- Attainment of personal and professional goals
- Sustainable behavior change
- Increased life satisfaction
- Increased self-efficacy
- Becoming one's best self

One's best self includes high self-esteem, which is the belief that one has value and self-worth, as well as self-efficacy, which is the belief that one has the capability to initiate or sustain desired behaviors (see Chapter 6). These behaviors may support a general sense of well-being or they may be related to specific areas of health and fitness. In whatever way these behaviors may be identified by the client, it's the job of coaches to help people become more confident, energized, positive, and powerful, and to make lasting changes.

Three key components of coaching psychology used by professional coaches are values, relational skills, and coaching processes, evidence-based where possible.

Values

Drawing on humanistic psychology (Stober, 2006), coaches believe that clients are whole (not broken and needing to be fixed), creative, resourceful, resilient, and able to gain control of health, fitness, and wellness. We are often out of touch with these abilities.

Skilled coaches believe that we are able to figure out what we want and need, and to find our way, given a safe, non-judgmental, challenging, and invigorating space. This space enables the thinking and feeling work we do to support self-determination. Aligned with Michelangelo's quotation "I saw an angel in the stone and carved to set it free," coaches help us chip away at layers of clutter to reveal "my best self."

Valuing the client's learning process more than they value their own expert knowledge, coaches help clients broaden and build their strengths (see Chapter 4). Coaches know that they don't know many of the answers, and they hold a curious beginner's mind.

Relational Skills

Relational skills enable coaches to engage, arouse, energize, and challenge clients to do the work needed to support desired outcomes. They include not only "doing" skills such as listening, inquiry, and reflections (see Chapter 2) but also "being" skills such as mindfulness, empathy, authenticity, affirmation, courage, zest, calm, playfulness, and warmth (see Chapter 11). Taken together, these skills enable coaches to build and sustain a close relationship and partnership with clients that promote learning and growth.

To master these relational skills, coaching psychology draws on a wide variety of domains, theories, and models including relational cultural theory, counseling psychology, appreciative inquiry, nonviolent communication, and motivational interviewing (Moore, Tschannen-Moran, Drake, Campone, & Koffman, 2005). These will be described throughout this manual.

Relational skills enable coaches to radiate the energy, to exude the confidence, and to structure coaching conversations so that clients come to believe they can get where they want to go. Without self-efficacy, no real learning and growth is possible.

Coaching Processes

Coaches employ a variety of coaching processes, often grounded in evidence-based theories. This manual

makes clear the indebtedness of the coaching profession to other significant bodies of knowledge and practice. Coaches draw widely and freely from the many assessments and approaches that foster a sense of purpose, the formation of a personal vision, the creation of plans, as well as the setting and reaching of goals.

The Transtheoretical Model (see Chapter 3) describes the stages of readiness to change, inspiring coaching processes suited to each stage. When we are struggling with weight or other wellness issues, we can be helped up the "readiness" ladder. For example, we can move from pre-contemplation (*I am not ready to think about making a change any time soon*) to contemplation (*I am thinking about making a change in the next six months*) to preparation (*I am preparing to make a change next week*).

Other bodies of knowledge that impact coaching processes include appreciative inquiry, nonviolent communication, motivational interviewing, social cognitive theory as well as a number of therapy practices such as cognitive behavioral therapy (Burns, 1980), reality therapy (Glasser, 1990), choice theory (Glasser, 2001), and positive psychology (Peterson, 2006). All these are described in this manual to assist coaches to create a unique experience for each client that will assist them to learn, grow, and move forward in the direction of their desired goals.

In the end, however, coaching is not about following a formula. It is about the following the client in an intuitive dance known as relational flow (Moore et al., 2005). In moments of relational flow (the best generative moments; see Chapter 9), both coach and client are highly engaged, awake, challenged, and stretched to the outer edges of their abilities. During relational flow clients grow in front of our eyes, and forward leaps occur.

WHAT BRINGS CLIENTS TO COACHING?

Although people come to coaching for their own unique reasons, 12 themes are commonly cited by clients when they make the decision to invest in working with a wellness, health, or fitness coach.

1. Quick Fixes Over—"I'm done with quick fixes and want to make changes that last."
2. Precious Asset—"I have decided that health is my most precious asset and I'm ready to invest for the long term."
3. Get Off the Fence—"I am fed up with sitting on a fence and want to commit to a wellness path."
4. Not About Weight—"I realize that it's about wellness and not weight."
5. Be the Boss—"I want to be the boss of my health and wellness and quit delegating responsibility to others."

6. Health Style—"I'd like to develop my unique health style rather than use one-size-fits-all approaches."
7. Mental Game—"I know what to do and now want to master the mental game, turning intention into reality."
8. Peak Performance—"I recognize that to reach peak performance at home and work I need peak wellness."
9. Big Picture/Small Steps—"I know that an extreme makeover isn't the answer and I want to take small steps that are powerful."
10. Confidence—"I'm finished with self-doubt and want to build confidence in my ability to master wellness."
11. Winning the Wellness Game—"I want to focus on winning the wellness game and not losing or quitting."
12. Close the Gap—"I want to close the gap between where I am and where I want to be when it comes to my health and well-being."

THE PROCESS OF COACHING

This manual describes the Wellcoaches process of coaching in detail. It serves as an excellent starting point for new coaches and evolves as coaches expand their tool boxes. In broad strokes, however, coaching progresses through several stages:

- Before and during the first coaching session clients provide background information through a comprehensive assessment, so that coaches are well-informed on the priorities, key issues, and any medical limitations. Increasing self-awareness is an important goal of coaching and an assessment is an efficient approach to self-discovery in the beginning.
- Coaches and clients discuss a coaching contract so that clients understand the coaching process and expectations for the role of coach and client.
- During the first coaching session (45–90 minutes), clients commit orally to a vision and three-month plan. Clients confirm that they are ready and want to do the work to make changes in at least one area. This is also described as a health, fitness, or wellness planning session and ideally is completed once per year.
- A personal vision as well as three month priorities and behavioral goals are reviewed and agreed in detail. Clients also commit to three to five goals, or small steps toward the three-month goals, for the following week.
- In each subsequent coaching session, weekly or as needed, coaches and clients spend 30–45 min-

utes reviewing progress, elevating energy, brainstorming strategies, meeting challenges, developing solutions, generating possibilities, and agreeing on goals for the following week. During most sessions a key issue or area is explored and resolved in a "generative moment" so that the client continues on the change path (see Chapter 9).

- After a few weeks of coaching sessions, clients begin to notice some early wins and rewards, including improvements in how they feel and in their motivation to change.
- It's not uncommon, after a burst of enthusiasm in the first few weeks, for clients to encounter challenges or setbacks. Both coaches and clients work hard to help clients engage their strengths, reignite motivation, find solutions, and brainstorm possibilities for meeting these challenges to reach the goal of establishing new behaviors. Anticipating, welcoming, and overcoming such challenges is a critical part of mastering new behaviors. It is what turns difficulties into learning experiences.
- By the end of 3 months, clients typically reach more than 70% of their three-month behavioral goals and are energized and confident to commit to the next stage, whether alone or with a coach.

Coaching sessions can be done face-to-face or by telephone. Sometimes more can be accomplished in telephone sessions than in face-to-face sessions. There are fewer distractions and the distance helps minimize the client's disruptive, negative self-talk relative to the presence of the coach. Face-to-face sessions can provide more emotional support and intimacy.

TRAINING TO BE A COACH

Although the mastery of wellness, health, and fitness are among our highest priorities, most would agree that managing weight, fitness, and mental health are among our greatest life challenges, especially today when the environment is stacked against us. As we age, the challenges get more complex. Helping those of us whose spirits are buried under significant excess weight or haven't moved our bodies with vigor for a long time is perhaps the toughest arena the world of professional coaching faces today. It is wise, then, for coaches to seek out the best training available. This manual helps to set the bar.

It is especially important for credentialed physical and mental health professionals to be trained and certified in the coach approach. By learning how to use coaching skills and processes, experienced physical and mental health professionals can make even greater contributions to the well-being of their patients and clients. It is a task whose time has come.

Some people are natural born coaches, with amazing aptitude for empathy, inquiry, mindfulness, insight, or courage. Others have developed their coaching skills through life experience. Even the best talents, however, can benefit from formal training, mentoring, and certification (followed by years of practice, more training, and more mentoring to improve mastery). Learning and growth for coaches never stops, just as for clients—it is a lifelong journey. The coach-training industry has plenty of opportunity ahead in developing more masterful coaches who assist people to become masters of their own well-being and of their lives (Williams & Anderson, 2006). At the same time, coaches share the same journey as clients: we are all seeking to walk the talk and to "be the change we seek" (see Chapter 12).

PROFESSIONAL COACH CODE OF ETHICS

The field of coaching is self-governing and there are a number of organizations that promulgate standards and ethical codes of conduct for the coaching profession. Two of the better known are the International Coach Federation (www.coachfederation.org) and the International Association of Coaching (www.certified coach.org). The ICF Code of Ethics is summarized in Appendix A. For professional wellness, health, or fitness coaches, the following guidelines are essential:

1. I will conduct myself in a professional manner that reflects positively on the coaching profession and serves to build the integrity of the profession in the public at large.
2. I will not intentionally make false claims about my qualifications, expertise, and experience, or about what my clients will receive during the coaching process.
3. I will refer my clients to more qualified health, coaching, medical, mental health, fitness, nutrition, or other professionals when deemed appropriate or necessary.
4. I will not diagnose illness or medical conditions nor prescribe diets, medications, or supplements (the latter are unregulated).
5. I will operate my coaching practice in accordance with local, state, and national regulations, maintain appropriate licenses, and comply with generally accepted business standards.
6. I will maintain confidentiality of my client's assessments, conversations, records, identity,

and other information except as authorized by my clients or in accordance with the law.

7. I will make clear to my clients, prior to or at the initial session, the nature of the coaching relationship, agreed upon financial arrangements, and their right to terminate the coaching relationship if it no longer serves them.

8. I will create, maintain, store, and dispose of my client's records in a manner that complies with any applicable laws.

9. I will be empathetic, supportive, and non-judgmental of my clients while also challenging them to stretch beyond their comfort zones.

10. I will notify the appropriate authorities if my client discloses an intention to endanger self or others or is doing something unlawful.

LIABILITY AND SCOPE OF PRACTICE

We recommend the following guidelines around scope of practice that also serve to minimize liability risks:

- As a coach or coach trainee, you should provide expert advice and teaching only in the areas where you have nationally recognized credentials. You should also inform clients of the scope of your expert credentials and expertise.
- If you are working with paying clients you should carry professional liability insurance that covers your coaching services.
- For areas outside your credentials, you may want to review and point clients to the following highly recommended resources (see Appendix B for a more complete list):
  - ACSM Fitness Book
  - ACSM Guidelines for Exercise Testing and Prescription
  - Sports Nutrition Guidebook (Nancy Clark)
  - Eat, Drink, and be Healthy (Walter Willett, MD)
  - Stress Management for Dummies
  - Full Catastrophe Living (Jon Kabat-Zin, PhD)
  - Authentic Happiness (Martin Seligman, PhD)
  - Flow (Mihaly Csikszentmihalyi, PhD)

REVIEW AND DISCUSSION QUESTIONS

1. Define coaching in your own words.

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2. Describe how wellness, health, and fitness coaches differ from one another.

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3. Distinguish between wellness coaching and other forms of coaching.

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4. Why are professional coaches needed in the areas of physical and mental wellness?

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5. Distinguish between the coach approach and the expert approach to learning and growth.

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6. Distinguish between coaching and therapy.

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7. Identify and explain three key components of coaching psychology used by professional wellness coaches.

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8. Describe how coaching can help people master wellness.

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APPENDIX A

THE ICF CODE OF ETHICS

PART ONE: THE ICF PHILOSOPHY OF COACHING

The International Coach Federation (ICF) adheres to a form of coaching that honors the client as the expert in his or her life and work and believes that every client is creative, resourceful, and whole. Standing on this foundation, the coach's responsibility is to:

- Discover, clarify, and align with what the client wants to achieve
- Encourage client self-discovery
- Elicit client-generated solutions and strategies
- Hold the client responsible and accountable

PART TWO: THE ICF DEFINITION OF COACHING

Professional Coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses, or organizations. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life.

In each meeting, the client chooses the focus of conversation, while the coach listens and contributes observations and questions. This interaction creates clarity and moves the client into action. Coaching accelerates the client's progress by providing greater

focus and awareness of choice. Coaching concentrates on where clients are now and what they are willing to do to get where they want to be in the future. ICF member coaches and ICF credentialed coaches recognize that results are a matter of the client's intentions, choices and actions, supported by the coach's efforts and application of the coaching process.

PART THREE: THE ICF STANDARDS OF ETHICAL CONDUCT

Professional Conduct At Large

As a coach:

1) I will conduct myself in a manner that reflects positively upon the coaching profession and I will refrain from engaging in conduct or making statements that may negatively impact the public's understanding or acceptance of coaching as a profession.

2) I will not knowingly make any public statements that are untrue or misleading, or make false claims in any written documents relating to the coaching profession.

3) I will respect different approaches to coaching. I will honor the efforts and contributions of others and not misrepresent them as my own.

4) I will be aware of any issues that may potentially lead to the misuse of my influence by recognizing the nature of coaching and the way in which it may affect the lives of others.

5) I will at all times strive to recognize personal issues that may impair, conflict or interfere with my coaching performance or my professional relationships. Whenever the facts and circumstances necessitate, I will promptly seek professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate my coaching relationship(s).

6) As a trainer or supervisor of current and potential coaches, I will conduct myself in accordance with the ICF Code of Ethics in all training and supervisory situations.

7) I will conduct and report research with competence, honesty and within recognized scientific standards. My research will be carried out with the necessary approval or consent from those involved, and with an approach that will reasonably protect participants from any potential harm. All research efforts will be performed in a manner that complies with the laws of the country in which the research is conducted.

8) I will accurately create, maintain, store and dispose of any records of work done in relation to the practice of coaching in a way that promotes confidentiality and complies with any applicable laws.

9) I will use ICF member contact information (email addresses, telephone numbers, etc.) only in the manner and to the extent authorized by the ICF.

Professional Conduct With Clients

10) I will be responsible for setting clear, appropriate, and culturally sensitive boundaries that govern any physical contact that I may have with my clients.

11) I will not become sexually involved with any of my clients.

12) I will construct clear agreements with my clients, and will honor all agreements made in the context of professional coaching relationships.

13) I will ensure that, prior to or at the initial session, my coaching client understands the nature of coaching, the bounds of confidentiality, financial arrangements and other terms of the coaching agreement.

14) I will accurately identify my qualifications, expertise and experience as a coach.

15) I will not intentionally mislead or make false claims about what my client will receive from the coaching process or from me as their coach.

16) I will not give my clients or prospective clients information or advice I know or believe to be misleading.

17) I will not knowingly exploit any aspect of the coach-client relationship for my personal, professional or monetary advantage or benefit.

18) I will respect the client's right to terminate coaching at any point during the process. I will be alert to indications that the client is no longer benefiting from our coaching relationship.

19) If I believe the client would be better served by another coach, or by another resource, I will encourage the client to make a change.

20) I will suggest that my clients seek the services of other professionals when deemed appropriate or necessary.

21) I will take all reasonable steps to notify the appropriate authorities in the event a client discloses an intention to endanger self or others.

Confidentiality/Privacy

22) I will respect the confidentiality of my client's information, except as otherwise authorized by my client, or as required by law.

23) I will obtain agreement from my clients before releasing their names as clients or references, or any other client identifying information.

24) I will obtain agreement from the person being coached before releasing information to another person compensating me.

Conflicts of Interest

25) I will seek to avoid conflicts between my interests and the interests of my clients.

26) Whenever any actual conflict of interest or the potential for a conflict of interest arises, I will openly disclose it and fully discuss with my client how to deal with it in whatever way best serves my client.

27) I will disclose to my client all anticipated compensation from third parties that I may receive for referrals of that client.

28) I will only barter for services, goods or other non-monetary remuneration when it will not impair the coaching relationship.

PART FOUR: THE ICF PLEDGE OF ETHICS

As a professional coach, I acknowledge and agree to honor my ethical obligations to my coaching clients and colleagues and to the public at large. I pledge to comply with the ICF Code of Ethics, to treat people with dignity as independent and equal human beings, and to model these standards with those whom I coach. If I breach this Pledge of Ethics or any part of the ICF Code of Ethics, I agree that the ICF in its sole discretion may hold me accountable for so doing. I further agree that my accountability to the ICF for any breach may include loss of my ICF membership and/or my ICF credentials.

APPENDIX B

SUGGESTED READINGS

FROM WELLCOACHES FACULTY AND COACHES

The Health Seeker's Handbook: Revolutionary Advice on How to Shape Up, Trim Down, and Chill Out . . . from America's #1 Health Coach
   Bob Merberg
Just Get it Over With: A 12-week Jumpstart to Great Health in Body, Mind and Spirit
   Jane Birr
A Step-by-Step Marketing Guide for Your Fitness Business
   Debbie LaChusa
Anytime, Anywhere Exercise Book: 300+ Quick and Easy Exercises You Can Do Whenever You Want
   Joan Price & Lawrence Kassman
The Busy Mom's Ultimate Fitness Guide
   Cathy Moxley
Squeezing Your Size 14 Self into a Size 6 World: A Real Woman's Guide to Food, Fitness, and Self-Acceptance
   Carrie Myers Smith
The Best Natural Foods on the Market Today: A Yuppie's Guide to Hippie Food
   Greg Hottinger
How to Calm Down Even if You're Absolutely, Totally Nuts: A Simple Guide to Relaxation
   Fred L. Miller

Talking About Health and Wellness with Patients: Integrating Health Promotion and Disease Prevention Into Your Practice
   Steven Jonas, MD
Cholesterol Down: Ten Simple Steps to Lower Your Cholesterol in Four Weeks—Without Prescription Drugs
   Dr. Janet Brill
The Entrepreneur Diet
   Tom Weede
Healing Moves: How to Cure, Relieve, and Prevent Common Ailments with Exercise
   Carol Krucoff & Mitchell Krucoff
Progress not Perfection: Your Journey Matters
   Kate Larsen
Going Home: A Positive Emotional Guide for Promoting Life-Generating Behaviors
   Gregory Boothroyd & Lori Gray Boothroyd

COACHING

Handbook of Coaching Psychology: A Guide for Practitioners
   Stephen Palmer & Alison Whybrow (Eds.)
Evidence-Based Coaching Handbook: Putting Best Practices to Work for your Clients
   Diane Stober & Anthony Grant (Eds.)

Positive Psychology Coaching: Putting the Science of Happiness to Work for Your Clients
   Robert Biswas-Diener & Ben Dean
How Coaching Works: The Essential Guide to the History and Practice of Effective Coaching
   Joseph O'Connor & Andrea Lages
The Inner Game of Tennis and *The Inner Game of Work*
   W. Timothy Gallwey
Co-Active Coaching: New Skills for Coaching People Toward Success in Work and Life
   Laura Whitworth, Henry House, Phil Sandahl, Henry Kimsey-House
Meta-Coaching Vol. I: Coaching Change for Higher Levels of Success and Transformation, Meta-Coaching Vol. II: Coaching Conversations for Transformational Change, and *Meta-Coaching Vol. III: Unleashed! A Guide to Your Ultimate Self-Actualization*
   L. Michael Hall (Vols I & II with Michelle Duval)
The Handbook of Coaching: A Comprehensive Resource Guide for Managers, Executives, Consultants and HR and *The Adult Years: Mastering the Art of Self-Renewal*
   Frederic M. Hudson, Ph.D.
Masterful Coaching
   Robert Hargrove
The Heart of Coaching: Using Transformational Coaching to Create a High-Performance Culture (2nd Edition)
   Thomas G. Crane & Lerissa Patrick
The Art of Living: The Classical Manual on Virtue, Happiness, and Effectiveness
   Epictetus & Sharon Lebell
Coaching: Evoking Excellence in Others
   James Flaherty
Changing for Good
   James O. Prochaska, John Norcross, & Carlo DiClemente
Relapse Prevention: Maintenance Strategies in the Treatment of Addictive Behaviors
   G. Alan Marlatt & Judith R. Gordon
Motivational Interviewing, Second Edition: Preparing People for Change
   William R. Miller, Stephen Rollnick & Kelly Conforti
The Portable Coach: 28 Surefire Strategies for Business and Personal Success
   Thomas J. Leonard & Byron Larson
Change Your Questions, Change Your Life: 7 Powerful Tools for Life and Work
   Marilee G. Adams
Quality of Life Therapy: Applying a Life Satisfaction Approach to Positive Psychology and Cognitive Therapy
   Michael B. Frisch
A Guide to Possibility Land: 51 Methods for Doing Brief, Respectful Therapy
   Bill O'Hanlon & Sandy Beadle
Appreciative Coaching: A Positive Process for Change
   Sara Orem, Jacqueline Binkert, & Ann Clancy
The Mindful Coach: 7 Roles for Helping People Grow
   Douglas Silsbee
Nonviolent Communication: A Language of Life
   Marshall Rosenberg

SELF-DEVELOPMENT

The Power of Now: A Guide to Spiritual Enlightenment and *A New Earth: Awakening to Your Life's Purpose*
   Eckhart Tolle
Mastery: The Keys to Success and Long-Term Fulfillment
   George Leonard
7 Habits of Highly Effective People
   Stephen R. Covey
The 7 Spiritual Laws of Success: A Practical Guide to the Fulfillment of Your Dreams and *Quantum Healing: Exploring the Frontiers of Mind/Body Medicine*
   Deepak Chopra
Appreciative Living: The Principles of Appreciative Inquiry in Personal Life
   Jacqueline Bascobert Kelm
7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences
   Thomas Armstrong
A Brief History of Everything
   Ken Wilber
A Year to Live: How to Live this Year as if it Were Your Last
   Stephen Levine
The Alchemist: A Fable About Following Your Dream
   Paulo Coelho
Anatomy of the Spirit: The Seven Stages of Power and Healing
   Caroline Myss, Ph.D.
The Art of Happiness: A Handbook for Living
   Dalai Lama & Howard C. Cutler
Care of the Soul: A Guide for Cultivating Depth and Sacredness in Everyday Life
   Thomas Moore
Conversations with God: An Uncommon Dialogue (Book 1)
   Neale Donald Walsch
Courage to Change: One Day at a Time in Al-Anon II
   Al-Anon Family Group Head Inc.
The Dark Side of the Light Chasers: Reclaiming Your Power, Creativity, Brilliance, and Dreams
   Debbie Ford, Neale Donald Walsch, & Jeremiah Abrams
Emmanuel's Book: A Manual for Living Comfortably in the Cosmos
   Judith Stanton & Pat Rodegast
Emotional Intelligence: Why It Can Matter More Than IQ
   Daniel Goleman
Emotions in Sport
   Yuri Hanin
The Feeling Good Handbook
   David D. Burns, M.D.
Fire in the Soul: A New Psychology of Spiritual Optimism
   Joan Borysenko, Ph.D.
The Four Agreements: A Practical Guide to Personal Freedom
   Don Miguel Ruiz
Healing Heart
   Norman Cousins
Be Careful What You Pray For . . . You Just Might Get It, Healing Words, and *Space, Time & Medicine*
   Larry Dossey, M.D.
Calm Energy: How People Regulate Mood with Food and Exercise
   Robert E. Thayer, Ph.D.

Getting Things Done: The Art of Stress-Free Productivity
  David Allen

Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life and Full Catastrophe Living
  Jon Kabat-Zinn

First Things First: To Live, to Love, to Learn, to Leave a Legacy
  Stephen R. Covey, A. Roger Merrill, & Rebecca R, Merrill

Learned Optimism How to Change Your Mind and Your Life
  Martin Seligman

Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment
  Martin Seligman

Slowing Down to the Speed of Life: How to Create a More Peaceful, Simpler Life from the Inside Out
  Richard Carlson & Joseph Bailey

Taming Your Gremlin (Revised Edition): A Surprisingly Simple Method for Getting Out of Your Own Way
  Rick Carson

Life Makeovers: 52 Practical & Inspiring Ways to Improve Your Life One Week at a Time and *Take Time for Your Life*
  Cheryl Richardson

It's Hard to Make a Difference When You Can't Find Your Keys: The Seven-Step Path to Becoming Truly Organized
  Marilyn Byfield Paul

In Pursuit of Excellence: How to Win in Sport and Life Through Mental Training
  Terry Orlick

In the Meantime: Finding Yourself and the Love You Want
  Iyanla Vanzant

Man's Search for Meaning
  Viktor E. Frankl

Meetings at the Edge: Dialogues with the Grieving and the Dying, the Healing and the Healed
  Stephen Levine

Minding the Body, Mending the Mind
  Joan Borysenko, Ph.D.

Mutant Message from Forever: A Novel of Aboriginal Wisdom
  Marlo Morgan

The Nature of Personal Reality: Specific, Practical Techniques for Solving Everyday Problems and Enriching the Life You Know
  Jane Roberts and Robert F. Butts

The Power of the Mind to Heal
  Joan Borysenko, Ph.D. & Miroslav Borysenko

Practical Intuition
  Laura Day

Proud Spirit: Lessons, Insights & Healing from 'The Voice of the Spirit World'
  Rosemary Altea

The Psychology and Cosmology of Man's Possible Evolution
  P. D. Ouspensky

Seat of the Soul
  Gary Zukav

Serenity Principle
  Joseph Bailey

Small Miracles of Love & Friendship: Remarkable Coincidences of Warmth and Devotion
  Yitta Halberstam & Judith Leventhal

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  Gary Zukav

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  Tony Schwartz

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  Steven G. Fairley & Chris E. Stout

The Business and Practice of Coaching
  L. Grodzki & W. Allen

COACHING RELATIONSHIP SKILLS

Margaret Moore, Bob Tschannen-Moran, Gloria Silverio, Kate Larsen, and Juli Compton

"My certainty is greater than your doubt."

—DAVE BUCK, President of CoachVille

AFTER READING THIS CHAPTER, YOU WILL BE ABLE TO:

- Define the "heart of coaching"
- Demonstrate the skills for establishing trust and building rapport within a coaching relationship
- Name and discuss three core coaching skills
- Demonstrate the skills for mindful listening, open-ended inquiry, and interpretive reflections
- Identify additional tools for developing the coaching relationship
- Discuss the do's and don'ts of coaching
- Describe the qualities of a masterful coach
- Describe the International Coach Federation Core Coaching Competencies

RELATIONSHIP: THE HEART OF COACHING

Consider the following definitions of coaching from leaders in the field:

"Professional coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life."
—The International Coach Federation, *The ICF Code of Ethics,* www.coachfederation.org, 2005, p. 1

"Coaching is the art of creating an environment, through conversation and a way of being, that facilitates the process by which a person can move toward desired goals in a fulfilling manner."
—Tim Gallwey, *The Inner Game of Work,* 2000, p. 177

"Coaching is the process of bringing out the greatness of people. It begins with a desire on the part of the client to accomplish, have, or experience something. The coach inspires the client to accomplish the desired result through personalized teaching, expanding awareness, and designing environments."
—Dave Buck, www.coachville.com, *The Language of Coaching,* 2004

"Coaching is a process that fosters self-awareness and that results in the motivation to change, as well as the guidance needed if change is to take place in ways that meet (individual and) organizational performance needs."
—David Dotlich and Peter Cairo, *Action Coaching*, 1999, p. 18

"Coaching is a mutually voluntary interaction that occurs between people in which one person,

the coach, has neither responsibility, accountability, or authority over the outcomes of the person being coached towards a result of mutually desirable performance, generative change, and development of the whole person."

—Mike Jay, *Coach2 The Bottom Line,* 1999, p. 31

"Coaching is essentially a conversation—a dialog between a coach and a coachee—within a productive, results-oriented context. Coaching involves helping individuals access what they know. They may never have asked themselves the questions, but they have the answers. A coach assists, supports, and encourages individuals to find these answers."

"Coaching is about learning—yet a coach is not a teacher and does not necessarily know how to do things better than the coachee. A coach can observe patterns, set the stage for new actions, and then work with the individual to put these new, more successful actions into place. Coaching involves learning. Through various coaching techniques such as listening, reflecting, asking questions, and providing information, coachees become self-correcting (they learn how to correct their behavior themselves) and self-generating (they generate their own questions and answers)."

"Coaching is more about asking the right questions than providing answers—a coach engages in a collaborative alliance with the individual to establish and clarify purpose and goals and to develop a plan of action to achieve these goals."

—Perry Zeus and Suzanne Skiffington, *The Complete Guide to Coaching at Work,* 2000, p. 3

Coaching is a relationship that intends to create "transformation and learning in individuals, groups, and communities". . . . "It starts with engaging people in a conversation where they clarify their vision, goals, and ideas as well as their agreement to be challenged and supported". . . . It assumes "that people have the inherent creativity, intelligence, and tacit knowledge they need to succeed but may need help in gaining access to it". . . . It revolves around "committed listening and speaking." It involves "setting stretch goals, eliciting internal commitment and motivation and self-directed learning, creating a successful theory of action, practicing the fundamentals, observing breakdowns, providing meaningful feedback, as well as teaching new skills and capabilities."

—Robert Hargrove, *Masterful Coaching,* 1995, pp. 84, 53, 57, and 37

Despite nuances of perspective and emphasis, these definitions of coaching share a common denominator: relationship. Coaching is a growth-fostering relation-ship that enables clients to reach their goals and fulfill their visions.

The core coaching skills described in this chapter are consistent with the International Coach Federation (ICF) Core Coaching Competencies (see Appendix B) and are taught widely by coach training schools. The relevant ICF competencies include "Establishing Trust and Intimacy," "Active Listening," and "Powerful Questioning." These skills are not new discoveries by coaches—they are rather foundational relational skills of counseling and clinical psychologists, and they are the core skills of the Motivational Interviewing field described further in Chapter 5.

ESTABLISHING TRUST AND RAPPORT

The coaching relationship requires the establishment of strong trust and rapport in order to generate a productive and fulfilling change process. When trust and rapport are absent, so is a growth-fostering environment.

Megan Tschannen-Moran defines trust as the "willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent" (Tschannen-Moran, 2004). Understanding the importance of these five qualities, masterful coaches pay constant attention to utilizing them in every conversation. Additional dimensions of relationship building are explored below.

Hold Unconditional Positive Regard

According to Carl Rogers, **unconditional positive regard** is defined as "being completely accepting toward another person, without reservations" (Rogers,

> ## IMPORTANT!
>
> Judgment, criticism, and contempt—spoken or unspoken—do not motivate or support behavior change. It is not our place to point out our clients' shortcomings and teach them a better way. Rather, we are called to champion their strengths and invite them to figure out a better way. When we believe in our clients and hold positive regard for them—regardless of what they do or do not accomplish—we establish a relationship that can bolster both self-efficacy and self-esteem (see Chapter 6). Unfailing positive regard is the key to establishing rapport and trust, and is the foundation for masterful coaching.

1995). Holding such regard for clients is essential to establishing rapport and trust. The coaching alliance will be weak and unsuccessful if clients do not believe that their coaches are on their sides, accepting them unconditionally.

Show Empathy

Empathy is defined as "a respectful understanding of another person's experience, including his or her feelings, needs, and desires" (see Chapter 5). Empathy is quite different from sympathy. Someone who is sympathetic identifies with another's experience, whereas an empathetic person seeks to understand and appreciate that experience. Coaching is made possible by empathic engagement that builds relationships and facilitates growth.

Empathy helps build trust and rapport. When our clients are struggling, it is especially important that we connect with their feelings, needs, and desires in a positive, supportive, and understanding way. When clients feel judged, their self-efficacy and readiness to change may be undermined. When clients feel a lack of compassion, they may become resistant and isolate themselves from the resources needed for change.

Be a Humble Role Model

To develop trust and rapport with clients, coaches should serve as humble role models for optimal health and wellness—"walking the talk" without being boastful, arrogant, or rude. To quote Jay Perry, coaching is not a service profession. "It is a modeling profession. We need to be the change that we want to see in the world. We need to model the behavior that we want to see in our clients and our prospective clients" (Perry, 2005, p. 7).

Our humility comes from continually working on our own fulfillment, balance, health, fitness, and well-being. We know quite well that we still have much to learn. The challenge is to be role models without placing ourselves on a pedestal or talking too much about ourselves. The key is to never dominate the conversation in our eagerness to help, but to always remain humble.

At the start of a coaching relationship, coaches typically deliver a brief, yet inspirational, introduction that captures our passion for health, fitness, wellness, and coaching. A well-rehearsed summary of our backgrounds and how we work with people should be included. "What more do you want to know about me?" is a great way to end the summary and invite questions that build rapport.

IMPORTANT!

When is personal disclosure helpful? People come to coaching not only to learn, but also to be inspired. Most people already know, or at least have a sense of, what they *should* be doing to improve health, fitness, and wellness. They just do not know *how* to do it consistently. By drawing close to someone who does, such as a coach, they hope to gain insight and inspiration for the journey. Personal disclosure on the part of the coach is appropriate and valuable when it serves the best interests of the client and the coaching program, not because a coach wants to share and be understood (subtly inviting the client to play the role of coach). As coaches, we must carefully discern if and when to share who we are, why we care about health, fitness, and wellness, how we live, what our victories and struggles are, and what we know and do not know about health, fitness, and wellness.

Slow Down

It is important to continue to establish trust and rapport in each and every coaching conversation. Trust and rapport are not earned once and for all. They are earned, or lost, during every moment of coaching conversations.

If coaches are in a hurry to "get down to business," trust and rapport will be compromised or lost. We need to set aside the time to have a relaxed—and relaxing—presence with our clients. Even when our appointments are scheduled back to back, we need to slow down and savor every minute with each client.

Pay Full Attention

In addition to slowing down, coaches also need to pay attention. Trust and rapport are not built through multitasking. When coaches are distracted, whether physically, intellectually, emotionally, or spiritually, the coaching relationship suffers. Trying to do two things at once may cause us to lose strands of the conversation and degrade the quality of our inquiries and reflections. (Simple reflections summarize and restate client messages as discussed later in this chapter.)

Clients can tell when coaches are not 100% present. If coaches fail to pay full attention, their energy becomes less focused and engaging. Clients will often accept this low level of focus and engagement, as it is the norm in modern culture. It is up to the coach to take the conversation to a higher level by paying full attention.

To promote paying full attention to clients, ensure that the room where you are conversing has minimal distractions (e.g., foot traffic, noise, phone and computer alerts) that would interfere with your listening ability. Relaxation and reminder techniques can assist you in leaving your own thoughts and concerns "at the door," so that your attention is focused entirely on the client. This is especially helpful if you are feeling any emotional strain.

Under-Promise and Over-Deliver

Nothing undermines trust and rapport more than broken promises. That is why it is extremely important to monitor and select our words carefully, both during coaching sessions and in communications between sessions.

IMPORTANT!

Be sure to deliver on every promise. Some promises, such as being ready and available when clients call for coaching, are unspoken parts of the coaching agreement. Other promises, such as sending clients information, are offered in the course of conversation. Delivering on all promises is crucial to the coaching relationship. Be careful not to fall into the trap of over-promising and under-delivering. This may be common in society, as people seek to make themselves look good, but it quickly leads to failed coaching relationships and poor outcomes.

Delivering even more than was promised creates an even stronger bond. Going beyond the expected minimum is a great way to build rapport and trust. For example, coaches may contact clients by email between coaching sessions to congratulate them or to remind them of something important. Offering the opportunity for an occasional extra coaching session or check-in, at no extra charge, is a real "wow!" and a great relationship builder. When clients email or contact you, make sure to respond within 24 hours, if only to acknowledge the contact and to promise a date and time for a more thoughtful response.

The Client Finds the Answers

The three rules of coaching, like the three rules of real estate, are all the same: "The client finds the answers. The client finds the answers. The client finds the answers." It is up to clients, in conversation with their coaches, to discover their strengths, identify their goals, develop their plans, and design their strategies for growth and change.

Even when clients need to gain knowledge or learn new skills to move forward, it is important to remember these rules and to assist clients to acquire this learning for themselves. If coaches have relevant knowledge and expertise, they should ask permission to offer their expertise and teaching, while leaving clients in control of their choices. If coaches do not have the relevant expertise and knowledge, coaches can help clients find and pursue appropriate knowledge and expertise from other sources.

Coaching is about fostering growth, not forcing it. It can be especially difficult to encourage clients to find their own answers when you have expertise in particular areas (e.g., diabetes, weight loss). Clients may ask for advice in managing medical conditions, making medical decisions, or learning new skills (e.g., strength-training or meditation). The more we know, or think we know, the easier it is to slip into the role of expert adviser and to insist on what our clients must work on or do. This approach, which does not build trust (let alone self-efficacy), is to be avoided. Advice, when it is given, should be offered in response to a request, or offered as a choice, and it should almost always be framed as a possibility rather than as a prescription. Allowing the client to make the choice is motivational and mutually constructive for coaches and clients alike.

IMPORTANT!

Something is wrong in the relationship when coaches are working harder or talking more than their clients in coaching sessions—whether to create goals, figure out strategies, or develop the case for change.

Confidentiality Is Crucial

The coaching relationship is built on a foundation of confidentiality. Clients need to know that the information they share with their coach will not be shared with others. The coach should make this clear both orally and in writing.

Your clients' personal disclosure and discovery are the material with which you and your clients work. Some clients may initially be intimidated or uncomfortable about personal disclosure. You need to create a safe place by establishing a policy of confidentiality from the very beginning.

There may be instances when a client wants to share something personal but does not want it to be

recorded on paper or in electronic, or web client files. This will be a rare occurrence, but it may come up when a client says something like, "I want to tell you something, but not if you have to make it part of my record." It is important to exclude such confidences from your records or coaching notes—but only if it does not create liability (e.g., health-endangering, or illegal client behaviors).

Be Honest

Honesty is not only the best policy, it is the *only* policy when it comes to coaching. Clients and coaches alike should agree to "share what is there" with courage, because honest communication leads to learning and growth. However, coaches should never be or sound critical or judgmental. We are called to share our thoughts, feelings, and intuitions with compassion, empathy, and care. Through honest inquiries and reflections, an authentic and meaningful coaching relationship is built.

USING MINDFULNESS IN COACHING

Mindfulness is the non-judgmental awareness of what is happening in the present moment. The topic of mindfulness, now supported by a large body of knowledge and practice, enhances the coaching process. To increase client awareness of the critical variables that influence their success, coaches ask questions, give feedback, and co-create learning projects that increase client mindfulness.

More often than not, clients are not fully aware of and awake to *where they are and what they are doing.* That's because people often walk around on automatic pilot. When they are eating, they may be reading, working, or worrying about past or future events, instead of tasting each bite of food. When they are working out, they may be thinking about the things they have to do that day, instead of being in tune with their body and what it is doing.

Mindfulness is a way to break free from being on autopilot. By paying attention to our thoughts, feelings, behaviors, relationships, and environments, without judgment or condemnation, we wake up to the experience of what is going on around us and within us *while it is actually happening.* This frees us to make informed decisions about new directions.

Everyone has the ability to be mindful. For example, eating provides a wonderful opportunity to become mindful. Instead of rushing through meals or snacks, doing two things at once, with hardly a thought as to what we are eating, where the food comes from, or how it will impact our bodies, minds, and spirits, we can slow down and pay attention in ways that increase enjoyment, change our relationship to food, and make us more conscious regarding our consumption. Such mindfulness can lead not only to improved eating habits but also to fuller experiences in other areas of life. Increased mindfulness in one area leads to increased mindfulness in all areas.

To give clients an experience of mindfulness during coaching sessions, coaches may want to include mindfulness exercises. For example, coaches may want to start their coaching conversations with a minute of silence and breath-work. They may also choose to guide clients to discover an object with a beginner's mind. For example, the coach can guide clients to discover a raisin very slowly by examining its surface, feeling its texture, smelling it, etc. Clients can then be asked to put it in their mouths and get a sense of it on their tongues. Then and only then do they take the first bite, eating it as slowly as possible, noticing each sensation as it comes. This exercise allows clients to awaken from their automatic reactions to food, which may not support healthy eating.

By increasing mindfulness during coaching sessions, clients learn to increase mindfulness in their daily experiences. They naturally grow to pay more attention not only to the food, but also to the many dynamics of health, wellness, and life. Jon Kabat-Zinn writes:

> "When, through the practice of mindfulness, we learn to listen to the body through all its sense doors, as well as to attend to the flow of our thoughts and feelings, we are beginning the process of reestablishing and strengthening connectedness within our own inner landscape. That attention nurtures a familiarity and an intimacy with our lives unfolding at the level of what we call body and what we call mind that depends and strengthens well-being and a sense of ease in our relationship to whatever is unfolding in our lives from moment to moment. We thus move from dis-ease, including outright disease, to greater ease and harmony and, as we shall see, greater health" (Kabat-Zinn, 2005, p. 123).

Because it is important to be mindful in the everyday moments of our lives, coaches may want to offer advice to clients on how they can elevate mindfulness between coaching sessions. For example, clients can ask themselves the following questions before, during, and after eating:

- Where am I?
- What is my body position?
- What is going on around me?
- Am I really hungry?

- What does the food look, smell, feel, and taste like?
- What am I thinking about?
- What am I feeling?
- What do I really want to eat?
- How can I enhance my experience of eating?

IMPORTANT!

As coaches, we cannot facilitate the development of mindfulness in our clients unless we, ourselves, become mindful. It is only in the practice of mindfulness that we can come to understand the process and its effect on health, fitness, and wellness. By practicing mindfulness in our everyday lives and showing up mindfully for our sessions with clients, we enable clients to learn, grow, and develop beyond what they might otherwise have imagined possible.

Mindfulness is also a critical ingredient for coaches in managing their emotions during coaching sessions. The more we know about what is going on with us, the less we will allow our own events, feelings, opinions, and worries to get in the way of our being present in the moment.

When clients trigger an emotional response for you as the coach, notice those feelings and then gently set them aside. Stay focused on the client. Examining those feelings later outside the coaching session—alone or with a mentor coach—is important to our development as coaches. Here are some tips for activating your mindfulness before you begin coaching sessions:

- Take three deep breaths.
- Close your eyes for 5 seconds.
- Become aware of your breathing.
- Say to yourself:
  - I am grateful for this opportunity to connect and make a difference.
  - I have an opportunity to make a pivotal contribution.
  - I am open to and curious about what will unfold.

THREE CORE COACHING SKILLS

Although different coaching systems have their own inventory, language, and description of what is in the coaching repertoire, three coaching skills are consis-

tently found across platforms and form the basis for developing the coaching relationship. They are introduced here and are explored again from different angles in later chapters.

Mindful Listening

Mindful listening is the most important of all coaching skills. Listening that brings full, non-judgmental awareness of what someone is saying in the present moment is the hallmark of great coaching. Indeed, there may be no other relationship in our clients' lives where they are heard in the way they are heard by coaches. People seldom have the undivided attention of anyone, even for brief periods of time—and without judgment.

Mindful listening requires a coach's concentrated effort during each and every session. Coaches must silence the voices in their own head so they can actively pay attention to the voice of the client. "*Listen until I don't exist*" is the motto of great coaches. That's because they set aside their agendas to pay singular attention to their clients' agendas. Coaches describe the experience as both liberating and deep. Mindful listening is transformational, not only for the client but also for the coach.

To convey to clients that you are listening carefully to everything they say, periodically summarize and restate their messages. Such simple reflections provide a mirror that reflects back to clients where they are and what they are learning. This process of reflection reassures clients, clarifies what they mean, encourages deeper thinking, and promotes open communication.

Mindful listening involves listening for the meaningful whole, including such diverse elements as a client's best experiences, core values, significant moments, feelings, current challenges, and future dreams. Also, the stories clients tell enable coaches to tap into their intuition to generate better questions and more evocative reflections. These are the raw materials of coaching.

IMPORTANT!

Masterful coaches listen to the words and to the truth beyond the words. It is important to not only listen to the facts (cognitive listening), but also to the feelings and needs behind the facts (affective listening). "The facts, ma'am, just the facts," may be enough for detective work, but facts are never enough for coaching. Clients' moods, emotions, tone, energy, body language, hesitation, and pacing provide important clues. Listening for trends and repeated patterns can lead to important insights.

DON'T FORGET . . .

Do not rush clients through the telling of their stories. By taking the time to evoke and listen to their stories, we reflect a genuine interest in their aspirations. It is never helpful to grill a client with questions, especially one right after another. Instead of asking clients to cut to the chase, invite clients to elaborate so that the nuances, meanings, and treasures in their stories come out. Displaying curiosity is a wonderful way to help a client open up. It is also not helpful to make assumptions or launch too quickly into advice giving. Take the time to listen to what is being said, to what is not being said, and to what clients may want to say, gently guiding them to discover their own answers.

Here are a few quick tips for mindful listening:

- Do not think about what you will say next until your client has spoken the last word of his or her thought.
- Pause after your client has spoken.
- Weave the client's last words into the next step.
- Weave the client's story into later steps.
- Listen for emotions as well as facts.
- Do not interrupt (except in the rare moment when your client wanders off track).
- Reflect whenever possible.

Open-Ended Inquiry

To enable clients to open up and tell their stories, it is important to ask open-ended questions. Open-ended questions require long, narrative answers (see Appendix A at the end of this chapter). Closed-ended questions require short, "sound-bite" answers.

Examples of closed-ended questions include:

- Do you like to exercise?
- Do you think your life would change if you started exercising?
- When did you exercise last week?
- Have you heard about the nutritional value of fruits and vegetables?
- Do you know the physical risks you are creating with your eating?
- Has your spouse expressed concern about your weight?

Examples of open-ended questions include:

- What do you enjoy most about exercising?
- How would your life change if you started exercising?

- How did things go with your exercise last week?
- What have you heard about the nutritional value of fruits and vegetables?
- What do you think will happen if you keep eating the way you are eating?
- What conversations have you had with your spouse about your weight?

"What?" and "How?" are often the best ways to begin open-ended questions because they encourage storytelling. Because stories are the stuff that move people to change, "What?" and "How?" are the master keys of great coaching questions.

"Why" questions are often not as useful. They tend to provoke analysis, rather than storytelling. They may also evoke resistance because they can suggest judgment. For example, asking "Why did you eat the whole cake?" may cause a client to respond defensively.

"Why" questions, however, can be powerful when asked at the right time and in the right way. For example, you can connect clients to their deepest motivators by asking, "Why do your vision and goals deeply matter to you?"

While coaches use more open than closed questions, there is a place for closed questions. For example, when we want to find out if our clients want to commit to a vision, strategy, or goals, we ask, "Are you ready to move forward?"

IMPORTANT!

Avoid asking too many questions in a row. Clients may feel interrogated. Avoid asking questions in a negative tone. Clients may feel judged. In a non-judgmental fashion, ask positive questions and ones that reflect your curiosity. Avoid asking deep, probing, or challenging questions until clients are in the flow of the coaching session and are in a receptive frame of mind.

When clients avoid or fail to respond to a question, or if you think they aren't being totally honest in their answer, drop it and come back to it at another time. If this happens consistently regarding the same issue, you may want to non-judgmentally share this perception with your client. Accept the client's decision about what to share and what to keep private.

DON'T FORGET . . .

Great questions elicit what is on the client's mind rather than what is on the coach's mind.

Perceptive Reflections

Perceptive reflections are a form of listening (hence, they are also described as reflective listening statements in Chapter 5 on Motivational Interviewing). They enable clients to hear what they are saying from the vantage point of another person. This process is often more provocative and transformational than inquiry because it causes clients to connect more deeply to their emotions and the truth of the matter. When coaches perceptively paraphrase and reflect back what they think clients are saying, clients react with more of an emotional response, generated from the limbic region of the brain (where emotions, rewards, and pleasure are regulated). When coaches ask questions, clients objectively think about and formulate an answer before responding. The "CEO" (or analytical) region of the brain (mostly the left prefrontal cortex) is activated as people are drawn more into their head than their gut.

The purpose of using perceptive reflections is to elicit sentiments that support change (called "change talk" in Chapter 5 on Motivational Interviewing). Instead of the coach making the case for change, the client is encouraged to pick up the ball and run with it. When the case for change comes from the client rather than the coach, rapid progress can be made in the direction of desired outcomes.

The simplest reflection is to restate what a client says in more or less his or her own words. Like a mirror, such simple reflections enable clients to see themselves more clearly and make adjustments, if they so desire. Other more complex reflections are intentionally designed to be more evocative (see Chapter 5). These more complex reflections communicate not only that the coach is actively listening, but also that the coach is noticing things the client may be overlooking. They can serve to make the prospect of change sound bigger, brighter, or more inviting. They enable clients to stop and consider whether they want to spend more time on those issues.

Thomas Gordon has outlined twelve kinds of responses that are *not* coaching or perceptive reflections (1970):

1. Ordering, directing, or commanding
2. Warning, cautioning, or threatening
3. Giving advice, making suggestions, or providing solutions
4. Persuading with logic, arguing, or lecturing
5. Telling people what they should do; moralizing
6. Disagreeing, judging, criticizing, or blaming
7. Agreeing, approving, or praising
8. Shaming, ridiculing, or labeling
9. Interpreting or analyzing
10. Reassuring, sympathizing, or consoling
11. Questioning or probing
12. Withdrawing, distracting, humoring, or changing the subject

Coaches may occasionally use some of these responses over the course of a coaching relationship, particularly when clients are in the action or maintenance stages of change. Yet, be aware that such responses tend to take the responsibility for change away from clients and set up the coach as the expert who knows best. Especially in the early stages of change, such responses tend to make clients defensive and resistant to change rather than receptive and open to changing. Perceptive reflections do the opposite. They stay with the clients' thinking or feeling processes to clarify their visions and help them develop change strategies.

IMPORTANT!

Do not be too concerned about the accuracy of your perceptive reflections. If the reflection is accurate, clients agree. If it is off target, clients disagree. Either way, the reflection moves clients forward and engages them in the search for higher well-being and the "best me."

OTHER RELATIONSHIP-BUILDING TOOLS

Positive Reframing

Positive reframing means "framing a client's experiences in positive terms." Once the conversation takes a positive turn, it is easier to engage in brainstorming, action planning, and forward movement.

People have a natural tendency to look at, focus on, and talk about problems. Indeed, many people who come to coaching would say they want help with a problem. "I'm overweight," "I'm out of shape," and "I'm stressed out" are three of the most common complaints in the health and wellness arena. From week to week, many clients also want to start the coaching conversation with a problem as the issue of the day. For example, "I blew my diet," "I didn't exercise like I said I would," and "I took no time for myself this week."

Masterful coaches avoid the temptation to respond to such complaints with a root-cause problem analysis, which can be demoralizing, overwhelming, and counterproductive. Instead of inspiring and empowering change, problem analysis can weigh people down with more reasons not to change.

Without dismissing people's problems, masterful coaches know how to reframe the conversation in positive terms. For example:

- "What's the silver lining in this situation?"
- "Tell me about your best day, or even your best meal."
- "Tell me about the activities you enjoyed most this past week."
- "Tell me about the best thing you did for yourself, no matter how small."
- "Tell me how you got through this and what's possible now."

When clients can think of nothing positive, encourage them to go back further in time.

> ## IMPORTANT!
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> At times, clients need to be reminded that setbacks are a natural part of the process. When learning to walk, infants fall many times. These are not failures but essential lessons that help them learn and grow. Just as we cheer on infants when they fall down after their first few steps, we can use positive reframing when our clients slip. By teaching our clients to positively reframe, we can enable them not only to get back on track, but also to avoid becoming attached to feelings of failure, even if they think they have failed.

Silence

One thing is certain: if we are talking, we are not listening. Given the importance of listening in coaching, it is vital that coaches become comfortable with silence. When clients are speaking, do not interrupt them and/or think about what to say next. After asking a question, do not talk again before the client answers.

Be prepared for the surprises of silence! It is a wonderful gift and a core tool in coaching. Silence has a way of evoking greatness from people. Silence sends this empowering message: "I believe that you can figure this out by going deeper." Often, silence will lead to new insights and directional shifts that coaches may never have anticipated.

Coaches would do well to incorporate silence as a daily habit in their daily routine. Becoming comfortable with silence can be supported by an ongoing practice of meditation or cultivating other silent moments throughout the day. It is hard to effectively utilize silence in coaching if we have not developed the habit of silence in our own life.

> ## IMPORTANT!
>
> In masterful coaching sessions, clients talk more than twice as much as coaches. Nicola Stevens encourages coaches to remember the acronym **W.A.I.T.,** which stands for Why Am I Talking? (Stevens, 2005).

Giving Advice

It is best to avoid giving advice as much as possible. To foster lasting change, masterful coaches enable their clients to research and figure out their own answers. When clients ask for advice, or when it appears that advice would be helpful, obtain their permission to give advice. Then frame that advice as a possible solution in two to three alternatives (too many choices can also hurt self-efficacy), rather than as a single, "right answer." There is never just one "right answer" when it comes to health, fitness, and wellness.

It is not always easy to refrain from giving advice. Clients often equate coaching with advice giving. Perhaps because of what they think high-profile sports coaches do, clients may expect you to tell them what to do and then make them do it. Remember that giving advice does not promote lasting behavioral change—and it interferes with the development of self-efficacy. Giving advice can become more of a roadblock that triggers resistance than a facilitator of change.

> ## IMPORTANT!
>
> If a client says something that, as a credentialed professional, you know could do them harm, it is your duty to let them know. However, never offer advice beyond your level of expertise. If a red flag goes up for you that you are not sure about, you might suggest that they seek the advice of the appropriate credentialed professional. If clients ask for advice in an area outside your credentials and experience, do not be afraid to say, "I don't know." Such honesty builds trust and occasions a search for information.
>
> Also, never give advice outside the bounds of legality and medical ethics (e.g., a client's taking another person's prescription drug or you recommending unregulated supplements).

Humor and Playfulness

Although coaching is serious business with serious goals in which people are seriously invested, this does not mean the coaching conversation itself needs to

have a serious tone. In fact, a consistently serious tone may cause clients to dread their coaching sessions, and consequently fail to thrive.

The more often you can make clients laugh and see the lighter side of their challenges and opportunities, the more they will open themselves up to change. A playful approach can make clients more open to experimentation and to trial and correction. Be careful not to joke about something that may make a client feel vulnerable. Use empathy to distinguish between those areas that are ripe for humor and those that may make your client feel worse if treated too lightly.

Be sure your clients never think you're laughing *at* them. It is fair game, though, to laugh at yourself!

Championing

At all times we champion our clients' ability to realize their goals, especially when they lack self-efficacy. Our evidencing an upbeat and energetic attitude, combined with a positive outlook, can enable our clients to find the courage for change. Coaching should be a hope-inspiring relationship. Dave Buck, President of CoachVille, describes this dynamic as: "My certainty is greater than your doubt." That dynamic is what attracts clients to masterful coaches.

When clients are struggling, we should reassure them that different people move toward mastery of health, fitness, or wellness at different speeds and at different times in their lives. *When they're ready, they can and will succeed.* As the coach, your work is to facilitate clients' movement at a time and speed that is comfortable yet challenging. This is the "flow zone" that will enable clients to achieve the goals they have set for themselves.

IMPORTANT!

- **At the beginning of every session,** acknowledge positive things about your clients to elevate both their self-esteem and their self-efficacy.
- **During every session,** praise your clients for their efforts and achievements. Be sure your praise is sincere and not overdone.
- **Close each session** by praising or acknowledging your clients for a positive change in behavior or attitude.

Continually focus on and champion the positive changes. Do not dwell too long on the negatives, and always find a positive side to negative issues. Coaching is about action and learning, not blame and shame.

Solicit Input and Suggestions

It is important to ask your clients to share input and make suggestions on how the coaching process can be made more productive and enjoyable. Soliciting input builds the coaching relationship by making it clear to clients that their coach is totally devoted to their success. Frequently ask, "What was most valuable about today's session?" and "How could our sessions work better for you?" Listen for what is unspoken but conveyed in a client's tone and hesitations. Ask for clarification if you suspect that there may be a problem. Keep private notes and follow up on the points raised as soon as possible.

Most new coaches experience clients who go "missing in action," not showing up for coaching sessions or disappearing without explanation. By asking clients at the outset of the coaching program to make you the first to know if anything isn't working, you can help them talk about their concerns rather than act them out by not showing up.

If you receive criticism, listen for and respond to the needs that are going unmet. Thank clients for their input and use it to grow stronger as a coach. Without violating confidentiality or becoming defensive, you may want to:

- Consult a mentor coach and colleagues on the points of concern. Then develop strategies to overcome these issues before the next session.
- Report back to your client the steps you are taking to improve the situation.

SOME DO'S AND DON'TS IN COACHING

Do's:

- Renew your trust and rapport at the outset of each and every session.
- Begin each session by asking clients how they feel now. Give clients a chance to express themselves fully.
- Empathize with clients' feelings and needs.
- Look for openings to explore their best experiences, core values, and heartfelt wishes.
- Be a great listener. Do not interrupt or cut clients off when they're speaking.
- Keep an upbeat, energetic, and positive attitude at all times.
- Praise clients for their efforts and focus on the positive changes.
- Strike a balance between over-praising and under-praising according to clients' needs.

- Eradicate judgment and show appreciation for the challenges of making and maintaining behavioral changes.
- Support client motivation with a variety of motivational tools.
- Use humor to lighten the load.
- Remember important days, such as birthdays, anniversaries, and promotions.
- Reframe "failures" as "life lessons" and "learning opportunities."
- Be supportive and encourage family support (spouse, friends).
- Pay attention to necessary environmental modifications.
- Ask open-ended questions to evoke stories as learning experiences.
- Reflect back what clients are saying in ways that provoke change.
- Speak the truth with love, as long as it builds self-esteem and self-efficacy.
- Challenge clients to aim higher, if you think they can accomplish more.
- Take minimal notes, but enough to refresh your memory about important client issues from week to week.
- Stay current in health/fitness/wellness news, books, and other publications.
- Send emails between sessions.
- Obtain regular input regarding what is and is not working in the coaching process.

Don'ts:

- Talk too much.
- Play psychotherapist.
- Wear the expert hat, unless your client gives permission and requests such assistance.
- Assume you understand what clients are saying.
- Impose your goals on clients.
- Push clients beyond their capabilities.
- Become impatient with a lack of change.
- Focus on yourself or your issues during sessions.
- Allow clients to dwell on topics outside your coaching scope or expertise.
- Make assumptions. It is extremely important not to assume that you understand your client or what he or she needs or wants. Exploration is the key.

NEVER TAKE ANYTHING FOR GRANTED, AND DO NOT MAKE ASSUMPTIONS

Below is an example of how making assumptions can hurt your clients' progress.

Client A has an exercise spurt where he suddenly starts working out for 1 to 2 hours every day, using heavier and heavier weights and pushing himself on the treadmill.

You think he has finally gotten "with the program," and you praise him and help him intensify his new weekly goals. You do not realize that he just learned that he's in danger of losing his job and he's trying desperately to work off stress and depression.

Because you seem so happy with his new changes, he fears you'd think less of him if he told you why he's working out so hard and if he admitted that he's pushing himself to exhaustion so that he won't revert to alcohol.

It is easy to make a wrong assumption about a client's behavior, and damage the trust and rapport and your ability to help your client find solutions. Never jump to conclusions. Always ask for your client's perceptions, interpretations, and points of view. If your client isn't ready to tell you, wait for a better time to probe again.

QUALITIES OF MASTERFUL COACHES

One of the few things that gets better with age is our ability to coach masterfully.

Authentic empathy and complete acceptance come out of the pores of masterful coaches. They cannot summon an ounce of judgment. They have an uncanny ability to "sniff out" client strengths, values, and desires. They prefer to listen rather than talk. They love and enjoy client stories. They see the funny side in ways that facilitate growth. They hold up the mirror with courage when necessary. They have the patience to allow clients to sit in the muck, even in tears, without succumbing to the urge to rescue. They assist clients to achieve more than they otherwise might. Masterful coaches take risks to challenge clients to reach higher at the right moment. They know that lives are at stake if clients do not take great care of themselves. Best of all, masterful coaches know how to celebrate client success.

APPENDIX A
EXAMPLES OF OPEN-ENDED QUESTIONS

VISION AND OUTCOME QUESTIONS

- What would you like your wellness to look like in 3 months, 1 year, 2 years, 5 years . . . ?
- What would you like your health and wellness to look like in 3 months or in 1 year?
- What are the top three values in your life? How is your health linked to these values?
- What are the top three goals in your life? How is your health linked to these values?
- What part of your life is most important to you? How does your health fit in?
- What would you like less of in your life? How is that linked to your wellness?
- What would you like more of in your life? How is that linked to your wellness?
- What excites you? How can we link that to your wellness?
- What would you like to accomplish in the next 3 months?
- What motivators are important enough to you to enable you to overcome your obstacles meet your goals?
- What would your life be like if you achieve these goals? How would that feel?
- What would your life be like if you do not achieve these goals? How would that feel?
- What is the best case scenario?
- What is the worst case scenario?
- What will it take for you to make changes?
- What have you tried and succeeded to accomplish in your life that is similar to this goal?
- What are some new possibilities that you haven't considered before?
- What do you think is the best possible outcome of our coaching program?
- What do you think is the likely outcome of our coaching program?
- What do you think is the worst possible outcome of our coaching program?
- What would you like the outcome of our coaching program to be?

AMBIVALENCE QUESTIONS

- What is happening when you feel _____?
- What are the triggers that are stimulating you to feel _____?

- What would it take to deal with your feelings of _____?
- What is holding you back or standing in your way? How is it holding you back?
- What are you afraid of?
- What is at risk for you?
- What is more important to you than meeting this goal?
- What would make this the right time for you to do this?
- What is on your plate right now that may be getting in the way (this week, next month, or 3 months)?
- What would you like to do?
- What are you able to do to overcome _____ or meet your goal?
- What are you willing to do to overcome _____ or meet your goal?
- What do you want to do to overcome _____ or meet your goal?
- What can I do to best help you today (or in our coaching program)?
- What might I do better to help you today (or in our coaching program)?
- What would your life be like if you do not achieve this goal? How would that feel?
- What would your life be like if you do achieve this goal? How would that feel?
- What is the best case scenario if you achieve this goal?
- What is the worst case scenario if you do not achieve this goal?
- What might be wrong about this goal/these goals?
- What might be right about this goal/these goals?
- What will it take for you to reach this goal? What needs to happen for you to reach this goal?
- What would it take for you to be ready to change?
- What motivator is important enough to you to help you reach this goal?
- What can you/we learn from this?
- What is the solution here?
- In the next week, what could you think about or do that would move you forward?
- What have you tried and succeeded to accomplish in your life that is similar to this goal?
- What are some new possibilities that you haven't considered before?

APPENDIX B

INTERNATIONAL COACH FEDERATION CORE COACHING COMPETENCIES (WWW.COACHFEDERATION.ORG)

The following 11 core coaching competencies were developed to support greater understanding about the skills and approaches used within today's coaching profession as defined by the ICF. They will also support you in calibrating the level of alignment between the coach-specific training expected and the training you have experienced.

Finally, these competencies were used as the foundation for the ICF Credentialing process examination. The core competencies are grouped into four clusters according to those that fit together logically based on common ways of looking at the competencies in each group. The groupings and individual competencies are not weighted—they do not represent any kind of priority in that they are all core or critical for any competent coach to demonstrate.

A. Setting the foundation
1. Meeting ethical guidelines and professional standards
2. Establishing the coaching agreement

B. Co-creating the relationship
3. Establishing trust and intimacy with the client
4. Coaching presence

C. Communicating effectively
5. Active listening
6. Powerful questioning
7. Direct communication

D. Facilitating learning and results
8. Creating awareness
9. Designing actions
10. Planning and goal setting
11. Managing progress and accountability

A. Setting the Foundation
1. **Meeting Ethical Guidelines and Professional Standards**—Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations
   a. Understands and exhibits in own behaviors the ICF Standards of Conduct (see list, Part III of ICF Code of Ethics)
   b. Understands and follows all ICF Ethical Guidelines (see list)

   c. Clearly communicates the distinctions between coaching, consulting, psychotherapy and other support professions
   d. Refers client to another support professional as needed, knowing when this is needed and the available resources
2. **Establishing the Coaching Agreement**—Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship
   a. Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate)
   b. Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered, and the client's and coach's responsibilities
   c. Determines whether there is an effective match between his or her coaching method and the needs of the prospective client

B. Co-creating the Relationship
3. **Establishing Trust and Intimacy with the Client**—Ability to create a safe, supportive environment that produces ongoing mutual respect and trust
   a. Shows genuine concern for the client's welfare and future
   b. Continuously demonstrates personal integrity, honesty, and sincerity
   c. Establishes clear agreements and keeps promises
   d. Demonstrates respect for client's perceptions, learning style, and personal being
   e. Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure
   f. Asks permission to coach client in sensitive, new areas
4. **Coaching Presence**—Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible, and confident
   a. Is present and flexible during the coaching process, dancing in the moment

b. Accesses own intuition and trusts one's inner knowing—"goes with the gut"

c. Is open to not knowing and takes risks

d. Sees many ways to work with the client, and chooses in the moment that is most effective

e. Uses humor effectively to create lightness and energy

f. Confidently shifts perspectives and experiments with new possibilities for own action

g. Demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered or enmeshed by client's emotions

C. Communicating Effectively

5. **Active Listening**—Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression

   a. Attends to the client and the client's agenda, and not to the coach's agenda for the client

   b. Hears the client's concerns, goals, values, and beliefs about what is and is not possible

   c. Distinguishes among the words, the tone of voice, and the body language

   d. Summarizes, paraphrases, reiterates, and mirrors back what client has said to ensure clarity and understanding

   e. Encourages, accepts, explores, and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.

   f. Integrates and builds on client's ideas and suggestions

   g. "Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long descriptive stories

   h. Allows the client to vent or "clear" the situation without judgment or attachment to move on to next steps

6. **Powerful Questioning**—Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client

   a. Asks questions that reflect active listening and an understanding of the client's perspective

   b. Asks questions that evoke discovery, insight, commitment, or action (e.g., those that challenge the client's assumptions)

   c. Asks open-ended questions that create greater clarity, possibility, or new learning

   d. Asks questions that move the client toward what he or she desires, not questions that ask for the client to justify or look backward

7. **Direct Communication**—Ability to communicate effectively during coaching sessions and to use language that has the greatest positive impact on the client

   a. Is clear, articulate, and direct in sharing and providing feedback

   b. Reframes and articulates to help the client understand from another perspective what he or she wants or is uncertain about

   c. Clearly states coaching objectives, meeting agenda, purpose of techniques, or exercises

   d. Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon)

   e. Uses metaphor and analogy to help to illustrate a point or paint a verbal picture

D. Facilitating Learning and Results

8. **Creating Awareness**—Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client gain awareness and thereby achieve agreed-upon results

   a. Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description

   b. Invokes inquiry for greater understanding, awareness, and clarity

   c. Identifies for the client his or her underlying concerns, typical and fixed ways of perceiving himself or herself and the world, differences between the facts and the interpretation, and disparities between thoughts, feelings, and action

   d. Helps clients discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them

   e. Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action

   f. Helps clients see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, background)

   g. Expresses insights to clients in ways that are useful and meaningful for the client

   h. Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching

   i. Asks the client to distinguish between trivial and significant issues, and situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done

9. **Designing Actions**—Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results
   a. Brainstorms and assists the client to define actions that will enable the him or her to demonstrate, practice, and deepen new learning
   b. Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals
   c. Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions
   d. Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterwards in his or her work or life setting
   e. Celebrates client successes and capabilities for future growth
   f. Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action
   g. Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them
   h. Helps the client "Do It Now" during the coaching session, providing immediate support
   i. Encourages stretches and challenges but also a comfortable pace of learning
10. **Planning and Goal Setting**—Ability to develop and maintain an effective coaching plan with the client
    a. Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development
    b. Creates a plan with results that are attainable, measurable, specific, and have target dates
    c. Makes plan adjustments as warranted by the coaching process and by changes in the situation
    d. Helps the client identify and access different resources for learning (e.g., books, other professionals)
    e. Identifies and targets early successes that are important to the client
11. **Managing Progress and Accountability**—Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action
    a. Clearly requests of the client actions that will move the client toward his or her stated goals

    b. Demonstrates follow through by asking the client about those actions that the client committed to during the previous session(s)
    c. Acknowledges the client for what he or she has done, not done, learned or become aware of since the previous coaching session(s)
    d. Effectively prepares, organizes, and reviews with client information obtained during sessions
    e. Keeps the client on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s)
    f. Focuses on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions
    g. Is able to move back and forth between the big picture of where the client is heading, setting a context for what is being discussed and where the client wishes to go
    h. Promotes client's self-discipline and holds the client accountable for what he or she says he or she is going to do, for the results of an intended action or for a specific plan with related time frames
    i. Develops the client's ability to make decisions, address key concerns, and develop himself or herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences)
    j. Positively confronts the client with the fact that he or she did not take agreed-upon actions

REVIEW AND DISCUSSION QUESTIONS

1. Explain what is meant by "relationship is the heart of coaching."

_____

_____

_____

2. List several dimensions of relationship building and give examples.

_____

_____

_____

3. What is mindfulness? Give an example of an exercise to increase mindfulness.

_____

_____

_____

4. Define "mindful listening" and discuss its importance in building trust and rapport.

_____

_____

_____

5. What does it mean for a coach to "listen until I don't exist"?

_____

_____

_____

6. What is open-ended inquiry? Give an example of an open-ended and a closed-ended question.

_____

_____

_____

7. What are perceptive reflections in the context of a coaching conversation? Give an example.

_____

_____

_____

8. Discuss the importance of silence in a coaching conversation.

_____

_____

_____

9. What is reframing? What can you do to reframe a coaching conversation in a positive light?

_____

_____

_____

10. What is meant by the phrase, "My certainty is greater than your doubt"?

_____

_____

_____

11. Describe several qualities of a masterful coach.

_____

_____

_____

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COACHING BEHAVIOR CHANGE

Margaret Moore, Gabrielle Highstein, Bob Tschannen-Moran, and Gloria Silverio

> "Growth is not steady, forward, upward progression. It is instead a switchback trail; three steps forward, two back, one around the bushes, and a few simply standing, before another forward leap."
>
> **—DOROTHY CORKVILLE BRIGGS**

AFTER READING THIS CHAPTER, YOU WILL BE ABLE TO:

- Describe the Transtheoretical Model
- Define the five stages of change
- Apply the stages of change to coaching
- Define coaching competencies for each stage of change
- Define decisional balance and operant conditioning
- Describe the Mount Lasting Change model
- Apply general techniques for coaching change

INTRODUCTION TO BEHAVIOR CHANGE

A primary goal of coaching is to facilitate a client's growth and change. In the health, fitness, and wellness arenas, we are particularly concerned with behavioral changes that support a higher level of health and well-being.

Fortunately, there are excellent theories and extensive research on the preconditions and processes of behavioral change. One of the most important is the Transtheoretical Model (TTM) from the field of behavioral psychology, which contributes a wealth of principles, skills, and processes to the foundation of health, fitness, and wellness coaching. In fact, the TTM-inspired Mount Lasting Change pyramid described below lays out the key cognitive, behavioral, and relational processes of change as a coaching framework.

TRANSTHEORETICAL MODEL OF BEHAVIOR CHANGE

The Transtheoretical Model of behavior change, developed by Dr. James Prochaska, is based on more than 25 years of research measuring behavior change for a wide variety of health behaviors, including smoking cessation, exercise adoption, eating a low-fat diet, and mammography use. This model is a blueprint for effecting self-change in health behaviors and can be readily applied in health, fitness, and wellness coaching (Prochaska et al., 1994).

FIVE STAGES OF CHANGE MODEL

The five stages of change model, developed by Dr. Prochaska, provide coaches with an understanding of how and when behaviors can be altered and why clients may struggle, fail, or quit.

Your clients may have decided to employ a coach because they already recognize they need and want to adopt new fitness, wellness, and health-related behaviors—and they are committed to doing so. Health and wellness behavior change is particularly challenging, particularly today (see page 4). If it were easy, your clients probably would not be seeking your help or would have already made and sustained the changes they need and desire.

Research has shown that self-change is a staged process. We move from not thinking about changing a behavior to thinking about it, to planning to change, and to testing out ways to do it before we actually start.

Using inappropriate techniques that prematurely encourage new behaviors can discourage change. For example, people who have not yet made up their minds to change are not sufficiently ready to adopt behavioral strategies. Applying this kind of pressure can cause them to withdraw from the change process.

To avoid such an outcome, it is important to identify the stage of change that clients may be in when they first come to coaching for each area in health, fitness, and wellness. This approach relates less to their outlook on life than to their readiness to change a specific behavior. Clients will typically be in different stages of change for different areas or behaviors (e.g., eating habits, physical activity, stress coping, positive self-talk, or relaxation practices).

It is also important to recognize that your client may move forward toward action or may slip back toward inaction during the time you are working together. When you are aware of the stage your clients are in, you can apply techniques for assisting change that are specific and effective for the stage they are in. Application of specific techniques at each stage will help you coach your clients to reach their health, fitness, and wellness goals more quickly and effectively and be able to maintain them.

STAGES OF CHANGE AND EFFECTIVE COACHING SKILLS FOR EACH STAGE

The stages that people move through are very predictable and identifiable—beginning with the precontemplation stage where individuals are not yet thinking about making change, all the way through to the maintenance stage where changes have been adopted as a way of life. The characteristics people exhibit at each stage are distinct and recognizable.

DON'T FORGET . . .

The five stages of change are:

1. Precontemplation (Not Ready for Change)
2. Contemplation (Thinking about Change)
3. Preparation (Preparing for Action)
4. Action (Taking Action)
5. Maintenance (Maintaining a Good Behavior)

IMPORTANT!

Most of your client prospects will be in the contemplation and/or preparation stage for at least one area (fitness, weight, nutrition, stress, mental or physical health) and your coaching program will help them reach the maintenance phase (sustaining the new behavior consistently week to week) within 3–6 months. You may be able to help them move forward in areas where they are precontemplators when openings emerge in the coaching discussions. Also, when clients progress in one area, their confidence in self-change grows and they may become ready to move forward in another area.

Precontemplation: "I Won't" or "I Can't"

When someone is not even thinking about adopting a healthy behavior, it's usually because they fall into one of two categories of people: the "*I Won't*" or the "*I Can't*" people. The "*I Won't*" people are not interested in changing because they do not feel they have a problem. Family and friends may feel otherwise and may be nagging them about it, but they fail or refuse to see the problem. The "*I Can't*" people would like to change but they don't believe it's possible. For very different reasons, both kinds of people are not even contemplating, let alone working on, making a change when it comes to that area of their lives.

Coaching Skills to Use in the Precontemplation Stage

To move forward, precontemplators first need sincere empathy from their coaches. This is the time to use reflections to show that you understand and respect their feelings and needs. Your ability to recognize and to accept that they do not intend to change a particular behavior is the key to future possibilities. You are not asking them to move forward on the change process at this time. Instead you are focused on understanding them at a deep level without judgment or fear (for additional material on empathy using Nonviolent Communication, see Chapter 5).

For most "*I Won't*" people this is the important message: "I understand that you are not ready right now. That is fine. Here is how you can contact me if you decide at some point that you are ready." You leave clients feeling good about the interaction so they will think about you in a positive light. You do not make them feel judged or that they are inadequate.

The "*I Can't*" people are aware they have a problem and need to change, but they believe change is too complicated and/or difficult. They may have tried and failed in the past. These people are acutely aware of their barriers and need help to look at the barriers in a positive and rational way so they can learn from them rather than being overwhelmed by the negative emotions generated by past failures.

With a coach, clients can sort their barriers into those that are real and need to be put to the side right now, those that are excuses, and those that can be overcome by a strong enough motivator. Taking real barriers, for which time may have to elapse before resolution, off the table can lower the client's emotional level. The client doesn't have to convince you, the coach, about the barrier. This acceptance shows your clients that you are on their side. The client is then much readier to work with you to find a strong, positive motivator. When clients have something they really want and they know that this change will give it to them, they are far more motivated to work on finding solutions to barriers that have tripped them up in the past.

Contemplation: "I May"

We call the Contemplation Stage the "*I May*" Stage. At this stage, clients are thinking about changing an unhealthy behavior or adopting a healthy behavior—and are considering taking action within the next 6 months. They are more aware of the benefits inherent in changing and less satisfied with their present health and well-being than the precontemplators.

They may express a fair amount of ambivalence about change, feeling that change will be difficult or even impossible to achieve. People can remain in this stage for a long time and become chronic contemplators because they cannot imagine themselves behaving differently and/or they do not know how to change. They are still weighing the benefits of change against the effort it will take.

When openings emerge with "*I May*" people, you may be able to explore their best experiences with change in the past as well as the positive reasons for doing a particular behavior in the future. By focusing on their values and vision, they may come to appreciate how change would improve their life. When appropriate, coaches can share important scientific facts about the benefits of the behavior and can assist clients to discover the pros that might serve as positive and even powerful motivators for change.

Coaching Skills to Use in the Contemplation Stage

- Help clients move beyond the contemplation stage by connecting them to their strengths and assisting them to get excited about change. The discovery work alone may be enough to move them to the next stage of change. Increasing their awareness of compelling reasons to change and getting them to connect with people who have successfully made the change are key motivational strategies.
- Assist these clients to connect the dots between the changes they seek and the values they hold. Setting behavioral change in this larger context makes the change more meaningful and significant.
- If clients have not sufficiently identified their personally compelling motivators to change, including new supportive relationships and new reasons to change, help them to think this through. A clear vision of what they want (not what they don't want) is essential.
- Help these clients examine not only the upside but also the downside of giving up old behaviors for new, healthier behaviors. Identify which barriers are real and which can be worked out. Normalize, don't catastrophize.
- Help these clients identify and accomplish small, realistic thinking and feeling goals every week, thereby empowering them to be more confident in their ability to change. A series of small successes builds self-efficacy.
- Remember that, at this stage, the small goals will involve reading, thinking, talking, listening, discovering, and deciding—not doing a behavior.

> # IMPORTANT!
>
> To move contemplators into preparation and then into action, be sure they:
>
> - Find strong motivators
> - Understand their challenges
> - Identify possible solutions

Preparation: "I Will"

This is known as the "*I Will*" Stage. In the Preparation Stage, ambivalent feelings have been largely overcome. Clients have strengthened their motivation and they are planning to take some action within the next month. These clients have a strong motivator. They know what their barriers are and they have come up with some possible solutions. If these thinking tasks are not accomplished then they are still in Contemplation. During this stage, clients experiment with their possible solutions, discard the ones that do not work, and think up new approaches.

Coaching Skills to Use in the Preparation Stage

- Help your clients move through the preparation phase by assisting them to concretize their plans for change. Encourage them to write down a formal statement of what they are committing themselves to do, containing specific details of what, when, and how.
- Help your clients by brainstorming and identifying lots of small steps they can take that are actionable and realistic. Brainstorming can be done together, with both the coach and the client coming up with ideas.
- If clients exhibit ambivalence or resistance to change, help them to explore the difficulties of doing the new behaviors and encourage them to identify ways to work these out. Do not add to the resistance by telling clients what to do.
- Discuss situations clients think could be problematic when they actually start the behavior, and have them develop strategies to cope before the situation arises.

Action: "I Am"

The action stage is known as the "*I Am*" Stage. In this stage, clients have identified the new behavior that they want to establish and are doing it consistently, building up to the target level. For example, they may be working toward meeting the ACSM definition of

cardiovascular exercise, which suggests that exercise be done 3–5 times a week for 20–60 minutes at a time at a moderate to high level of intensity. Or, they may be meeting whatever specific set of dietary criteria their physicians have prescribed for them.

During this stage, which lasts up to 6 months, clients are working on building new relationships, practicing new behaviors, and establishing new habits. They may have to concentrate very hard while practicing the new behaviors and refining their lifestyles. The bulk of coaching generally takes place with people who are in this stage, as well as in the preparation stage.

> # IMPORTANT!
>
> Because there is a high risk of lapse and relapse back to preparation at this stage, techniques to manage challenging situations are important. Note that there is a distinction between lapse and relapse. A lapse is a single slip in a desired behavior that may or may not lead to a relapse. Whether a lapse becomes a relapse depends on the individual's response to lapses, their perceived loss of control, and their social network.

A coach can help the client explore their challenging situation and to learn from it. Who were they with? Where were they? What was going on? How were they feeling? What can they do differently next time? Such questions lead to the formation of a relapse prevention plan that the client can have in their proverbial back pocket for the next time they are challenged.

Assisting clients to develop new relationships with people who share their interests and behavioral goals can make a significant difference. With the right modeling and support, lapses will seldom become relapses. Without modeling and support, as clients attempt to "go it alone" and "figure it out for themselves," lapses can easily trigger a downward spiral. Coaching is itself a new relationship, but it usually takes a community of interests to support long-term behavior change. Coaches should encourage the formation of such new alliances.

Coaching Skills to Use in the Action Stage

- Help these clients to connect their new behaviors with their strengths, values, and preferred environments (including social networks). The more modes of support they can identify, the better.
- Target gradual changes and small achievable steps that assist clients to feel successful early.

- Encourage clients to develop new relationships with people who share their interests and behavioral goals.
- Anticipate and be prepared for lapses.
- Help these clients reframe a lapse as a temporary setback.
- Assist clients to frame mistakes as learning opportunities rather than as failures. Learn from all mistakes to minimize the chance of them happening again.
- Help these clients move away from an all-or-nothing mentality about their goals, which only leads to guilt, self-blame, and an excuse to quit.
- Unless clients are ready to take a bold step forward, which sometimes happens, it is usually best to avoid high-risk situations that unduly test a client's new skills and behaviors.
- Conduct a planned lapse, such as a day without exercise or a meal where they eat whatever they want, to develop new mental skills, perspective, and resilience under a controlled situation.
- Discuss situations that could be problematic when they actually start the behavior. Have clients develop strategies to cope with these situations before they actually come up.

Maintenance: "I Still Am"

This is the "*I Still Am*" stage. This stage begins when the new behavior change has become a habit and is done automatically—usually 6 months after the initial behavior has changed. Clients are now confident that they can maintain the new behavior, and they would rate their confidence to maintain the new behavior at a level of 8 or 9 out of 10. In this stage, their self-efficacy is both high and self-reinforcing.

Just because clients progress to the maintenance level does not mean they don't need to continue working diligently to maintain the behavior. (Nor does it necessarily mean that they will no longer need or want a coach.) There are a different set of risks in maintenance, including boredom and the danger of gradually slipping back into old, less-healthful habits.

Lapses, where people temporarily abandon new behaviors, can occur during the maintenance period just as easily as during the action stage. If and when this happens, people often need assistance to set new goals and get refocused. For example, they may benefit from signing up and training for an event, taking up a new type of exercise, or trying a competitive sport. This can be easier in maintenance, than in action, because they have already come to experience the value and benefits of their new behavioral patterns. Lapses in this stage don't usually produce any significant alteration in the health and fitness benefits of the behavior change, which

means people can more easily and quickly get back on track. Learning to make such adjustments is, indeed, a sign of being in the maintenance stage of change.

Relapses are more problematic in any stage of change. As extended abandonments of new behaviors, such as a new eating regimen or exercise program, relapses lead to the reduction or even to the disappearance of benefits. To reverse a relapse, it is important to reconnect clients with their strengths, values, resources, vision, goals, and motivators. Instead of doing a root-cause analysis on what happened, it is better to restart the preparation and action process with judgment-free listening, inquiries, and reflections. The more vividly clients can remember and reconnect with their capacity to put their strengths to work, the more they will develop their self-efficacy and regain their sense of control.

Coaching Skills to Use in the Maintenance Stage

- Assist these clients to reconnect and appreciate the value of new behaviors in serving their vision and goals.
- Challenge clients to keep growing by setting new behavioral goals that are both interesting and attainable.
- Assist these clients to establish social networks and other environmental support mechanisms.
- Never lose sight of the motivators that brought clients to coaching in the first place.
- Help clients discover new motivators if theirs were time limited.
- Encourage clients to share their health-promoting commitments and behaviors with others. It is motivating to be a positive role model.
- If and when lapses happen, encourage early recognition and rapid responses to get back on track.
- Avoid judgment at all times, especially when clients have lapsed.
- If and when relapses happen, go back to using the coaching skills for preparation and action.
- As clients get back on track with their desired behaviors, develop relapse-prevention plans that will assist them to cope with potential derailments.

The five stages of change are illustrated by Figure 3.1, from the Centers for Disease Control and Prevention; it makes clear that lapses and relapses are a normal part of the change process. Table 3.1 provides a summary of the coaching skills that are useful for each stage of change with reference to the International Coach Federation's Core Coaching Competencies (see Chapter 2).
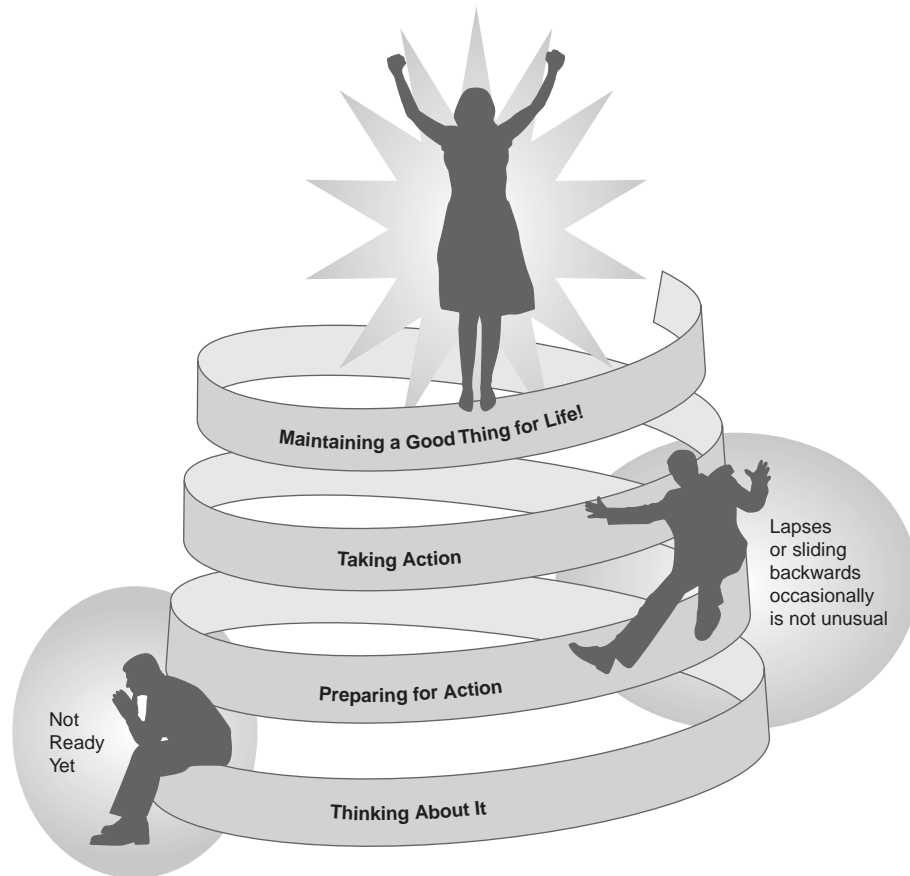
Figure 3.1. Five stages of change.

TABLE 3.1. Coaching Skills for Behavior Change		
Stage	**Skills to Use**	**Explanation**
Precontemplation: I Won't	**Listening** **Empathy** **Acceptance** **Inquiry** **Reflection** **Affirmation** **Reframing** **Sharing** **Brainstorming** **MI (Chapter 5)**	We've all been there, and clients need to know we understand their feelings and needs. This is not the time to judge but to empathize. Compassion, "to suffer with," is the operative word. Accepting people right where they are, without lecturing them about where they ought to be, will build the trust and intimacy so necessary to being a catalyst for change. (See ICF Core Competencies 3 and 4.) The *I won't*s need to bolster their appreciation of the pros.
I Can't	**Listening** **Empathy** **Acceptance** **Inquiry** **Reflection** **Affirmation** **Reframing** **Sharing** **Sorting barriers** **AI (Chapter 4)**	*I can't*s need to bolster their confidence for overcoming the cons. We can also offer to help them sort through their barriers. Everyone in precontemplation needs not only reasons why but also hope when it comes to the prospects for change.

TABLE 3.1.	**Coaching Skills for Behavior Change** (continued)	
Stage	**Skills to Use**	**Explanation**
Contemplation: I Might	**Listening** **Empathy** **Acceptance** **Inquiry** **Reflection** **Affirmation** **Reframing** **Sharing** **Brainstorming** **AI (Chapter 4)** **MI (Chapter 5)** **Self-efficacy and Self-esteem (Chapter 6)**	Contemplators need to get in touch and stay connected with their strengths, core values, and intrinsic motivation for change. Identifying strengths, values, and motivators will assist contemplators to complete the wellness vision coaching process, giving them more clarity on where they want to go and why. Contemplators need to find strong motivators. They need to understand their barriers and to have come up with possible solutions. Accomplishing these three thinking tasks moves contemplators forward into preparation. Sharing information as well as stories related to the possibilities for and benefits of making a change can make an invaluable contribution to the client's change process. (See ICF Core Competencies 7 and 8.)
Preparation: I Will	**Listening** **Empathy** **Inquiry** **Reflection** **Affirmation** **AI (Chapter 4)** **Brainstorming** **Experimenting** **Committing** **Honoring** **Testing** **Scheduling**	Once people have strong motivators, know their barriers, and have thought of some possible solutions, it's time for the coach to work with them on designing actions (ICF Core Competencies 9 and 10). This starts with exploring their positive core (AI, Chapter 4) through powerful questioning (ICF Core Competency 6). Although we may want to teach them the tricks to being successful, it's better to assist them to discover, design, commit to, and experiment with their own strategies for success. Those are the ones that will stick.
Action: I Am	**Listening** **Inquiry** **Reflection** **Affirmation (Support)** **Inspiration (Challenge)** **Normalizing** **Calibrating** **Reengineering** **Environmental design**	If ever there were a time for a coach to be a cheerleader and a champion, it's in the action stage of change. The client has started on the path—he needs our confidence, energy, and commitment to believe he can stay on the path (ICF Core Competency 9). We walk a tightrope here, between support and challenge. Clients need to be inspired. Too much support and we baby them; too much challenge and we overwhelm them. To inspire them, we keep just the right amount of tension on the line. As clients run into challenging situations, coaches help them explore those situations and come up with relapse prevention plans.
Maintenance: I Still Am	**Listening** **Inquiry** **Reflection** **Affirmation (Support)** **Inspiration (Challenge)** **Modeling Improvisation** **Creativity** **Intrinsic rewards**	If it takes 21 days to develop a new habit, it may take 21 months to develop a new lifestyle. During the process, clients will discover new and exciting things about themselves; they will also encounter challenges and setbacks, as well as boredom and discouragement. Helping clients develop into role models for others is a powerful way to stay motivated. By being flexible, creative, and inventive, coaches can assist clients to stay engaged. This is part and parcel of managing progress and accountability (ICF Core Competency 11), which may be too heavy for some clients to handle without continued experimentation and improvisation (ICF Core Competency 9).

HELPING CLIENTS MOVE THROUGH THE STAGES OF CHANGE

After establishing trust and rapport, with an orientation around their positive core, you will want clients to tell you (rather than for you to tell them) what stage of readiness they believe they are in with regard to their areas of focus (e.g., physical activity, eating, weight management, stress management, mental and physical health) or any life issues related to their health and well-being. This alone can generate wonderful conversations as to why they picked the stage they picked, what got them to where they are, and

what goals or behaviors they want to focus on first in moving forward. Once their stage of change is recognized and their initial behavioral goals are identified, you can apply the coaching skills and techniques appropriate to their readiness for change. Note that the Readiness to Change quiz (see Appendix A at the end of this chapter) can be used with clients to prioritize the behaviors they want to change and rate their confidence in their ability to change.

The conversation essentially flows according to the following pattern:

- Explore clients' positive core, including their character strengths, core values, and primary motivators or reasons for change.
- Co-identify their stage of change and one or more appropriate behavioral goals.
- Co-design strategies that will promote quick-wins and self-efficacy with those behavioral goals.
- Discuss challenges, as appropriate, that may interfere with behavior change and stimulate thought about possible solutions.
- Elicit client commitments as to the steps they will take and the efforts they will make in the week ahead.
- Reconfirm their readiness to change and willingness to move forward.

Remember that you don't have to get clients to use the formal names of the stages themselves. It is often better, in fact, to simply have clients choose the descriptive statement that best describes where they are with respect to changing a particular behavior:

- I won't do it
- I can't do it
- I may do it
- I will do it
- I am doing it
- I am still doing it

MORE ON THE TRANSTHEORETICAL MODEL (TTM)

James Prochaska, PhD, recognized that some people were ready to change and others were not, and that different strategies had to be used for people in different stages of readiness. After surveying a wide variety of different psychotherapeutic models, Prochaska and his collaborators put together the TTM to identify what processes worked best for people in different stages of change. Carlo DiClemente, in his PhD dissertation, identified ten such processes that describe what people

actually do to change. Five are cognitive and five are behavioral processes of change.

Processes of Change

Cognitive processes encompass a wide range of reflective-learning processes in which people are sorting out their thoughts, feelings, and desires regarding a particular health-promoting change. These processes, which often take place over a period of several months or even years, include:

1. *Getting Information:* Finding out about all the benefits (e.g., medical and lifestyle) of doing a behavior.
2. *Being Moved Emotionally:* Taking to heart the health effects of a behavior and using them to ignite your drive to change.
3. *Considering How Your Behavior Affects Others:* For example, thinking through what your children may be learning from watching you perform a behavior.
4. *Self-Image:* Connecting the dots and seeking congruence between one's vision, values, and behaviors to enhance integrity.
5. *Social Norms:* Connecting and talking with like-minded people who are all working on the same behavior (e.g., a support or special-interest group).

Behavioral processes encompass a wide range of action-oriented learning processes in which people are experimenting with new health-promoting behaviors and adopting the ones that work. These processes include:

1. *Making a Commitment:* For example, writing down exactly what new behavior will be done and when.
2. *Using Cues:* For example, designing environmental reminders to do what is planned.
3. *Using Substitution:* Replacing an old health-risky behavior with a new health-promoting behavior (e.g., substituting carrot sticks or a straw for a cigarette).
4. *Social Support:* Recruiting family and friends to help with behavior change by specifically asking each of them to consider the particular thing you would like them to do for you. This requires clients to think carefully about what they would like someone to do and then to ask the person on their support team to do it.
5. *Rewards:* Setting up ways to be rewarded or rewarding yourself for completing your weekly action goals.

DECISIONAL BALANCE

An effective way to engage clients in the processes of change, especially the cognitive processes, is to get them to weigh the pros and cons of a particular behavior or behavioral change. Known as a Decisional Balance (Janis & Mann, 1977), such weighing increases the chance of successful behavior change by taking into consideration:

- The Pros or gains for self, gains for others, approval of others, and self-approval.
- The Cons or losses for self, losses for others, disapproval of others, and self-disapproval.

Pros/benefits/motivators are the good things about doing a new healthy behavior. They are what you will get if you do the new healthy behavior. It is the coach's job to help a client move from a general, non-specific pro such as "I want to stop smoking for my health, so I won't get sick down the road" to a specific, personal, positive motivator such as "I really want to stop smoking because my children will not allow my grandchildren to come into my house because I smoke, and I want to be able to bake cookies with my grandchildren."

Cons/barriers/challenges are things that make it hard to do a new healthy behavior. By getting clients to sort through their barriers, you can assist them to discover that some barriers are real and only time will change them, some are excuses, and some can be overcome by a strong enough pro or motivator. For example, the young executive who was working 18 hours a day in his first job trying to make a mark for himself had absolutely no time to exercise regularly until an attractive young woman who worked out regularly joined his firm; he somehow found the time to go to the gym because he wanted to get to know her. Some barriers can be overcome by a strong-enough motivator.

> When people are thinking about changing a behavior, they can ask themselves these three basic questions:
>
> **1.** Why do I want to try and change the behavior? (pros)
> **2.** Why shouldn't I try to change the behavior? (cons)
> **3.** What would it take for me to change the behavior? (What's my strategy to overcome my cons?)

Cognitive processes are the key work for clients in the early stages of change. By assisting such clients to articulate strong, personal, specific, positive motivators and by assisting them to discover not only their barriers to change but also possible solutions or workarounds, coaches help clients get ready for action.

Clients in the "*I Can't*" stage who are totally focused on their barriers and all the reasons that they cannot make a change can be praised for knowing their barriers. If the three tasks of an early-stage person are finding a motivator, knowing their barriers, and coming up with some possible solutions, the "*I Can't*" person has one of the three tasks completed. They are acutely aware of their barriers. The work of coaching is to make sure the other two tasks get done.

IMPORTANT!

Over the past 25 years, researchers have found that the pros have to outweigh the cons for someone to actually do a new behavior successfully. This means it is very important to help early-stage people who have not yet started to do a behavior to find personally salient, specific, positive pros or motivators and to honestly sort out their cons.

SELF-EFFICACY

The point of the TTM, and of health, fitness, and wellness coaching in general, is to increase a client's sense of self-efficacy, or "the belief that one has the capability to initiate or sustain a desired behavior (the exercise of control)." Self-efficacy, described and explored by the seminal work of Albert Bandura (1977, 1986, 1997), is such a core concept in coaching that we devote an entire chapter to its understanding and application (Chapter 6).

Simply put, however, self-efficacy describes the circular relationship between belief and action: the more you believe you can do something, the more likely you will do it; the more you do something successfully, the more you believe that you will be able to do it again. The opposite is also true: the more you believe that you cannot do something, the less likely you will do it; the more you do something unsuccessfully, the less you believe that you will be able to do it again. In other words, to quote an old adage, "nothing succeeds like success."

As a coach, it is therefore very important that you do not allow clients to set inappropriate goals that they may fail at, possibly setting up a series of failures. That's also why it is so important to correctly determine a client's stage or readiness to change (e.g., whether you are working with an "I may" or an "I will" person). It is risky to let an "I may" person set late-stage behavioral goals. The appropriate goals for "I may" persons are thinking and feeling goals—connecting with their positive core, finding motivators, knowing barriers, and coming up with possible solutions. They are not yet

ready to experiment with activities as is the "I will" person. The way to tell the difference between an "I may" person and an "I will" person is to ask him or her these questions:

1. Why are you making this change now?
2. What do you want to get from making the change? (motivator)
3. What is going to get in the way? (barriers)
4. What are some of the things you might try to overcome the barriers? (possible solutions)

To protect against clients setting inappropriate goals that they may fail at, you can ask clients, after they have set a weekly goal, "On a scale of 0 to 10, how confident are you that you will be able to accomplish this goal this week?" If you hear an answer of 7 or above, you can be reasonably confident that the client will succeed. If you hear a lower score, you may want to share with the client the concern about this goal being at risk for failure. You can explain the circular nature of confidence and ask about how they could improve their confidence rating. Is it by altering the goal or scrapping it altogether and starting over? When it comes to self-efficacy, it's crucial to not over-promise and under-deliver.

Coaches can unduly influence a client by their energy and enthusiasm. This can result in clients taking on goals that are more important to the coach than to the client. You want to avoid making suggestions that the client could interpret as being what the client is supposed to do or should do. If your client needs a suggestion, it may work well to brainstorm ideas together, taking turns to generate multiple suggestions. By asking clients to then choose from among the possibilities, decision making remains in the hands of the client, where it belongs.

When clients have experienced some type of challenging situation and have had a lapse, your job as coach is to reframe this failure and turn it into a learning experience. Ask, "What can we learn from this experience? Who were you with? What were you doing? Where were you? How were you feeling? What could you do differently next time?" Assist clients to come up with a relapse prevention plan so they are ready the next time that the challenging situation arises.

OPERANT CONDITIONING

Another way to engage clients in the processes of change, especially the behavioral processes, is to get them to focus on the relationship of a behavior and its consequences. Known as operant conditioning, or learning through positive and negative reinforcement, it is a form of learning that takes place when an instance of spontaneous behavior is either reinforced or discouraged by its consequences. The principles involved have had a strong influence on behavior modification as well as on other kinds of therapy.

Successful operant conditioning looks for the antecedent conditions that may trigger an undesired behavior. For example, missing breakfast may lead to overeating at lunch, which may lead to feelings of guilt, which may lead to irritability. This irritability may lead to abandonment of any improved eating habits for that day. The end result can be an ice cream binge after dinner. When a behavior chain is identified, assisting clients to alter a behavior earlier in the chain instead of later can generate significant shifts and benefits.

KEY TTM POINTS TO USE IN COACHING

- Help your clients understand their readiness to change for each goal
- Help your clients choose the behaviors they are most ready to change
- Teach them about the processes of change
- Help them build confidence in their ability to change—this will increase their readiness to change in other areas

It is often easier to manipulate the antecedents than to modify the consequences or behaviors. Examples of antecedent conditions could include a long drive to get to the gym, an unpleasant workout environment, driving by a favorite ice cream shop, a particularly stressful day, or negative self-talk. For example, stressful workdays and self-statements, such as "I am overwhelmed and can't deal with everything," may lead to overeating at dinnertime on a continual basis. It may be helpful to create a goal that helps clients relieve some of their stress during the day or before eating, in addition to their goals that relate to eating.

COACHING TIMELINES

Using the stages of change model and the timeframes presented in each stage provides a coach with general guidelines that can be helpful in constructing the coaching program.

A 3- to 6-month coaching program of weekly, biweekly, or monthly coaching sessions is usually ideal for most clients to establish new behaviors or habits. After the initial 3–6 months, coaches and clients may decide to decrease the frequency of meeting.

DON'T FORGET . . .

Most clients who hire a coach are in either the contemplation or preparation stage for one or more health, fitness, and wellness behaviors. Some clients may even be in the action stage already. Moving clients from the early stages of change and reaching the maintenance stage can take from 3–6 months or longer. If the behavior is more challenging, 12 months may be required to help a client reach the enduring maintenance stage.

Some clients have special needs or life issues that affect their ability to move through the changes within these timeframes. For example, a client desiring to lose more

than 30 pounds may find that weekly coaching sessions are helpful for a year or more. A lifestyle makeover may require two years. There really is no set amount of time that coaching partnerships "should" last or continue.

MOUNT LASTING CHANGE

Drawing from the Cognitive and Behavioral Processes of the TTM, as well as from evidence-based principles of behavioral psychology and positive psychology and Wellcoaches' experience in coaching clients and training and certifying coaches, Wellcoaches created a graphic metaphor for health, fitness, and wellness coaching: Mount Lasting Change pyramid (Fig. 3.2). The behavior change pyramid provides a guide to what it takes
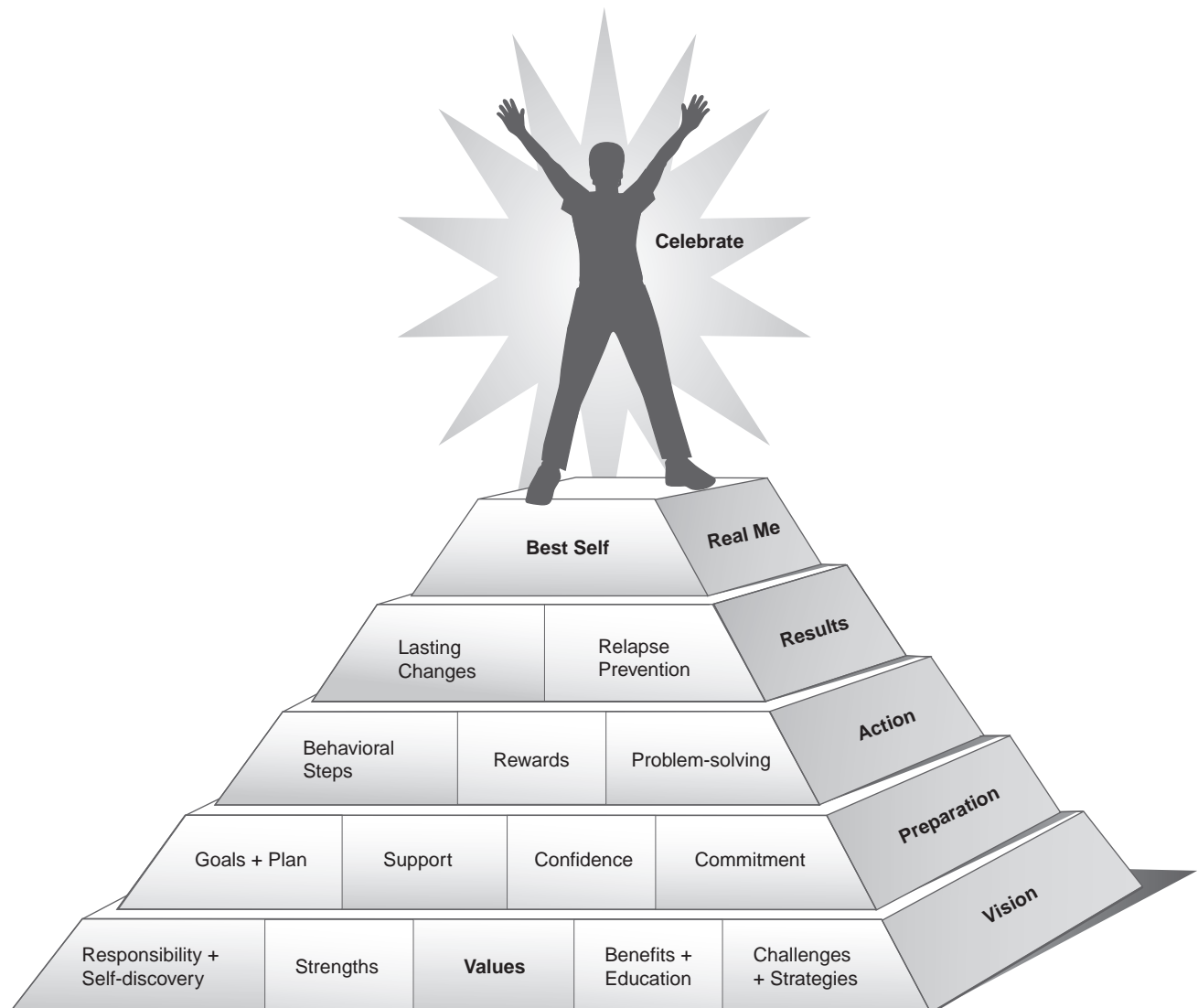

Figure 3.2. Mount Lasting Change pyramid.

to make lasting changes in behavior, self-awareness, and self-image.

The pyramid has 15 building blocks that take us to the top—being one's best self. Thirteen of the 15 building blocks are not about action; they are about thinking. If we prematurely jump into action (to the third level of the mountain), i.e., a quick fix, we proceed on a shaky foundation.

The base level of the pyramid represents the vision and higher purpose for change. First, we decide to take charge. We then define our best selves—what we value most about ourselves and about life. We also identify the skills and knowledge we need and the strategies for using our strengths to handle our big challenges. The next level addresses how the vision is turned into a realistic plan, including behavioral goals and our support team, and how to increase confidence. Then a commitment is formalized. The third level depicts the doing process (specific behavioral goals) with early wins and constant fine-tuning. The fourth level represents the approach to sustaining new behaviors.

The top is "my best self." This is what we yearn to become or uncover through the change process. Arrival to the upper levels (or even moments spent there) is a big cause for celebration.

Change isn't a linear process, where one proceeds from the bottom directly to the top of the pyramid. People cycle up and down the five levels, sometimes for years. When people don't make lasting change, they typically have missing or weak building blocks. We can help our clients lay down the structure and assemble the building blocks to get to lasting change and "the real me."

The Mount Lasting Change pyramid can be applied to any area of health, fitness, and wellness. One can use the pyramid for single behaviors (three 30-minute walks per week) or groups of related behaviors (nutrition including five servings of fruits and vegetables per day, balanced breakfast five days a week, healthful snacks five days a week).

Vision Level

The bottom, "vision level" of the pyramid is the foundation for change. It is essential to not rush through this level. Devoting the time to generously explore a client's positive core—the vision-level building blocks—prior to moving into preparation and action is enlightening and valuable. Revisiting and reinforcing the vision building blocks along the way breathes life and inspiration into the change process.

Self-Awareness and Responsibility

Developing mindfulness and self-awareness of where we stand with all of the building blocks is an ever-present theme. Taking charge and personal responsibility for change is our call to action. People choose to make specific changes at specific times and for specific reasons when they are ready, willing, and able.

Strengths

The change process is much more likely to succeed if we identify and stay connected to our strengths and abilities that have proven successful in other parts of our lives. Building on what's working now (see Chapter 5) is a key approach when it comes to coaching.

Values

This building block is at the center of the foundation because it represents both the higher purpose and deeper meaning for the change. Our values, when clearly articulated and kept in view, are what keep us going in the face of big and small challenges.

What people value about change is highly personal, ranges widely, and changes over time. Some values include *being a role model, having peace of mind, looking good or youthful, living in balance,* and *exercising self-control.* To discover client values, ask about who they want to be and why they want to be that way. Of course, one can't become that person overnight, but one can start doing the things that person would do. Acting "as if" is a great way to get on track.

We often need permission to live from our values, especially when that means saying "No" to others to practice self-care. Coaches can assist clients to recognize that this practice undergirds being our best in life and work.

Benefits and Information

One must identify, explore, prioritize, and emotionally connect with the list of potential benefits to be derived from making lasting change. Getting just-in-time education and information on the new behavior(s) and understanding all of the building blocks are both vital and ongoing.

Challenges and Strategies

Identifying and exploring our significant challenges, such as competing priorities, lack of time, lack of confidence, and the benefits of not changing, are ongoing life processes. Raising our awareness of how our challenges not only hurt us, but also serve us, is important thinking/feeling work for those in the early stages of change.

The thinking/feeling work around our significant challenges then leads to the thinking/feeling work around realistic strategies for moving forward. Some clients will get so excited about a new interest that chal-

lenges will seemingly fade from view. Other clients will want to develop specific strategies for dealing with challenges, especially if they have a long history of derailment. Either way, the key to masterful coaching is to elevate a client's confidence in their ability to move forward successfully. At its core, coaching generates hope in a client's ability to change as well as awareness of realistic strategies that work.

Preparation Level

Confidence

Before proceeding and while on the change path, it is vitally important to have a moderate to high level of confidence in one's ability to be successful. If our confidence level is less than a score of 7 out of 10, more work is needed to increase the level to at least a 7 or an 8. One of the most important goals of the behavior change process is "self-efficacy": the confidence that one has the ability to initiate and sustain a desired behavior, even in the face of challenges.

Commitment

When we make an oral or written commitment to another person—a family member, friend, colleague, physician, or coach—to establish a new habit, we increase our probability of success. Having a high level of integrity, we want to honor our commitments.

Support

Making changes can be tough and having support from family, friends, or colleagues—who can help us work through the change process, stay on track, and provide positive feedback—is extremely valuable. It's often helpful to ask for support and be specific, explaining the kind of support that is working or not working.

Plan

The details are crucial. Developing and updating a detailed plan describing our scheduling and preparation, as well as clearly defining the behavioral goal (what, when, and how) is an important activity. Tracking our performance is also important—using journals or logs, for example, to record how we eat, exercise, and relax.

Action Level

Behavioral Steps

Choosing, refining, and committing to specific behavioral goals which are realistic, while challenging, is the all-important "doing" part of behavior change. Committing to the mastery of a new behavior in 3 months, and then maintaining it for a further 3 months, reaching

high self-efficacy, is a good target for change. The goal should be specific and measurable—replace *"exercising more"* with—*"I will walk 4 days a week for 30 minutes at a moderate intensity."*

Building up to the 3-month behavioral goal should progress gradually each week, in manageable steps. Some weeks, more progress will be made than others. A good starting point would be *"walking 4 days for 10 minutes"* or *"walking 2 days for 20 minutes"*.

Problem Solving

While we first addressed challenges and strategies on the vision level, as part of the foundation for change, clients inevitably encounter challenges and setbacks along the way to reaching and mastering their behavioral goals. Coaches can assist clients to view such times in a positive light—as opportunities to learn and grow. An effective problem-solving process, including brainstorming, enables rapid self-awareness, increased desire to stay on track, and prompt, corrective actions, which may include brainstorming and experimenting with new action strategies or even tweaking the behavioral goals themselves. The secret is to normalize and appreciate such experiences for the gifts they have to offer, rather than to catastrophize and depreciate them as beginning a downward spiral.

Rewards

To reinforce our motivation and confidence, it is important to experience quick "wins," to enjoy extrinsic rewards, and to savor the intrinsic value of behavioral changes. We generally start to feel better, stronger, lighter, or more energetic, for example, when we start to exercise more, eat better, relax more, are more engaged with life, or have more fun. We need to mindfully observe, enjoy, and celebrate such rewards to fully engage with and sustain the change process.

Results

Lasting Change

It feels great when we've adopted a new habit and we're confident that we can sustain the new habit for the foreseeable future. The diligent effort to build up to our behavioral goal and embrace the challenges along the way has a big payoff when we're successful. The key is to move from extrinsic inducements to intrinsic motivation and contentment. That is the work of masterful coaching.

Relapse Prevention

Even after we've mastered a new behavior, there is still potential to get sidetracked. Shift happens. New

challenges emerge as we get older and our lives get more complex. Developing strategies to prevent relapses (when we stop doing the new behavior) is the thinking/feeling work required when we've reached the maintenance stage of change. Finding ways to be a role model for others is an effective way to prevent relapses.

The Real Me

Best Self

One of the big bonuses of lasting change is that we expand our sense of self and get closer to becoming our best self—or the real me. Often the *real me* is buried under extra physical and emotional weight and stress and is revealed when we master change. Take time to notice, embrace, and enjoy our best selves. As we reach the top of the pyramid, it's definitely time to celebrate!

GENERAL SUGGESTIONS FOR COACHING CHANGE IN LIGHT OF THE TTM

Assist your clients to frequently connect with their positive core, especially their strengths, aptitudes, values, and resources for learning and growth. This will assist them to maintain a hopeful and positive relationship to the prospect of behavior change.

Remind your clients that change can be uncomfortable and difficult in the beginning. This is normal when people are stepping out of their comfort zone and seeking to make a conscious change.

Reassure your clients that lapses are common during the early stages of change; that is why they will need a lot of encouragement and support when they first get started. When you sense that your clients are struggling with change, reassure them that what they are experiencing is a normal part of the change process. Let them know that they are doing something that is difficult for most people. It is a good time to remind them of progress they have made to date—such as hiring a coach! Most people underestimate their ability to change and lack the tools and process to facilitate change. As their coach, you can help them raise their level of confidence by never losing sight of their positive core. "You can do it!" is a key framework of masterful coaching.

IMPORTANT!

Help your clients develop internal motivation and focus less on external motivators by having them look inside and focus on changing behaviors for themselves and not for anyone else. If your clients'

motivation originates externally—"I'm doing this for my spouse/children/employer etc."—it usually leads to guilt, frustration, anger and often quitting. When your clients can honestly say, "I'm doing this because it will help me feel good and feel good about myself," then they have internal or intrinsic motivation.

The guilt inducing "I should do this" is usually counterproductive. Help your clients focus on their internal motivation, not on externally induced pressures. Common blocks to the motivation process include:

- I don't really want to do this (I don't have a good enough reason)
- I can't do this
- I have never done this
- I don't have the time
- I can't get started
- It's too hard
- I won't be able to . . . (drink beer with my friends, enjoy parties, eat what my family eats, etc.)

The breakthrough comes when clients take control and responsibility for their own well-being and health, the change process, and becoming connected with their own motivators. This will unleash their inner power to usher them through the obstacle course of change.

IMPORTANT!

Ambivalence, the existence of coexisting and conflicting feelings, can be a major factor inhibiting clients' motivation to change. Feeling ambivalent is a common and perfectly normal state of mind. Assist your clients to accept their ambivalence, rather than to fight it, to work their way through it. It may always be present to some extent, and that's okay. Ambivalence doesn't need to be completely resolved for clients to get started and to be successful with change. For example, some people may always be ambivalent toward getting up early to exercise, but they continue anyway because the intrinsic rewards make it worth doing.

If ambivalence destroys your clients' commitment, then it is a problem. If it simply makes them question their commitment and does little more than lead to a temporary detour now and then, it can be a positive experience as they experience resilience and the ability

to get back on track. Self-awareness of their positive core and goal setting through lapses and relapse are powerful tools for dealing with ambivalence.

Clients may underestimate the power of their personal coaching program at the beginning. With your help, they will make changes they didn't realize were possible. As their confidence in changing grows, their readiness to change will spill over to other areas of their health and fitness, and even to other areas of their lives.

Change in one area of life can have a mobilizing effect on changing another area. You will probably find that when your clients have success in other areas where their readiness to change is more advanced, they may progress past contemplation in the more difficult areas, powered by new self-efficacy and self-esteem (see Chapter 6).

IMPORTANT!

If clients have not made significant progress on certain goals over 3–4 weeks, and the goals are not unrealistic, it may be time to honestly question whether they are truly committed to those goals. They may want to change their goals or even their approach. For example, they may benefit from a different intervention, such as a dietitian, personal trainer, or psychotherapist, or a more prescriptive or structured program with a lot of education. Often, clients receive such honest questions as a "wakeup call" that renews their commitment to change.

If you finish a coaching session and feel that it did not go well, stop and think: "Is this client really in the stage I think they are in, or have they moved back into an earlier stage, and I need to help them set more thinking/feeling goals instead of behavioral goals?" When you are not on the same page as your client, the dynamic dialogue can disappear and you are left feeling you have not connected.

REVIEW AND DISCUSSION QUESTIONS

1. What is the Transtheoretical Model? List the five stages of change and briefly describe each one.

2. Why is it important to identify the stage of change a client is in for a particular behavior?

3. Pick an area of your own wellness that you would like to change or have changed recently and determine what stage of change you are in. What information did you use to determine your current stage of change?

4. What are some strategies that you would use to help a client that is in the precontemplation "I can't" stage get ready to take action?

5. What are some examples of weekly goals that someone in the preparation stage might set?

6. What is the optimal time frame to initially set for coaching?

7. What is decisional balance? What is the optimal ratio of pros and cons for someone to do a new behavior successfully?

8. What is self-efficacy? How does it impact behavior change?

_____

_____

_____

9. What are the processes of change? List two cognitive and two behavioral processes that promote behavior change.

_____

_____

_____

10. Define operant conditioning. Give an example of an antecedent condition.

_____

_____

_____

11. What is the Mount Lasting Change pyramid? How does this model help a client reach his or her best self?

_____

_____

_____

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APPENDIX A

THE READINESS TO CHANGE QUIZ FOR CLIENTS

AM I READY TO CHANGE?

Research has shown that self-change is a staged process. We move from not thinking about changing a behavior, to thinking about it, to planning to change, and then to testing out ways to do it before we actually start. When we think about changing or adopting a behavior, questions we ask ourselves are:

- Why do I really want to change the behavior? (the benefits or "pros")
- Why shouldn't I try to change the behavior? (the obstacles or "cons")
- Do my "pros" outweigh my "cons"?
- What would it take for me to change the behavior and overcome my "cons"? (What's my strategy?)
- Can I really do it?

To move forward, we need to believe in our ability to change (our positive core), our "pros" must outweigh our "cons," and we need realistic strategies to overcome our "cons." Behavioral scientists recognize five stages of readiness to change behavior:

- Precontemplation (I won't or I can't in the next six months)
- Contemplation (I may in the next 6 months)
- Preparation (I will in the next month)
- Action (I'm doing it now)
- Maintenance (I've been doing it for at least 6 months)

A number of techniques can help you move from not thinking, to thinking, to planning, to doing, and to continue doing.

Determining how ready you are to change a behavior can assist your coach to help you make that change. The following questions can assist you and your coach to make that determination (so after you write your responses, send them to your coach).

Your coach will then discuss your answers with you. Your answers will help your coach guide the conversation so that you can move through the stages of change and reach your goals. (*Note:* No matter what your stage of readiness, your coach can help you move through the process to reach your goal.)

1. The goal or behavior I want to work on first is:
2. My reasons for wanting to accomplish this goal or change this behavior are:
3. The strengths, aptitudes, values, and resources that I can draw upon include:
4. The main challenges I will face while changing this behavior are:
5. My strategies to move forward and meet those challenges are:
6. The efforts I made toward changing this behavior in the last week are:
7. My goal for next week with respect to this behavior is:
8. My readiness to change this behavior is (circle the level that best describes where you are):
   - I won't do it
   - I can't do it
   - I may do it
   - I will do it
   - I am doing it
   - I am still doing it

APPENDIX B

COACHING STRATEGIES FOR STAGES OF READINESS

EARLY STAGE PEOPLE

Important Tools:

- Experiencing empathy
- Connecting with positive core
- Getting factual information
- Thinking about their values and self-image
- Considering their impact on others
- Being moved emotionally
- Making decisions (pros and cons)
- Social norms

Stage 1: Precontemplation ("I won't" or "I can't")

Where a person *is not thinking* about making a behavior change within the next 6 months. The "I won't" people are not interested in change because they do not feel as though they have a problem.

Coaching strategies for clients in the "I won't" stage include:

- Express empathy (see Chapter 5)
- Connect with their positive core (see Chapter 4)
- Leave them having been heard not judged
- Leave them with a way to get a hold of you when they are ready

The "I can't" people are aware of the problem and the need to change but they believe change is too difficult or complicated (cons).

Coaching strategies for clients in the "I can't" stage include:

- Express empathy (see Chapter 5)
- Connect with their positive core (see Chapter 4)
- Praise them for knowing their barriers
- Help them sort their barriers
- Decrease emotional response and increase rational response

Stage 2: Contemplation ("I may")

Where a person *is thinking* about making a behavior change within the next 6 months.

- They are more aware than those in precontemplation that they have a problem, and they are considering taking action.
- They have some ambivalence and may think that success will be difficult and may be impossible to achieve (cons still more important than pros).
- They have not yet identified a sufficiently compelling reason to change (no personally salient pro).
- They are unaware of their specific barriers and have not thought of any possible solutions.
- They lack self-efficacy, both as internal framework and as external reality.

Coaching skills for clients in the contemplation stage include:

- Express empathy (see Chapter 5)
- Connect with their positive core (see Chapter 4)
- Identify compelling reasons to change (pros/motivator)
- Connect with others who have been successful with the same behavior change
- Identify real barriers and possible solutions
- Develop small cognitive goals (e.g., getting information or thinking about or clarifying feelings regarding their image of themselves)

LATE STAGE PEOPLE

Important tools:

- Connecting with positive core (see Chapter 4)
- Identifying challenging situations (previous behavior chains)
- Brainstorming possibilities and strategies (see Chapter 8)
- Making a commitment
- Cues
- Substitution
- Social and environmental support
- Intrinsic rewards

Stage 3: Preparation ("I will")

Where a person is *planning* to start doing the behavior within the next 30 days and some type of *action* has been *attempted.*

- Your clients have mobilized their motivation, and they intend to take action within the next month
- Your clients can appreciate the good things about doing the behavior but are equally aware of the barriers (pros = cons).
- Your clients have made a conscious choice to examine their barriers and to come up with possible solutions

Coaching strategies for clients in the preparation stage include:

- Connect with their positive core (see Chapter 4)
- Think through personally compelling motivators to change (pros)
- Examine any barriers or challenges (cons)
- Brainstorm possible solutions for the challenges including coping strategies in anticipation of problematic situations (see Chapter 8)
- Write down formal statements of commitment (make commitment)
- Identify achievable short-term goals and post them (cues)
- Encourage the joining of group(s) that will supply a positive group norm (social norms)
- Enlist support from family, friends, and colleagues (social support)
- Design other forms of environmental support (e.g., information systems, physical habitats, and financial plans)

Stage 4: Action ("I am")

Where a person *has begun* doing the behavior and has sustained it for less than 6 months.

- Clients have fully taken action and are doing healthy behaviors.
- Your clients take action to modify the unhealthful behavior, usually over a period of 6 months.
- There is a possibility of lapses during this stage.
- Gradual change leads to permanent change.
- The heart of your coaching program is focused on the areas where your clients are in the action phase.

Coaching strategies for clients in the action stage include:

- Connect with their positive core (see Chapter 4)
- Analyze challenging situations and come up with relapse prevention plans (see Chapter 8)
- Write down formal statements of commitment (make commitment)

- Substitute new healthier behaviors for old less-healthy behaviors (substitution)
- Identify achievable short-term goals and post them (cues)
- Appreciate the intrinsic value of quick wins, positive steps, and achieving small goals (rewards)
- Enlist support from family, friends, and colleagues (social support)
- Encourage the joining of group(s) that will supply a positive group norm (social norms)
- Design other forms of environmental support (e.g., information systems, physical habitats, financial plans, and nature)

Stage 5: Maintenance ("I still am")

Where a person has begun doing the behavior and has *maintained* it for longer than 6 months.

- This period usually begins 6 months after the initial behavior has changed.
- New behavior change has become more of a habit.
- The longer your client is at the maintenance level, the lower the risk of having a total relapse.
- During the maintenance period, your clients may lapse or temporarily abandon the new behavior, but they will tend to quickly return to it.
- Lapses don't produce significant alterations in the health and fitness benefits of the behavior change.
- Relapse is the abandonment of the new positive behaviors, such as an exercise program, leading to the disappearance of the benefits.
- To reverse a relapse, it is important to explore what happened and then to restart the preparation and action process.

Coaching strategies for clients in the maintenance stage include:

- Connect with their positive core (see Chapter 4)
- Appreciate the intrinsic value of continuing to achieve goals and maintain behaviors (rewards)
- Encourage early recognition of lapses and develop just-in-time coping strategies for problematic or challenging situations
- Suggest that the person substitute a new motivator or behavior for one he or she is becoming bored with (substitution)
- Encourage the person to assist someone else who may want to start living a healthier life (role modeling)
- Establish social support mechanisms (social support)

APPRECIATIVE INQUIRY IN COACHING

Bob Tschannen-Moran

> "You are never given a wish without also being given the power to make it true."
>
> **—RICHARD BACH**

AFTER READING THIS CHAPTER, YOU WILL BE ABLE TO:

- Name and discuss the five basic principles of appreciative inquiry (AI)
- Name and discuss each stage within the 5-D cycle of AI
- Demonstrate facility with the AI protocol
- Demonstrate the skill of positive reframing within a coaching conversation
- Use AI to facilitate the development of a client's positive vision (or desired future) within a coaching conversation
- Use AI to co-create goals and action plans in the service of that positive vision (or desired future) within a coaching conversation
- Keep coaching conversations light, interesting, and engaging
- Use AI to improve and transform the coaching relationship

THE FIVE BASIC PRINCIPLES OF APPRECIATIVE INQUIRY

Appreciative inquiry (AI) is a philosophy, as well as an approach, for motivating change that focuses on exploring and amplifying strengths. AI was developed initially in the late 1980s as a transformational change process for organizations and groups by David Coopperider and his colleagues in the Department of Organizational Behavior at the Weatherhead School of Management, Case Western Reserve University, Cleveland, Ohio (Hammond, 1998; Cooperrider & Whitney, 2005; Whitney & Trosten-Bloom, 2003). It has since been adopted by many other disciplines, such as positive psychology, sociology, and coaching, including health, fitness, and wellness coaching.

AI does not focus on weaknesses and problems to fix. Instead, clients are encouraged to acknowledge strengths and imagine possibilities in order to rise above and outgrow their problems. Carl Jung, a 20th century psychiatrist and founder of analytical psychology, describes the process this way:

> "The greatest and most important problems of life are all in a certain sense insoluble. . . . They can never be solved, but only outgrown. . . . This 'outgrowing', as I formerly called it, on further experience was seen to consist in a new level of consciousness. Some higher or wider interest arose on the person's horizon, and through this widening of view the insoluble problem lost its urgency. It was not solved logically in its own terms, but faded out when confronted with a new and stronger life-tendency." (Jung, 1931, 1962, pp. 91f)

Building on Jung's insights, AI offers five principles that undergird its practice.

The Positive Principle: Positive Actions and Outcomes Stem from Positive Energy and Emotion

The Positive Principle asserts that positive energy and emotion disrupt downward spirals, building the aspirations of people into a dynamic force for transformational change. Positive energy and emotion broaden thinking, expand awareness, increase abilities, build resiliency, offset negatives, generate new possibilities, and create an upward spiral of learning and growth.

How do we get that? By identifying, appreciating, and amplifying strengths, people go beyond problem solving to bold shifts forward. Demonstrating "why it's good to feel good," their actions become positively charged and positive outcomes are evoked (Frederickson, 2003).

The Positive Principle asserts that positive actions and outcomes stem from the unbalanced force generated by positive energy and emotion. Newton's first law of motion states that objects at rest tend to stay at rest while objects in motion tend to stay in motion—unless acted upon by an unbalanced force. Applying this law to human systems, the Positive Principle holds that the negative energy and emotion associated with identifying, analyzing, fixing, or correcting weaknesses lacks sufficient force to transform systems and propel them in new directions. At best, such root-cause analyses will only correct the problems. At worst, they will cause a downward spiral.

The Constructionist Principle: Positive Energy and Emotion Stem from Positive Conversations and Interactions

The Constructionist Principle asserts that positive energy and emotion are generated through positive conversations and interactions with people, leading to positive actions and outcomes.

How do we get that? Through our conversations and interactions with other people, we don't just interpret and understand the world of experience; we also create the reality in which we live. "Words create worlds" is the motto of AI in general and the Constructionist Principle in particular.

More than any of the other five principles, the Constructionist Principle makes clear the importance of the social context and environment in creating the present moment and changing future moments. Inner work and self-talk alone are not sufficient. Different environments generate different truths and different possibilities. They even generate different dimensions of individual experience. As Rosamund Stone Zander and Benjamin Zander (2000, p. 12) summarize the Con-structionist Principle: "It's all invented! So we might as well invent a story or framework of meaning that enhances our quality of life and the lives of those around us." We invent those stories and frameworks together in conversation with others.

The Simultaneity Principle: Positive Conversations and Interactions Stem from Positive Questions and Reflections

The Simultaneity Principle makes the following astonishing claim: conversations and interactions become positive the instant we ask a positive question, tell a positive story, or share a positive reflection. Positive questions and reflections are themselves the change we seek. They are not just a prelude to change—they are change. They don't just begin a process that leads to a positive future. Rather, they simultaneously create a positive present.

How do we get that? By shifting our conversations and interactions in a positive direction, we simultaneously create a positive present. These positive conversations create the worlds in which we live and work.

Our questions and reflections are fateful. "There are no 'neutral' questions," writes Jacqueline Bascobert Kelm (2005, p. 54). "Every inquiry takes us somewhere, even if it is back to what we originally believed. Inhabiting this spirit of wonder can transform our lives, and the unconditional positive question is one of the greatest tools we have to this end."

The Anticipatory Principle: Positive Questions and Reflections Stem from Positive Anticipation of the Future

The Anticipatory Principle asserts that when we anticipate a positive future, everything tilts in that direction. Positive anticipation of the future is a proleptic force that energizes the present.

The word *prolepsis* literally means "a forward look." The Anticipatory Principle asserts that it takes a specific, positive image of the future to impact the dynamics of the present. The more concrete and real the image, the more yearning and movement it creates. According to Warren Bennis and Burt Nanus "Vision is a target that beckons" (1985, p. 89). Margaret Wheatley describes vision as a field (1999, pp. 53ff). As such, it is "a power, not a place, an influence, not a destination." It is best served, then, by imbuing the present with "visionary messages matched by visionary behaviors." Anticipation becomes the hallmark and herald of change.

How do we get that? Equipped with a glimpse of what things look like at their very best, we become more creative, resourceful, and resilient, finding ways to make things happen. Our questions and reflections flow from the outlook we hold. In the absence of hope, it's hard to seek out what we want, much less celebrate what we get.

The Poetic Principle: Positive Anticipation of the Future Stems from Positive Attention in the Present

The Poetic Principle asserts that the more we attend to the positive dimensions of the present moment, the more positive will be our intentions for future moments. When we focus on problems, we get more problems. When we focus on possibilities, we get more possibilities.

How do we get that? By seeing and attending to life's poetry, we become inspired. It's not that problems disappear. Rather, other things become more important. That's because we get more of what we focus on. Life's poetry evolves into a spiral of positive imagination.

Forming the base of a pyramid, upon which all the other principles are built (see below), the Poetic Principle connects hope with mindfulness, and intention with attention. Becoming mindful of what adds rich-ness, texture, depth, beauty, significance, and energy to life awakens us to life's magnificent potential. It's as though life becomes a work of great poetry, filled with hopeful meaning and forward movement toward positive growth and change. David Whyte captures the heart of this Principle, and of all the AI Principles, in his poem, "Loaves and Fishes" (1997, p. 88):

> This is not the age of information.
> This is *not* the age of information.
> Forget the news and the radio
> and the blurred screen.
> This is the time of loaves and fishes.
> People are hungry, and one good word
> is bread for a thousand.

The image of a pyramid illustrates how these principles are related to one another and work together to generate positive actions and outcomes (Fig. 4.1).

THE 5-D CYCLE OF AI

The five AI Principles have resulted in the development of a transformational change process that works with large groups, as well as with individuals. Although the process has been described in various ways, the 5-D Cycle (Define-Discover-Dream-Design-Destiny) is the
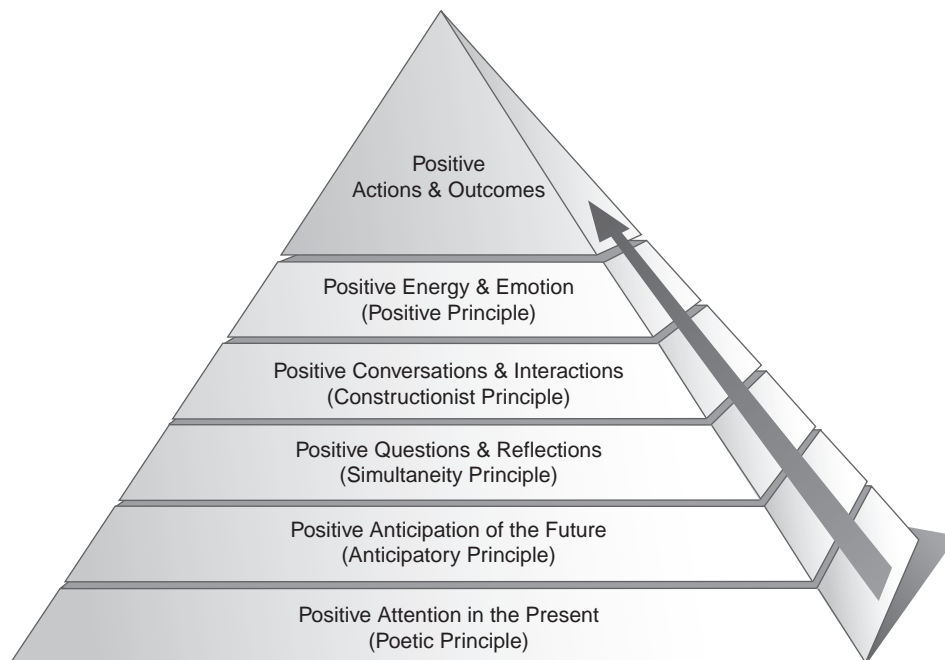

Figure 4.1   This pyramid illustrates how these principles are related to one another and work together to generate positive actions and outcomes.

most common and easily remembered (Watkins & Mohr, 2001).

Define

The process starts by securing an agreement between coach and client as to what needs to be learned (topic choice) and how to learn it (method choice). The effectiveness of the AI process depends on the agreement being both clear and appropriate.

> # IMPORTANT!
>
> Some people may not be ready, willing, or able to implement a strengths-based approach to transformational change. Get a sense of this by noticing how much they want to talk about their problems and their pains. Express empathy (see Chapter 5) to move the conversation forward. In the absence of forward movement, after a reasonable amount of time, clients may do better with a therapist or counselor.

Discover

Once the learning agreement is clear, the next step is to assist clients in discovering promising examples of their desired outcomes, both past and present. AI makes the assumption that, in every person's life and situation, some things are always working, even though they may be buried and need to be unearthed. Life-giving examples, images, and stories that support the learning agreement can always be discovered.

To facilitate the discovery process, AI has developed an Appreciative Interview Protocol that can be adapted and used by coaches at any point during the coaching process. It is particularly effective when clients are discouraged or stuck. The protocol includes four discoveries:

- *Best Experience:* "Tell me about your best experience with this area of your wellness, a time when you felt most alive and engaged. What made it so exciting? Who was there? Describe the experience in detail."
- *Core Values:* "Tell me about the things you value most deeply, things about yourself, your relationships, and your work. Without being modest, who are you when you are at your best?"
- *Generative Conditions:* "Tell me about the core, life-giving factors in your experience. What are

the key ingredients, both internal and that enable you to be at your best and to have fun?"
- *Three Wishes:* "Tell me about your hopes and dreams for the future. If you found a magic lamp and a genie were to grant you three wishes, what would they be?"

The purpose of these discoveries is to strengthen the energy and self-efficacy of clients through the vivid reconnaissance of mastery experiences. The more direct, personal, and relevant the mastery experiences, the greater their impact on a client's motivation for and approach to change.

> # IMPORTANT!
>
> The Discovery phase of AI can be viewed as the most important phase. It elevates self-confidence and lays the foundation for all that follows. That's why it's so important to not rush through the discovery process to get to goal setting. The Simultaneity Principle makes clear that asking appreciative questions is not a prelude to the work of coaching; it is the work of coaching. Inquiry into what happens when we function at our best is transformational in and of itself. It not only forms the basis for change, it is the change we seek.

Dream

Once clients have discovered the best of "what is," it is time to help them envision the best of "what might be." The discoveries of the last phase are utilized to create a dream that is grounded in the client's history, as it expands the client's potential. Moving beyond the level of three magical wishes to the level of realistic, yet provocative, propositions about the future, the dream will be even larger than the client would otherwise have imagined without the discovery phase having been done.

In the dream-making process, AI encourages the use of both left-brain and right-brain activities. The Poetic Principle goes beyond the limitations of analysis by utilizing stories, narratives, metaphors, and images to make dreams come alive. Several considerations impact the dream-making process. The first is the question of a calling: What is life calling our client to be? The second is the question of energy: What possibilities generate excitement for our client? The third is

the question of support: What is the positive core that supports our client? When the dream becomes a target that beckons and an anticipatory field that surrounds and supports a client's best self, it is time to move on to design.

Design

The design phase of the AI process gives the dream legs by working to align the client's infrastructure with the dream. Clients are asked to make proposals as to how the dream would manifest itself in terms of habits, procedures, systems, technology, roles, resources, relationships, finances, structures, and stakeholders. What would shift if the client's infrastructure were aligned with the dream? Describing those shifts in detail is the fundamental work of the design phase.

It is important to make the design phase as detailed and personal as possible. Encouraging clients to make commitments, offers, and requests with a close horizon, say one to two weeks, is relevant to both this and the final phase of the process.

- Commitments represent actions that the client promises to take.
- Offers represent actions that the client volunteers to give.
- Requests represent actions that the client seeks from others to successfully implement the design.

Destiny

The purpose of AI is to elevate both the energy and self-efficacy of clients to assist them in realizing their destiny. It is not just a feel-good process. It is also an action process that makes dreams come true—and makes dreaming intrinsic to the client's way of being in the world. By developing an "appreciative eye," clients learn to make the 5-D Cycle their preferred approach to problems and opportunities in order to fulfill their destiny. They learn to continuously innovate their way to ever higher levels of performance and life satisfaction.

AI is a valuable tool for energizing, motivating, and mobilizing a client toward behavior change. It starts with the presumption that anything is possible (the Constructionist Principle) and then employs a methodology (the 5-D Cycle) to help clients make it happen, thus elevating both their self-esteem and self-efficacy. The increases in self-esteem and self-efficacy lead naturally to the dream, design, and destiny phases. When done correctly, the mounting energy and motivation for change generated by the discovery phase of the AI process are palpable. The anticipatory consideration of best experiences, core values, generative conditions, and heartfelt wishes, through a vivid investigation of past and present, increases the client's readiness, willingness, and ability to move forward into the future. "Now what?" and "How do we get going?" are the operative questions of the latter phases. AI generates an expansive, upward spiral that enables clients to successfully mount the behavior change pyramid (see Chapter 3). By going through the Cycle multiple times, clients and coaches create dreams and designs beyond those initially imagined possible.

AI emphasizes life-giving experiences, core values, generative conditions, and heartfelt wishes, as it energizes people and organizations to learn to make new contributions and to express new ways of being in the world. That is the stuff of destiny. The challenge is to enable clients not only to deliver on their promises, but also to go beyond them. This happens when clients learn to experiment, innovate, and improvise, so that they can take bigger, bolder, and better actions in the service of their dreams. Designs require continuous learning, dialogue, and updating to be fulfilled and fulfilling. Figure 4.2 illustrates how the 5-D Cycle of AI generates a spiral dynamic of transformational change around a positive core.

USING APPRECIATIVE INQUIRY IN COACHING

The Appreciative Interview Protocol is a great place to start, especially when clients do not have a clear focus. It can kindle the embers of desire until the fire is burning bright. It can also support specific client learning and development. For example, instead of asking clients for a generic best-experience story related to health and wellness, ask them for a best-experience story that is specifically related to their positive vision (or desired future). Such targeted learning from a positive frame can dramatically accelerate the behavior-change process.

AI can be used week after week in coaching conversations, because people always have new experiences, values, conditions, and wishes to talk about. Instead of starting a coaching call by asking, "So how did it go since the last time we met?" ask a more positive opening question that utilizes AI, such as, "So what was your best experience (or your best learning experience) since the last time we met?" The coach may change the time frame or shift the focus, but should always stay in a positive frame (New & Rich-New, 2003).
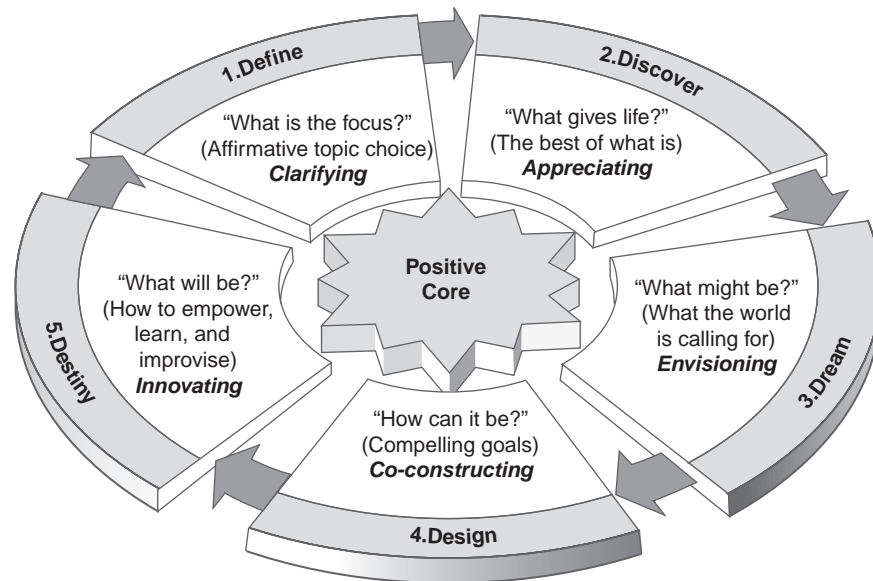
Figure 4.2 How the 5-D cycle of AI generates a spiral dynamic of transformational change around a positive core.

IMPORTANT!

Even when people bring seemingly intractable problems to the coaching conversation, it is important to help them look at things through a positive frame (the glass being half-full rather than half-empty) and in a fascinating, rather than discouraging, light. "Tell me a story about the best experience you have had dealing with such problems in the past" is an example of a way to reframe deficits into assets. Such stories assist clients in remembering that their lives are not problems to be solved but mysteries to be lived, and they can instantly marshal their concentration and energy.

Although coaching is important and serious work, the successful coach keeps the process light and fun. The principles and practices of AI allow coaches to do just that. The coach who endeavors to stay positive, anticipates greatness, reframes reality, evokes insight, and shares stories (the five principles) enables clients to experience coaching as bringing out the best in them, rather than the worst. Through the processes of defining ambitions, discovering strengths, dreaming possibilities, designing strategies, and delivering the goods (the five practices), both coach and client alike have their spirits energized and lifted. The issues may be weighty, but the process of AI can lighten the load in

the course of moving forward. Using humor, laughter, and playfulness in AI energizes the behavior-change process so that solutions expand in scope, sustainability, and effectiveness.

AI requires clients to utilize a mixture of left-brain analytic activities and right-brain creative activities. It is not enough to encourage clients to identify and commit to SMART goals (goals that are specific, measurable, actionable, realistic, and time-lined; see Chapter 8). No matter how well-crafted the strategy, a purely analytic approach will fail if it is not supplemented by a process that engages the client's heart and stirs the client's imagination. SMART goals must also be compelling goals.

To this end, AI encourages clients to be creative by imagining, articulating, and designing their dreams for the future. Clients can use pictures, images, metaphors, art, movement, music, and/or stories (the Poetic Principle). The more creative the dreams the better, when it comes to making the case and generating the energy for change.

Clients often enjoy the invitation to use their whole selves in the development of their dreams and designs for the future. There is no end to what they will come up with once they have the permission and encouragement to get creative (e.g., changing body position, drawing pictures, modeling clay, standing on tables, stepping over lines, writing poetry, ringing bells, singing songs, stretching muscles, controlling breath, telling stories, shouting affirmations, imagining visualizations). Creative techniques can be introduced on the telephone, as well as in person.

IMPORTANT!

If we coach without paying attention to the larger dynamics, we are coaching less than half the situation. AI avoids such fragmented interventions by recognizing the totality of the whole. For example, one of the more impactful consequences of the Constructionist Principle for coaching is in the area of self-improvement. People do not change by themselves solely from the inside out. Rather, change also happens from the outside in, as we engage in conversation with others. Because self-improvement is influenced by relationships, it's very important to use AI to open up the conversation to include environments, systems, communities, organizations, networks, movements, relationships, processes, policies, practices, structures, and resources.

It is tempting to think that the outcome of using AI in coaching is a clear plan with detailed next steps. While that is often the case, it is not the only or ultimate outcome. AI sets in motion an appreciative and innovative approach to lifelong learning. The Destiny phase of the 5-D Cycle has been described as going back around the cycle, again and again, in perpetuity. When clients learn to Define-Discover-Dream-Design, Define-Discover-Dream-Design, Define-Discover-Dream-Design as their way of being in the world, they end up realizing their Destiny as they grow into their best selves. The 5-D Cycle is not just a tool or technique for coaches to master. It is also—and most importantly—a way of living. By using and sharing AI with our clients, we empower lifelong upward spirals of personal and organizational development.

SOLVING PROBLEMS THE AI WAY: A STRENGTH-BASED APPROACH

It is human nature to notice, analyze, and solve problems. But that does not make it the best or most effective strategy to use. Indeed, tackling problems head on often provokes more discouragement and resistance rather than fostering encouragement and readiness to change.

This insight is what led to the development of AI as a way of solving problems through the back door. Instead of tackling problems head on, AI assists clients to outgrow problems through engaging in new and stronger life urges. In the process, problems that once seemed overwhelming and intractable lose their energy

and sometimes even fade from view. When working within the framework of AI, it is important to keep the following in mind:

"You Have What It Takes to Succeed"

This is the posture of great coaching. If we do not believe in the ambitions and innate abilities of our clients, we cannot assist them in becoming successful in achieving their health, fitness, or wellness vision. If we find ourselves questioning our clients' desires and capabilities and do not believe they have what it takes to succeed, then it may be time to refer them to another coach or helping professional.

"My Certainty Is Greater Than Your Doubt"

Great coaches come from this framework—but know that it is better not to directly make this argument to their clients. We provoke skepticism and resistance when we attempt to persuade clients that they can do something (see Chapter 5). We evoke confidence and movement when we stay with clients in the muck until they become clear about where they want to go, how they want to get there, and how they will generate the energy. Great coaching communicates a calm energy of confidence that clients can build on and learn from.

Speak the Truth in Love

Without falling into the trap of arguing for change, it is important for coaches to honestly share what they see. If there is an elephant in the room and the client fails to notice, it may be time for the client to hear the coach speak the truth in love. The energy for change is not created by naïve or delusional self-appraisals. Clients not being fully engaged, not being honest with themselves, not following through on their promises, not working hard, and not making progress may benefit from coaches reflecting these perceptions. Returning to the 5-D Cycle is another way to encourage the client to move forward.

Use AI to Handle a Client's Self-Sabotage

Avoid "wrestling" with clients who are not meeting their goals or following through on their promises week after week. Instead, use the 5-D cycle to make sure the goals and promises are exciting to the client and appropriately scaled to the client's capacity. Setting goals or making promises because they would be "good for the client," represent something the client "should" do, or are designed to "please the coach" will

generally fail over time. Setting goals or making promises that stretch the client's capacities must include appropriate, capacity-building strategies to be stimulating and effective.

IMPORTANT!

If you cannot assist a client to move forward, and you are sure you are not provoking resistance, you may be dealing with client issues that go deeper than coaching can resolve. If so, it may be time to make a therapeutic referral. To determine if a referral is indicated, you may want to take the following steps:

1. Honestly share your perception of the situation using reflective-listening statements and open-ended questions. For example, you might say, "You may be getting in the way of your own success here. What do you think is going on?"
2. If the client is taking responsibility for what is going on, you can return to the 5-D Cycle of AI to generate new goals and promises. Be sure to consider the client's readiness to change. If clients are in the precontemplation or contemplation stages, then thinking/feeling goals are more appropriate than action goals. The 5-D Cycle will make this clear as it bolsters the client's energy and self-efficacy for achieving desired outcomes.
3. If the client is denying responsibility for what is going on, you might say, "There may be things going on here that are hurting your motivation that I'm not qualified to handle." Recommend that the client see a therapist or join a support group. The client can work with both a coach and a therapist concurrently, or can return to coaching after resolving the issue in therapy.
4. Clients who fail to obtain outside help and/or to participate fully in a coaching program after appropriate intervention may not be in a space where they can work productively within a coaching relationship. Letting go of uncooperative clients who are unwilling or unable to work on their deeper issues is in everyone's best interest.

Coach the Client *and* the Environment

Designing environments to be supportive of a client's goals and promises is essential for client success. A strength-based approach to coaching does not work in isolation from a client's environment. Ind design phase of AI makes clear the importance of whole-system frameworks, including various internal/external and individual/collective dynamics.

In the design phase of the 5-D Cycle, the role of the coach is to make sure that a client does not overlook or ignore any aspect of the system. For example, the client may need to learn new skills, modify his or her environment to eliminate triggers, or gather social support. Friends, colleagues, and relatives can provide emotional support, practical support, partnering, or listening ears. Examples include:

- Exercising with someone
- Phoning someone daily or several times a week
- Reporting progress regularly to someone
- Eating with someone and gaining support for health-supporting choices
- Sharing goals, food logs, and exercise goals
- Joining a gym with a friend or spouse
- Having a spouse watch the kids while the client exercises

Often, clients' behaviors can be changed if they can observe or track others with similar goals taking the necessary steps toward a goal. For example, an overweight client who wants to start a walking program may find it easier to start if he or she sees other overweight people walking on a regular basis or engages in an email dialogue with another overweight person on the same path. Sometimes encouraging clients to join support groups, such as Weight Watchers or Overeaters Anonymous, can reinforce what they are learning through coaching.

Online chat rooms, mailing lists, and bulletin boards can be helpful in gathering support, especially when clients don't have other people to support them or if they don't wish to reveal their issues to friends and colleagues. Advise clients, however, to watch out, for unproven diets, weight-loss gimmicks, and unreliable advice.

Stay in a Positive Frame

As we have already said, it is human nature to notice and focus on problems. That's why news headlines tend to focus on tragedies, terrorism, and scandals. Bad news sells papers. The 5-D Cycle of AI shifts the spotlight away from train wrecks and onto the positive aspects of the past, present, and future. When clients drift into an analysis of past or present failures, it is important to gently but firmly bring them back to a positive frame. Acknowledge the problem and then invite them to look at it from a different perspective.

Two questions you may want to ask to make the shift from a traditional problem-solving approach are:

"How did this make a positive contribution to your development?" and "How else could you describe this situation?" When the coach stays in a positive frame, the client will eventually follow. By using the Appreciative Interview Protocol, it is possible to quicken the interest of clients in the life-affirming and life-giving dimensions of their own experience.

It is "Trial and Correction" Not "Trial and Error"

Trial and correction, rather than trial and error, underlies AI. The process is analogous to the near-universal human learning experience of learning how to walk. Those first, few, tentative baby steps occur after months of watching other people walk upright. These role models awaken in toddlers the desire and ambition to walk, and, at the appropriate developmental moment, begin to encourage them. They stand the toddlers upright, hold their hands, and move them forward. With outstretched arms, they cheer and cajole until the brave youngsters take their first, unsupported steps.

No one teaches toddlers how to walk. They don't have the biomechanics explained to them. They figure it out for themselves in a gradual process of trial and correction. After the first steps, toddlers inevitably fall down. This does not provoke criticism or condemnation. No one takes it as a failure. On the contrary, toddlers are cheered on, encouraged to try again and again until they master the art.

Enabling clients to loosen up and experiment with different strategies, without the fear of failure, is the essential work not only of AI, but also of coaching. Brainstorming provocative possibilities utilizing the 5-D Cycle is one way to make that happen. Such possibilities can be provocative, in part, because it is unknown whether or not they will work. Only time will tell through the process of trial and correction.

IMPORTANT!

Don't be lured into creating provocative possibilities for the client. "The client finds the answers. The client finds the answers. The client finds the answers." Encourage clients to generate their own possibilities by thinking outside the box, without regard to consequences. After clients have done the work, coaches may or may not put additional ideas on the table for consideration. In every instance, the client retains the choice in creating the dream, design, and destiny.

Sharing stories with each other is a great way to incorporate the richness of "trial and correction" into the coaching conversations. Stories have a way of inducing people to discover and discern their own meanings and movement. Like a toddler watching people walk, when we listen to each other's stories, our ambition awakens, evoking the motivation for change.

Remind Clients of Their Progress

Clients easily lose sight of their progress when they have setbacks or don't reach their goals as quickly as they wish. Keep reminding them of past progress, no matter how much or little they have made. For example, "Three months ago, you couldn't walk a mile! Give yourself credit!" or "Before we started, you wouldn't have even noticed that the restaurant meal was high in calories. You're more conscious of those issues now, and your body is used to lighter food. Let's celebrate that!" Remember, masterful coaches champion their clients in each and every conversation.

MAKING THE COACHING PROGRAM INTERESTING

It is important to keep the coaching sessions interesting by adding variety, changing approaches, using humor, surprising clients, or going the extra mile in your communications and actions. Using the Appreciative Interview Protocol is always interesting, because it brings out the best in your clients and encourages learning in an interesting and informative way. Here are a few specific ways to make coaching sessions more fun and interesting:

- Ask the client, "What's the best thing that has happened to you since the last time we talked?"
- If on the phone, look at yourself in a mirror to be sure you are smiling while you are coaching.
- Encourage clients to suggest new activities, approaches, and rewards "just for fun."
- Surprise clients with an email or card suggesting a new idea or approach.
- Periodically assist clients in changing their routines.
- Find ways to spice up the session with new information or assessments.
- Help clients reignite their "inner fire" and motivation by recalling motivators.
- End the session by asking, "What's the best thing that happened during this conversation?"

USING AI TO TRANSFORM THE COACHING RELATIONSHIP

Because coaching promotes client development within a learning partnership, it is important for coaches to solicit feedback from clients. Many clients need permission to honestly share their feelings and wishes about the coaching experience. The Appreciative Interview Protocol can be modified to encourage honest sharing and elicit feedback through a positive frame. For example, at periodic intervals during the coaching program, you may want to ask the following questions:

- What's the best experience you have had so far through the coaching process?
- What are the values you most often see me modeling as a coach?
- What conditions have most helped you reach your goals and move forward?
- If a genie were to grant you three wishes regarding our coaching relationship, what would they be?

Feedback solicited through this appreciative frame is quite different from criticism. By focusing on positive experiences, values, conditions, and wishes, both coach and client are empowered to be honest, and to make the coaching relationship as productive and as enjoyable as possible.

REVIEW AND DISCUSSION QUESTIONS

1. What are the five basic principles of appreciative inquiry or AI? Give a brief explanation of each.

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_____

2. What is the 5-D cycle of AI? Describe each of the five *D*s.

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_____

_____

3. Why is it important that the coach not rush the discovery process?

_____

_____

_____

4. Define reframing. Give an example.

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_____

_____

5. If in using AI a coach cannot assist a client to move forward (and if the coach is certain he or she is not provoking client resistance), what should the coach do?

_____

_____

_____

6. How can the coach keep the coaching process light and fun for clients and why is that important if the client is to be successful?

_____

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_____

7. AI encourages the coach to think of problem solving through strength building rather than analyzing and "tackling problems head on." Explain what that statement means and how to do that in the coaching conversation.

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NONVIOLENT COMMUNICATION AND MOTIVATIONAL INTERVIEWING IN COACHING

Margaret Moore, Bob Tschannen-Moran, Gloria Silverio, and Robert Rhode

> "Why not go out on a limb? That's where the fruit is."
>
> **—MARK TWAIN**

AFTER READING THIS CHAPTER, YOU WILL BE ABLE TO:

- Define motivational interviewing and discuss how it relates to coaching
- Define empathy and discuss how it relates to coaching
- Define both change-talk and resistance-talk and discuss how they relate to coaching
- Demonstrate facility with an empathy protocol that builds on the work of Marshall Rosenberg
- Demonstrate facility with four motivational interviewing tools, including a variety of reflective listening statements and the use of rulers to evoke readiness to change
- Define and describe the difference and similarities between appreciative inquiry and motivational interviewing
- Use both appreciative inquiry and motivational interviewing techniques/questions during coaching sessions

DEFINITIONS

Motivational Interviewing: A client-centered, directive method for motivating change by exploring and resolving ambivalence.

Nonviolent Communication: A process for enhancing empathic connection and honest understanding between people.

Empathy: A respectful understanding of another person's experience, including his or her feelings, needs, and desires.

Change Talk: Any talk by the client that makes the case for change (or for not staying the same).

Resistance Talk: Any talk by the client that argues against the case for change (or for staying the same).

UNDERSTANDING MOTIVATIONAL INTERVIEWING

Motivational interviewing (MI), a counseling methodology developed over the past 25 years, initially arose in the addiction treatment field. The goal of MI is to

encourage change talk and discourage resistance talk. The more clients make the case for change, the more likely they are to actually make changes. Conversely, the more coaches make the case for change, the more likely coaches are to increase client resistance, and the less likely change will occur.

MI works with four general principles: *expressing empathy, developing discrepancy, rolling with resistance,* and *supporting self-efficacy.* These four principles assist clients in gaining awareness of the thoughts and feelings that are the foundation for their behaviors. By increasing such awareness, MI enables clients to resolve ambivalence and pursue alternate behaviors.

The principal architects of MI, William Miller and Stephen Rollnick (2002), highlight the following elements of the four general principles:

1. Express Empathy
   - Acceptance facilitates change.
   - Skillful reflective listening is fundamental.
   - Ambivalence is normal.
2. Develop Discrepancy
   - Change is motivated by a perceived discrepancy between present behavior and important personal goals or values.
   - The client, rather than the coach, should present the arguments for change.
3. Roll with Resistance
   - Avoid arguing for change.
   - Resistance is not directly opposed.
   - New perspectives are invited, but not imposed.
   - The client is a primary resource in finding answers and solutions.
   - Resistance is a signal to respond differently.
4. Support Self-efficacy
   - A person's belief in the possibility of change is an important motivator.
   - The client, not the coach, is responsible for choosing and carrying out change.
   - The coach's belief in the client's ability to change becomes a self-fulfilling prophecy.

These principles not only underlie MI, but they also apply to other methodologies, such as appreciative inquiry (AI) (see Chapter 4).

IMPORTANT!

As discussed in Chapter 4, the "first question is fateful." That's why coaching starts with appreciative inquiries into client learning goals, strengths, and values. By starting with the 5-D Cycle of AI, coaches can often inspire clients to move beyond their reluctance, ambivalence, and resistance to

change. That's the power of vision as a "target that beckons." MI comes into play when clients are painfully aware of being "stuck in the muck" or of being conflicted about their ability to move forward. That's when the need for empathy is large, and when the MI techniques for developing discrepancy and rolling with resistance become invaluable (see the MI and AI section at the end of this chapter for more discussion).

PRINCIPLE ONE: THE EMPATHY FACTOR

Empathy is the respectful understanding of another person's experience, including his or her feelings, needs, and desires. It is not a prelude to the work of coaching; it *is* the work of coaching. Through the respectful and appreciative understanding of our clients' experiences, we help expand their awareness, create openness, and facilitate change.

MI starts with the premise that change talk is facilitated by a calm, safe, judgment-free relational space, in which people are free to honestly share their thoughts, feelings, needs, and desires without fear of judgment, ridicule, or pressure. This is especially true when clients experience a seemingly irresolvable conflict between what they want and where they are currently. The more a client feels "stuck" and unable to move, the more important it is for coaches to express empathy and to appreciate the discomfort of being on a fence.

IMPORTANT!

Although coaches widely recognize the importance of creating such a generative relational space with clients, it is sometimes difficult to maintain a calm, safe, judgment-free posture in the face of health-risky behaviors. It becomes even more difficult when those behaviors persist in spite of a coach's best efforts to support self-responsibility and behavior change. As the coach, you may want to push hard to make change happen. It is important to remember, however, that this can actually interfere with empathy and provoke resistance to change. MI holds that such promotional efforts are usually counterproductive because they encourage resistance talk rather than change talk, which hinders the advancement of the client's agenda and the work of coaching in general.

To summon empathy and leave promotional efforts behind, it helps to recognize health-risky behaviors as expressions of a client's unmet needs. No change is possible until and unless those needs are fully and respectfully recognized and expressed.

People often confuse empathy with pity and sympathy. Understanding the distinctions is important for the mastery of both MI and coaching.

- Pity means grieving someone's experience, usually because of circumstantial hardships. For example, we may pity a starving child or an outcast member of society. Such sorrow can lead to charitable actions, such as giving assistance or showing mercy. Although helpful, these actions, which stem from viewing and relating to people as casualties, usually do not serve to empower them.

A person who pities someone communicates, in effect, "I feel sorry for you." That attitude undermines self-efficacy and has no place in coaching. Few people like to be pitied, no matter how difficult the situation. Coaching comes from the framework of believing in the client's ability to learn from and grow in any situation. Pitying runs counter to this framework, implying fateful resignation.

- Sympathy means identifying with someone's experience primarily on an emotional level. Sympathizing with someone means "I feel your pain" or "I share your joy." Sympathizing with someone who feels sad can make us feel sad. So, too, with every other emotion, both positive and negative. That's because emotions are contagious.

Although such "emotional contagion" is a dynamic shared by virtually all animals (De Waal, 2006), utilizing some of the same faculties as empathy, it doesn't involve listening with the whole being. Indeed, sympathy often interferes with listening, because it turns our attention more to our own feelings, needs, and desires than to those of others. The result can be overlooking clients' needs and desires. That's why, while expressing pity and sympathy can help at times, it does not have the transformational power of empathy.

Empathy is not about feeling sorry for someone; it's about understanding and respecting where someone is coming from. Empathy necessitates both emotional and cognitive awareness to appreciate a person's experience, to connect respectfully, and to give voice to what people may be feeling, needing, and desiring. Empathy requires full engagement and deep appreciation. There is no hurry or judgment in empathy. There is rather a safe, calm, no-fault zone where people can

discover and develop their truth. Whereas sympathy is typically not discretionary, welling up in us like an intruder in ways that are sometimes helpful and sometimes not, empathy requires treasuring emotion as a guest. Its impact is to open clients up to significant new learning, growth, and change.

When we are empathetic, we say, in effect, "I respect your pain" or "I celebrate your joy." To do so, we recognize the emotion for what it is, and appreciate what it has to teach us. This requires us to learn and use the language of empathy

The Language of Empathy: Nonviolent Communication (NVC)

Expressing empathy requires us to develop a different language. It necessitates conscious engagement of emotional intelligence and the intuitive dance of dialogue. It takes real mastery, especially when people are acting out their pain in hostile or destructive ways.

Since the 1960s, Marshall Rosenberg has studied and developed a method for expressing empathy. It can be effective whether or not someone is making it easy for others to hear their feelings and needs. Rosenberg's method, known as Nonviolent Communication or NVC, takes a moment to learn and a lifetime to master (Rosenberg, 2005, 2006).

Undergirding Rosenberg's method is an awareness of a causal connection between personal feelings and universal needs (i.e., "When universal needs are being met, people feel good. When they aren't being met, people feel bad."). These feelings and needs are often below the surface. An empathetic connection can bring them out, helping people feel better. Once they do, there's no limit to the constructive actions they can take and the behavior changes they can make.

The NVC model for expressing empathy is a four-step communication process that works with four important distinctions:

1. *Make observations, not evaluations.* By limiting our descriptions to what can be perceived by the five senses (sight, hearing, taste, smell, and touch) in specific times and places, we stave off the tendency to judge, exaggerate, interpret, generalize, catastrophize, assume, or criticize. For example, "I failed to exercise last week" is an evaluation. "I went to the gym one time last week" is an observation.
2. *Express feelings, not thoughts.* The English language is notorious for confusing thoughts and feelings. Although grammatically correct, none of the following sentences express feelings: "I feel like a failure," "I feel it is useless," "I feel that my boss is controlling," and "I feel inadequate." These are thoughts, masquerading as

feelings, and are not useful in expressing empathy. NVC refers to them as "faux feelings."

3. *Identify needs, not strategies.* The distinction between universal human needs and specific strategies to meet those needs represents the crux of NVC. Although grammatically correct, none of the following sentences expresses universal needs: "I need you to stop at the store," "I need to work out every day," and "I need to get going on this project." These are strategies for meeting universal needs. They do not represent the needs themselves.

4. *Make requests, not demands.* Once we've become clear about the feelings and underlying needs, it's time to either confirm our understanding or agree on an action. Either way, NVC uses the language of request: "Would you be willing to tell me what you heard me say?" or "What agreements would you be willing to make with regard to exercise in the coming week?" It is important to respect both the autonomy of the person and the possibility of the moment.

Figure 5.1 depicts the NVC communication model. This model works equally well as both a format for expressing gratitude and celebration (when needs are being met) and for requesting understanding and agreements (when needs are not being met). Both dynamics are two sides of the same coin.

To express feelings rather than thoughts, and needs rather than strategies, it helps to have a robust vocabulary of feeling and need words. The following lists are representative but not exhaustive. When needs are being met, people may feel:

- Awed, amazed, astonished, enchanted, inspired, or wonderful
- Calm, peaceful, composed, relaxed, quiet, or tranquil

- Excited, energetic, buoyant, creative, eager, or vital
- Happy, content, pleased, cheerful, delighted, or playful
- Interested, absorbed, curious, intrigued, fascinated, or stimulated
- Jubilant, ecstatic, elated, exhilarated, joyous, or thrilled
- Thankful, appreciative, expansive, grateful, moved, or touched

When needs are not being met, people may feel:

- Afraid, anxious, dread, jittery, nervous, or worried
- Angry, enraged, furious, indignant, outraged, or vengeful
- Confused, conflicted, dizzy, doubtful, torn, or uncertain
- Disappointed, discouraged, dismayed, dissatisfied, troubled, or upset
- Disengaged, aloof, apathetic, cold, reluctant, or withdrawn
- Embarrassed, ashamed, deflated, insecure, shy, or sorry
- Sad, anguished, depressed, despondent, heartbroken, or sorrow
- Tired, bored, fatigued, heavy, lethargic, or weary

The universal needs that give rise to feelings, and are common to all people, include (but are not limited to):

- Autonomy (Choice, Freedom, Independence, Space, and Spontaneity)
- Connection (Acceptance, Affection, Appreciation, Belonging, Closeness, Communication, Community, Companionship, Compassion,
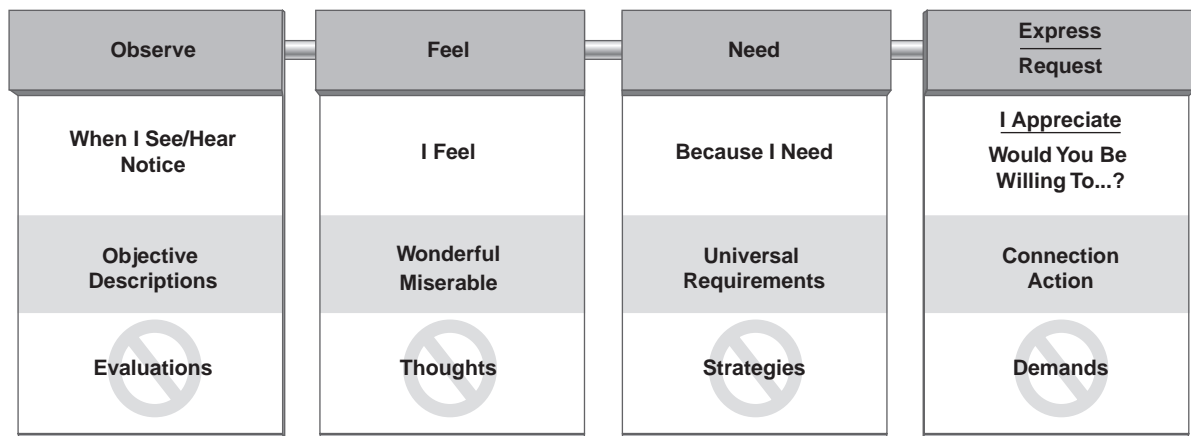
Figure 5.1.   The NVC communication model.

Consideration, Consistency, Cooperation, Empathy, Inclusion, Intimacy, Love, Mutuality, Nurturing, Respect/Self-respect, Safety, Security, Stability, Support, To know and be known, To see and be seen, To understand and be understood, Trust, and Warmth)
- Honesty (Authenticity, Integrity, and Presence)
- Meaning (Awareness, Celebration of Life, Challenge, Clarity, Competence, Consciousness, Contribution, Creativity, Discovery, Effectiveness, Efficacy, Growth, Hope, Knowledge, Learning, Mattering, Mourning, Participation, Purpose, Self-expression, Stimulation, Understanding, and Work)
- Peace (Beauty, Communion, Ease, Equality, Harmony, Inspiration, and Order)
- Physical Well-being (Air, Food, Movement/Exercise, Rest, Sleep, Safety, Hygiene, Sexual Expression, Shelter, Touch, and Water)
- Play (Humor, Joy, Leisure, and Relaxation)

More examples are included in *The Introduction to NVC* by Greg Kendrick (2007) and other summaries (e.g., Lamb, 2002). The point is not to memorize and quote such lists, but to become aware of the generative value of connecting with people's feelings and needs in a calm, safe, and judgment-free way. Whether clients show up for a coaching conversation with positive or negative energy, having their feelings and needs acknowledged can quickly set things right.

IMPORTANT!

Ambivalence is a universal experience in the process of change and should be welcomed and explored. Moving through the ambivalence can be a real challenge when clients are innervated by evaluations, thoughts, strategies, and demands. It helps to remember that behind every evaluation there is an observation, behind every thought a feeling, behind every strategy a need, and behind every demand a request. Becoming curious about underlying observations, feelings, needs, and requests is the key to developing and expressing empathy. Warm empathy is an incredible gift that can propel the conversation forward in unexpected and dynamics ways. As Carl Rogers once said, "Empathy feels damn good" (Rosenberg, 2005, p. 113). It is the key to building up the emotional capital that undergirds positive, health-promoting behaviors.

PRINCIPLE TWO: DEVELOPING DISCREPANCY

Once an empathic connection is made, MI encourages coaches to use open-ended questions, reflective listening statements, as well as a variety of rulers to develop awareness of any discrepancies that may exist between present behavior and important personal goals or values. The coach should not point out the discrepancies. That only serves to break with the language of empathy, trigger resistance, and interfere with behavior change. Rather, clients should be encouraged to notice the discrepancies for themselves. When they do, they will experience new feelings, become aware of new needs, and express new desires. Exploring these in the context of an empathic field will enable clients to become more open and motivated to change.

Open-Ended Questions

Open-ended questions (OEQs) are questions that require multiple words to answer rather than one or two. They beg for descriptive or narrative answers. More than 50% of all questions in a motivational interview should be OEQs.

MI is not alone in celebrating the value of open-ended questions. For example, all of the questions in the Discovery phase of appreciative inquiry (related to best experiences, core values, generative conditions, and heartfelt wishes) are OEQs. Such questions allow clients to take an active role in the coaching conversation as they explore both the positive and negative impacts of their behaviors. Some examples of open-ended questions that evoke change talk are:

- What's the best experience you have had with your desired future behavior?
- What concerns do you have about your current behavior?
- What values do you seek to represent in your life?
- How might your desired future behavior lead to benefits in the future?
- How might your current behavior lead to problems in the future?
- What changes would you like to make in your routine?

IMPORTANT!

As clients tell their stories and give expression to their thoughts, the discrepancies that become self-evident may overwhelm them. If this happens, the coach can best help a client by expressing empathy.

Reflective Listening Statements

Reflective listening statements function like mirrors, enabling clients to see themselves in new ways and muster the motivation for change. Perceptive and timely reflections lie at the heart of MI when it comes to developing discrepancy.

MI uses more reflective listening statements than questions of any type. That's because questions tend to generate intellectual, left brain–dominated, responses and a multitude of questions tend to make people feel interrogated (even OEQs). The ideal ratio of questions to reflections over the course of a motivational interview is about 1:2. This is a good rule of thumb for coaching too.

Four powerful reflections used by MI practitioners to develop discrepancy are: simple, amplified, double-sided, and shifted-focus reflections. Each can be followed by an NVC-style empathy reflection, as noted in the following.

Simple Reflections

These reflections are like the images we see in a flat mirror. A simple reflection paraphrases and restates what clients are saying, utilizing their own words without exaggeration, interpretation, or distortion. The impact of such simple reflections can be surprisingly powerful.

Client: I don't have time to exercise. My friends and my spouse don't either!
Simple Reflection: I hear you saying that you don't have time to exercise and that your friends and your spouse don't either.
Client: That's true, except for one of my friends who is an avid runner. I don't know how he does it!
Empathy Reflection: When you say you have a friend who is an avid runner, it sounds like you may be feeling intrigued because you need to spend time on many other activities and you are wondering how he manages to find the time.

Amplified Reflections

These reflections are like the images we see in a convex or concave mirror. They maximize or minimize what clients say to evoke disagreement from them in the direction of change talk. By reflecting an increased or decreased intensity of the client's perspective, magnifying both the affect and the outcome, we spur our clients on to react quickly with new insights and reasons to change. To avoid being manipulative, the coach should use such statements only in the service of client-generated goals. To avoid being mocking or patronizing, the coach should deliver such statements in charge-neutral terms.

Client: I don't have time to exercise. My friends and my spouse don't either!

Amplified Reflection: I hear you saying that you don't know anyone who has time to exercise and that it's impossible for you to fit exercise into your schedule.
Client: It's not impossible for me to exercise. It's just hard to find the time. Once in a while I do manage to exercise, and I know there are people out there who exercise regularly, so maybe I could figure out a way.
Empathy Reflection: When you say that you exercise on occasion, and that maybe you could figure out a way to exercise more regularly, it sounds like you are feeling stimulated because your need for the benefits of more consistent exercise would be met.

Double-Sided Reflections

These reflections are like the images we see in trifold mirrors—revealing multiple perspectives at the same time. By encouraging clients to look at different facets, perhaps comparing a current resistant statement with a prior readiness statement, we enable them to gain perspective and make different decisions as to if and how they want to move forward.

Client: I don't have time to exercise. My friends and my spouse don't either!
Double-Sided Reflection: I hear you saying that you don't have time to exercise and that your friends and spouse don't either. But I've also heard you say that exercise makes you feel better and that regular exercise would be good for your energy and health.
Client: That's the problem. I want to exercise, and it does make me feel better, but it cuts into my time with family and friends. If I could figure out how to do both, perhaps I could make exercise stick.
Empathy Reflection: When you say that you could make exercise stick if it didn't cut into time with family and friends, it sounds like you are feeling discouraged because your needs for both exercise and connection are not being met.

Shifted-Focus Reflections

These reflections are like the images we see in a periscope. They redirect our attention away from a resistance-provoking subject to focus on another area. Once change talk begins in that area, the resistance-provoking subject can be reconsidered with more success.

Client: I don't have time to exercise. My friends and my spouse don't either!
Shifted-Focus Reflection: Because you don't have time to exercise, let's talk about the dance class you started with your partner. You were doing pretty well with that; I remember you saying that you were enjoying the classes.

Client: Yes, that's the best decision I've made in quite a while. No more sitting in front of the TV on Thursday nights! It's been great to actively do something together. We may even add a second night to the schedule.

Empathy Reflection: It sounds like you are feeling happy with dancing and the time with your partner because it's meeting your needs for both physical activity and connection. Would you be willing to tell me what you heard me say?

IMPORTANT!

It is important to note that when we employ amplified and empathy reflections, we venture a guess as to what will stimulate change talk and what feelings and needs may lay behind a client's words, body language, or tone. Whether we guess right or wrong does not matter. What matters is the integrity of our intention to generate change talk and to connect with honesty and empathy. Such attempts generate appreciation, awareness, and movement in our clients. Because such reflections often bring to the surface strong feelings and deep needs, it's important to stay with the language of empathy until clients feel acknowledged and heard.

Decisional Balance

MI has a model for decisional balance that is similar to the TTM model described in Chapter 3.

Decisional balance involves evaluating the pros and cons of change: What are the costs and benefits of not changing? What are the costs and benefits of changing? The point of utilizing open-ended questions and reflective listening statements is to encourage clients to consider the pros and cons of change. Because action is usually preceded by thought, the decisional balance conversation can assist clients to think their way through to a desired course of action.

Richard Botelho (2004) uses a quantitative rating system, along with the decisional balance conversation, in his tool for promoting change talk and increasing motivation (see below). Coaches can use this tool during coaching conversations.

Clients are first asked to list the benefits and concerns about not making or making a change. Once the lists are generated, clients are asked to rate on a scale of 0 to 10 (with 10 being the highest and 0 being the lowest), what they think and feel about their lists. After looking at the thinking and feeling scores, clients are then asked to assign composite scores to their levels of resistance and motivation to change.

Reasons to Stay the Same	Reasons to Change
1. What are the benefits of staying the same? (List as many as possible.)	2. What are your concerns about staying the same? (List as many as possible.)
3. What are your concerns about change? (List as many as possible.)	4. What are the benefits of change? (List as many as possible.)
Thinking Score = Feeling Score =	Thinking Score = Feeling Score =
Composite Resistance Score =	**Composite Motivation Score =**

0	1	2	3	4	5	6	7	8	9	10
None			Low			Moderately High			Very High	

Rulers

MI also makes use of scoring rulers to enable clients to think out loud about their readiness, willingness, and ability to change. When clients feel ready, willing, and able, behavior change is more likely to occur.

To evoke willingness, MI asks clients to rate the importance of making a change right now. The coach might ask, "On a scale of 0 to 10, how important would you say it is to change your _____ at this time?"

To evoke an ability rating, MI asks clients to rate how confident they are at being able to make a change right now. The coach might ask, "On a scale of 0 to 10, how confident are you that you can change your _____ at this time?"

After exploring importance and confidence, it may be helpful to ask directly about a client's readiness to change right now. The coach might ask, "On a scale of 0 to 10, how ready are you to change your _____ at this time?"

IMPORTANT!

With all three rulers, it is important to talk with clients about the number they selected. Why did they not pick a lower number? What would assist them to get to a higher number? Open-ended questions such as these, followed by reflective listening statements, can evoke change talk and support behavior change.

PRINCIPLE THREE: ROLLING WITH RESISTANCE

MI holds that resistance talk by the client says more about the approach of the coach than about the client's readiness to change. It has been noted, "People do not resist change, they resist being changed." NVC describes resistance-creating approaches as life-alienating communication.

Rosenberg (2005) notes that the following forms of communication are intrinsically life-alienating. They increase resistance and interfere with empathy:

- Moralistic Judgments
- Diagnostic Labels
- Enemy Images
- Guilt Trips
- Making Demands
- Denying Choice or Responsibility
- Rewards and Punishments
- Making Comparisons

Holley Humphrey (2000) notes that the following communication patterns also interfere with empathy, whether they are intended to be constructive or not. That's because they come more from pity and sympathy, rather than from empathy.

- *Advising:* "I think you should . . ." "How come you didn't . . . ?"
- *Educating:* "This could turn into a very positive experience for you if you just . . ."
- *Consoling:* "It wasn't your fault; you did the best you could."

Willingness Ruler

0	1	2	3	4	5	6	7	8	9	10

Not important at all — About as important as everything else — Most important thing in my life

Confidence Ruler

0	1	2	3	4	5	6	7	8	9	10

I do not think I will achieve my goal — I have a 50% chance of achieving my goal — I will definitely achieve my goal

Readiness Ruler

0	1	2	3	4	5	6	7	8	9	10

I am not ready to change — I am almost ready to change — I am very ready to change

- *One-upping:* "That's nothing; wait till you hear what happened to me."
- *Storytelling:* "That reminds me of the time . . ."
- *Shutting down:* "Cheer up. Don't feel so bad."
- *Interrogating:* "When did this begin?"
- *Commiserating:* "Oh, you poor thing."
- *Explaining:* "I would have called but . . ."
- *Correcting:* "That's not how it happened."

All of these approaches increase the likelihood of resistance talk. No one likes to be told to change. People typically push back and dig in their heels. The use of empathy, inquiry, and reflection increase the likelihood of change talk. As noted above, empathy, a form of life-enriching communication, makes the relational field between two people both safe and interesting, opening the door to new possibilities and facilitating change. Instead of arguing with clients or fighting fire with fire, empathy—like Aikido, a Japanese martial art—helps redirect and thereby defuse the energy of resistance in constructive ways.

IMPORTANT!

Learning to roll with resistance is an essential part of masterful coaching. Pushing back against resistance can move people backward in their readiness to change. Whenever we find ourselves tempted to confront resistance directly, such as by arguing, diagnosing, fixing, or any other communication pattern that fosters resistance, it is important to take a deep breath, to give ourselves empathy, and then to respectfully explore the client's underlying feelings, needs, and desires. The more curious we become as to those underlying feelings, needs, and desires while suspending our judgments, interpretations, assumptions, evaluations, and agendas, the more chance we will have of making a life-giving connection and facilitating change talk.

The following shifts may assist coaches to roll with resistance:

- *From correction to connection.* The more we seek to correct people, the more they resist change. In contrast, the more we seek to respectfully understand their experience, the more open they become.
- *From competence to confidence.* The more we claim to know, the more resistance we provoke. In contrast, the more we claim to believe in the clients' ability to learn, the more confident they become.

- *From causes to capacities.* The more we dig for the causes of problems, the more trouble we may dig up. The more we search for capacities, however, the more excited clients become.
- *From counter-force to counterbalance.* The more forcefully we argue against ambivalence and for change, the more we generate push back. The more we counterbalance client ambivalence with awareness, however, the more we generate change talk.

PRINCIPLE FOUR: SUPPORT SELF-EFFICACY

In many respects, self-efficacy represents one of the most important outcomes of coaching, along with lasting change and helping clients become their best selves. Self-efficacy is, in fact, so important that we have devoted the entire next chapter (Chapter 6) to exploring the subject. By bolstering clients' convictions that they are able to achieve and maintain their goals over time, coaches enable clients to become self-confident learners who can boldly take on and master new challenges. Apart from self-efficacy, little change can take place. With self-efficacy, all things are possible. As Henry Ford once said, "Whether you think you can or you can't, you're right." The job of coaching is to assist clients to think they can.

Empathy, the first principle of MI, begins the process of supporting self-efficacy by assisting clients to quiet judgmental voices, the nay-saying internal voices that arise both from within and from some external influences. The more coaches assist clients to respect, understand, and appreciate their feelings and needs, the more they bolster self-efficacy by assisting clients to get out of their own way.

Developing discrepancy and rolling with resistance, the second and third principles of MI continue the process when clients might otherwise get bogged down in their own thinking and feeling processes. Through mindful listening, open-ended inquiry, and perceptive reflections coaches assist clients to talk their way through the dilemma, identifying motivators, overcoming ambivalence, and generating new possibilities.

Until and unless clients believe they can achieve their goals, they will never even attempt to fulfill them. That's the power of self-efficacy: it moves clients to action. Coaches help to awaken such confidence by conveying certainty that clients have what it takes to learn what they want to learn and to achieve what they want to achieve. Once that belief takes hold, clients can take quantum leaps forward in the direction of their dreams.

The next chapter (Chapter 6) details the four sources of self-efficacy as well as a variety of techniques to

enhance self-esteem. No factor is more significant, however, than the thrill that comes from experiencing progress. The more mastery experiences clients have for themselves, the more confidence they gain and the more progress they make. It becomes a happy, upward spiral. That's why masterful coaches assist clients to get quick wins under their belts by aiding them in setting appropriate goals, developing new relationships, learning from others, practicing new behaviors, designing supportive environments, and reframing setbacks as learning opportunities.

MOTIVATIONAL INTERVIEWING AND APPRECIATIVE INQUIRY

Given the different origins and foci of motivational interviewing and appreciative inquiry, it is understandable that these approaches have somewhat different orientations and methodologies. Nevertheless, the two disciplines overlap, at times, and are complementary when used together.

MI is a tool or technique for assisting clients to change which, like AI, also represents a mindset, a framework, and an inspirational way of being with people. Recognizing that addicted populations have significant resistance to change, particularly to change recommended by experts, MI has developed a change model that preserves client autonomy and utilizes collaborative partnerships to evoke the motivation for change. These characteristics also ring true in the AI change model. Both MI and AI empower clients to discern and determine their own reasons for and paths of change.

As noted above, the four general principles of MI are to express empathy, develop discrepancy, roll with resistance, and support self-efficacy. The 5-D Cycle of AI addresses these issues as shown in Table 5.1.

Although empathy is never discounted by AI, it should be noted that AI does not work with empathy as much as MI works with empathy. That is due, in part, to the fact that AI was neither born nor developed in clinical settings with addicted populations. Empathy looms large in such contexts. That said, AI works best

when empathy is in the mix. Inquiry without empathy feels like an interrogation. Even *appreciative* inquiry, without empathy, suffers this risk. Such inquiry, with its focus on the positive, can also feel Pollyannaish in its approach to problems. That's why coaches should incorporate empathy into the appreciative interview every step of the way. At the outset (Define phase), when clients are asked to define what and how they want to learn, empathy can warm them up for change. In the Discovery phase, as we ask about best experiences, core values, supportive conditions, and heartfelt wishes, empathy can bolster both the authenticity and generativity of the inquiry process. In the Dream, Design, and Destiny phases, the respectful understanding of feelings and needs can make sure that client visions, plans, and goals are appropriately scaled and infused with energy.

It should also be noted that although AI does not use the language of "rolling with resistance," it works with the same principles in that it is a client-based, client-driven approach to change. The coach does not determine for the client what their Dreams, Designs, and Destiny will be; that is both inauthentic and fraught with danger. Indeed, that recognition is part of what led to the development of AI in the first place: the organizational development world is filled with expert consultants who study problems and tell people what to do. AI takes a different tack. It leads clients through the process of discovering that they are capable of great things and then it creates the space for provocative possibilities and transformational action-strategies to emerge. No wonder AI holds so much promise as a method for bolstering intrinsic motivation.

Developing discrepancy and supporting self-efficacy are clearly addressed in the AI model. By getting clients to dream big dreams, clients become profoundly aware of what the future is calling them to be. By trusting clients to be resourceful and creative, both in what they bring to coaching and in their ability to design and deliver innovative possibilities, clients develop not only a "can-do" attitude, but also a "can-do-much-more" attitude, which represents the hallmark of self-efficacy.

AI and MI are thus complementary approaches, best used in tandem to generate outstanding client results. Start by making the empathic application of AI your first move with clients. Often, that will be enough to move clients forward without using some of the specific MI techniques to resolve ambivalence and promote behavior change. When clients are on the move, don't slow things down with worrisome considerations. When people are stuck in the muck, however, they may need intensive empathy combined with other MI techniques, such as decisional balance and the "ready, willing, and able" rulers, to break free of their internal constraints. That's when NVC and MI prove their worth in the coaching toolbox.

TABLE 5.1	
AI	**MI**
Defining What and How to Learn	Expressing Empathy
Discovering the Best of What Is	Supporting Self-Efficacy
Dreaming of What Might Be	Developing Discrepancy
Designing What Should Be	Rolling With Resistance
Delivering What Will Be (Destiny)	Supporting Self-Efficacy

REVIEW AND DISCUSSION QUESTIONS

1. Define motivational interviewing. What are the four general principles of MI?

   _____

   _____

   _____

2. Define empathy and discuss how to use it in coaching.

   _____

   _____

   _____

3. What is the difference between empathy and sympathy?

   _____

   _____

   _____

4. What is Nonviolent Communication (NVC)? Describe the four steps and distinctions made in the NVC communication process.

   _____

   _____

   _____

5. What does developing discrepancy mean? What tools can a coach use to develop discrepancy?

   _____

   _____

   _____

6. Name four types of reflections and give an example of each.

   _____

   _____

   _____

7. Define decisional balance and discuss how it is used in coaching.

   _____

   _____

   _____

8. What are rulers? How are they used in coaching?

   _____

   _____

   _____

9. What is rolling with resistance? How can you decrease the likelihood of resistance talk?

   _____

   _____

   _____

10. Describe the differences and similarities between AI and MI.

    _____

    _____

    _____

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SELF-EFFICACY AND SELF-ESTEEM

Bob Tschannen-Moran

> "Whether you think you can or think you can't, you're right."
>
> **—HENRY FORD**

AFTER READING THIS CHAPTER, YOU WILL BE ABLE TO:

- Define and describe the similarities, differences, and relationship between self-efficacy and self-esteem
- Define and discuss the four sources of self-efficacy within a coaching program
- Demonstrate facility with a variety of positive psychology techniques to build self-esteem
- Define and discuss how appreciative inquiry (Chapter 4), nonviolent communication, and motivational interviewing (Chapter 5) contribute to self-efficacy and self-esteem
- Flexibly use a wide variety of change strategies within a coaching session to assist clients to reach their positive vision (or desired future)

SELF-EFFICACY: THE END GAME OF COACHING

Self-efficacy, the belief that one has the capability to initiate or sustain a desired behavior, is one of the most important outcomes of coaching, in combination with improvements in self-image (becoming one's best self) and lasting behavior change. We want our clients to not only achieve the goals that brought them into coaching, but we also want them to become confident as to their ability to set new goals in the future and to handle challenges as they arise. We want them, in other words, to learn how to learn so that they can move on from coaching in self-directed and successful ways.

Social Cognitive Theory

A primary resource for understanding self-efficacy is Social Cognitive Theory (SCT), officially launched in 1986 with the publication of Albert Bandura's book, *Social Foundations of Thought and Action: A Social Cognitive Theory.* Simply put, SCT asserts that human behavior is determined by three factors that interact with each other in dynamic and reciprocal ways: personal factors (such as what we believe and how we feel about what we can do), environmental factors (such as our support networks and role models), and behavioral factors (such as what we ourselves experience and accomplish). SCT is called a Social *Cognitive* Theory because it emphasizes the primacy of cognitive processes in constructing reality and regulating behavior. Writing about flow, Mihaly Csikszentmihalyi captures this view:

> "It is easier to become completely involved in a task if we believe it is doable. If it appears to be beyond our capacity we tend to respond to it by feeling anxious; if the task is too easy we get bored. In either case attention shifts from what needs to be accomplished—the anxious person is distracted by worries about the outcome, while the bored one

starts searching for other things to do. The ideal condition can be expressed by the simple formula: *Flow occurs when both challenges and skills are high and equal to each other*" (Csikszentmihalyi, 2003, p. 44).

Self-efficacy is impacted by all three factors (personal, environmental, and behavioral), and masterful coaching works to align those factors in the service of client goals. Bandura (1994, 1997) indicates that we do this by paying attention to four sources of self-efficacy: physiological/affective states, verbal persuasion, vicarious experiences, and mastery experiences. Combined with other bodies of knowledge, including the Transtheoretical Model of Change (TTM) (Chapter 3; Prochaska et al., 1994), Appreciative Inquiry (AI) (Chapter 4; Kelm, 2005; Whitney et al., 2003), Nonviolent Communication (NVC) and Motivational Interviewing (MI) (Chapter 5; Rosenberg, 2003; Miller & Rollnick, 2002), Positive Psychology (Snyder & Lopez, 2002), and Flow (Csikszentmihalyi, 1990, 1993, 1997, 2003), Bandura's work on self-efficacy and SCT can complement the coaching toolbox by bringing a unified conceptual framework to these different but related theories.

Physiological/Affective States—Cultivating Eustress, Minimizing Distress

Nothing is more personal than our bodies and our feelings, both of which can interfere with self-efficacy. That's why it's so important to assist clients to become physically and emotionally comfortable with, rather than intimidated by, the prospect of change. The reasons for change become motivational only when they engage the whole person, including our physical sensations and emotional reactions. Simply put, how we feel about the prospect of change impacts our self-efficacy. If we have butterflies in our stomach or a dry throat, for example, we are more likely to have low self-efficacy than if we are relaxed and confident.

That may seem obvious, but the cause and effect relationship goes both ways—physiological states affect self-efficacy and vice versa, and coaches work to elicit both. Humorist and stress coach Loretta LaRoche (1998) points out that if we get our bodies to smile or laugh out loud, sooner or later our minds will figure out that we must be happy. It's not always clear which comes first, the chicken or the egg—the self-efficacy beliefs or the physiological/affective states—so it's important to work on building them simultaneously.

If stress is defined as stimulation, then distress represents either too much or too little stimulation. As noted above, the former provokes anxiety while the latter produces boredom. Both are distressing and, in the extreme, both generate negative health impacts, even to the point of death.

Eustress, literally defined as "good stress," represents the flow zone. We find ourselves engaged, but not overwhelmed; in control of our experience, but not bored. This is the sweet spot that coaches seek to hit with clients, both during the coaching conversation itself—challenging clients to stretch their thinking and feeling while being affirmative and empathetic to avoid distress (Rosenberg, 2003)—and after the coaching conversation, as clients actively pursue their vision and goals.

Giving respectful attention and understanding to physiological/affective states, both during and between coaching sessions, can assist coaches and clients in finding that sweet spot. For example, during coaching conversations, coaches can offer empathy reflections (see Chapter 5) to elicit and connect with what clients may be feeling and needing in the moment. Coaches can also ask clients to change body position, to breathe rhythmically, to move their hands, to walk around, to trace a labyrinth, to look at an object, to draw pictures, to play music, or to connect in other ways with their physiological/affective states as different actions are being contemplated and reviewed.

The same is true for the coach's own physiological/affective states, because they often mirror what the client is feeling and needing. The more aware coaches become of their own sensations and feelings in the moment, as coaching conversations progress, the more on-target coaches become with their questions and interventions.

Getting clients to pay attention to their physiological/affective states between coaching sessions is equally vital in assisting clients to move forward. Noticing and understanding what's happening on an emotional level while clients are experimenting with behavior changes can assist clients to discover the things that fill them with or drain them of energy. Self-efficacy increases as clients do more of the things that fill them with energy. This amounts to setting aside doing things out of a sense of obligation or "should" in favor of doing things out of a sense of choice and "want." When the locus of control shifts from the external to the internal frame, clients find more energy, motivation, and greater confidence to change.

Verbal Persuasion—Evoking Change Talk

Many different environmental factors impact self-efficacy; two of the most important are the things people say to us (verbal persuasion) and the things people do around us (vicarious experience). Each will be considered, in turn, as separate sources of self-efficacy.

Verbal persuasion is not about wearing the expert hat and telling people what they should do. As we have seen in our study of MI (see Chapter 5), that typically generates both resistance and resentment. Wear-

ing the appreciative hat and stimulating someone to discover what he or she can do is, however, an entirely different matter. Inputs such as these tend to enrich life and generate movement as clients become persuaded that they have what it takes to initiate and maintain a desired behavior.

IMPORTANT!

The more coaches try to persuade clients of what they "should" do, the more resistance coaches evoke, which decreases readiness to change.

To assist clients to become persuaded without provoking resistance, coaches need to communicate confidence in the ability of clients to reach their vision and achieve their goals. When that confidence is heartfelt, sincere, and based on client strengths, it does much to bolster self-efficacy. It may take time and many such verbal inputs, from a variety of socially interactive phenomena, but client inertia can be overcome. As Bandura writes:

> Social persuasion serves as a further means of strengthening people's beliefs that they possess the capabilities to achieve what they seek. It is easier to sustain a sense of efficacy, especially when struggling with difficulties, if significant others express faith in one's capabilities than if they convey doubts.
>
> Verbal persuasion alone may be limited in its power to create enduring increases in perceived efficacy, but it can bolster self-change if the positive appraisal is within realistic bounds. People who are persuaded verbally that they possess the capabilities to master given tasks are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when difficulties arise.
>
> To the extent that persuasive boosts in perceived efficacy lead people to try hard enough to succeed, self-affirming beliefs promote development of skills and a sense of personal efficacy. . . . To raise unrealistic beliefs of personal capabilities, however, only invites failure that will discredit the persuaders and further undermine the recipients' beliefs in their capabilities (Bandura, 1997, p. 101).

Coaching represents one of those verbal inputs. Our job is not only to assist clients with the decisional balance of weighing pros and cons, but we must also help clients acquire the belief that they have what it takes to move forward and that life will support them in wonderful ways once they get started. Dave Buck, CEO of

CoachVille, a social network for coaches, frames the persuasive work of coaching in these terms: "My certainty is greater than your doubt." Such persuasion involves all aspects of being, including the cognitive, emotional, physical, and spiritual domains. It hinges on the credibility of the coach and the quality of the coaching relationship.

Bandura's recognition that verbal persuasion must be appropriately scaled reflects the basic insight of the TTM vis-à-vis the stages of change (see Chapter 3 and Prochaska et al., 1994) as well as Csikszentmihalyi's work on flow (1990, 1993, 1997, 2003). Masterful coaches dance with their clients to set appropriate, stage-specific challenges and to identify the relevant skills to be learned over time. When this happens, the coaching relationship can remain productive indefinitely because there are always new challenges to tackle and new skills to learn.

AI (see Chapter 4) is an especially powerful framework and process for assisting clients to become persuaded that they have what it takes to do what they want to do. By evoking the stories of their best experiences and exploring their core values, generative conditions, and heartfelt wishes, clients become empowered to dream, design, and deliver their destiny.

When clients express resistance, the TTM (see Chapter 3) and NVC and MI (see Chapter 5) are invaluable tools. Resistance may come from the coach's inaccurate assessment of a client's readiness to change, from setting a challenge that does not match the client's capacity or from formidable systemic obstacles. Resistance may also develop when coaches speak from the expert position, telling clients what they "need," "should," or "have" to do to reach their goals.

MI uses many tools to avoid provoking resistance, including expressing empathy, silence, attentiveness, open questions, as well as a variety of reflective listening statements. These and other MI tools have the ability to shift the client from resistance talk to change talk, thus increasing the client's perceived self-efficacy.

Bandura (1994) notes that it is far easier to discourage someone with our words than to encourage them. The wrong words spoken at the wrong time can undermine confidence and produce disappointing results. Wearing the expert hat can overwhelm and intimidate rather than empower and inspire. It's better to listen and remain silent than to push the wrong buttons in our attempt to get things moving.

Vicarious Experiences—Observing Similar Role Models

The world's first commercial bungee jumping took place in November, 1988 off the Kawarau Bridge in Queenstown, New Zealand. The 43-meter drop

(141 feet) continues to attract thousands of visitors each year, who find it fascinating to watch the process of someone deciding to take the plunge. When people arrive, they first go to the viewing platforms, one high and the other low. They watch people, of different genders and ages, get strapped in and dive off the bridge into the gorge. With each successive jump, some become more interested, open, and confident. They develop the belief that "I can do that too." Their self-efficacy increases by the vicarious experience of watching others.

Such experiences are yet another vital environmental factor when it comes to self-efficacy. The more opportunities people have to witness and relate to others who are doing what they want to do, the more likely it is that they will initiate and sustain that behavior themselves (Deutschman, 2007).

Sharing and telling stories are other ways for clients to have efficacy-building, vicarious experiences. We can use the Appreciative Interview Protocol (see page 56), for example, to encourage clients to tell stories of others who have successfully handled their current goals and challenges. Coaches can also tell stories from their own life experience and the experience of others they have worked with or known. The more positive change stories coaches and clients share together, the more vicarious experiences come into the coaching conversation—and the more self-efficacy grows.

It's better to encourage clients to find their own stories of vicarious experience rather than to tell our stories, but both can come into play over the course of a coaching conversation. When coaches tell too many stories, it can sound either boastful ("Look what I did!") or demanding ("All these people got their act together! Why can't you?"). When stories are told judiciously, however, as part of the give and take of the coaching conversation, they serve as powerful tools to generate the energy for change.

If and when clients are unable to come up with their own stories of vicarious experience, coaches can encourage them to do research and field studies. To use the analogy of bungee jumping, coaches can assist clients to find a platform from which to watch others do what they want to do. When this happens, their self-efficacy is likely to increase. The more success stories clients have in their repertoire, and the more they tell those stories both to their coach and to others, the more likely it becomes that they will see themselves as able to achieve their desired outcomes.

That's especially true if the stories describe people similar to themselves. The greater the perceived similarity, the greater the impact a vicarious experience will have on self-efficacy. Why do some people decide to jump off the Kawarau Bridge while others demur, even though everyone has the same vicarious experi-ence? It may have to do, in part, with how closely one identifies with those who actually take the plunge.

Mastery Experiences—Successful, Perseverant Efforts

The final SCT factor, the behavioral factor, is both the most powerful source and the ultimate outcome of self-efficacy. What we actually accomplish ourselves does more than anything else to cultivate successful, perseverant effort. As the old saying goes, "Nothing breeds success like success." Conversely, "Nothing breeds failure like failure." Understanding this dynamic, masterful coaches assist clients to achieve quick wins and then to stay on the winning path from week to week. Positive outcomes lead to increased self-efficacy, while negative outcomes lead to decreased self-efficacy. That's why mastery experiences can be viewed as both cause and effect when it comes to self-efficacy.

That's as true in coaching as it is in other areas. Masterful coaches do a better job of dancing with their clients than uncertain or insecure coaches. As a result, masterful coaches generate better results and attract more clients—both of which serve to enhance their sense of self-efficacy as coaches. Instead of a destructive cycle down, mastery experiences generate a constructive cycle up.

IMPORTANT!

To increase the frequency, intensity, and quality of their clients' mastery experiences, masterful coaches discern where clients are in the TTM Stages of Change and then guide them to structure stage-appropriate, incremental goals that are both exciting and manageable. The goals are SMART: specific, measurable, action-based, realistic, and time-lined. As Csikszentmihalyi observes, biting off either too much or too little undermines self-efficacy because doing so generates either anxiety or boredom.

This is where the research studying flow and self-efficacy converge. People with high self-efficacy experience flow more often than people with low self-efficacy because they know how to set goals and design projects that are just within reach. Masterful coaches use a combination of objective and intuitive data to provide transformational feedback to their clients through the process of goal setting and implementation.

Assisting clients to approach their lives as science experiments or living laboratories can free clients to try

new things and to bounce back from apparent failure. There are no failures in science, only learning experiences. Science is a "win-learn" rather than a "win-lose" enterprise. Data are collected and theories are revised until things work and fit together; so too when it comes to mastery experiences. If something doesn't work, we use that data to design new experiments until we find something that does work. As in AI, coaches come from the perspective that we can always find things that work.

It is important for coaches to assist clients to find things that are important, interesting, enjoyable, and stage-appropriate from the vantage point of the client. There is no point in conducting an experiment for its own sake. It must be related to a larger, positive vision of who we are and where we want to go. It must also be grounded in the reality of what clients know and have accomplished in the past (see Chapter 4). Masterful coaches enable their clients to frame their goals and projects in these terms. They are masters of meaning, learning, and joy.

SELF-ESTEEM: THE BEDROCK OF COACHING

Self-esteem, the belief that one has value and self-worth as a person, represents the bedrock of coaching, because no progress is possible until that foundation is secure. People with very low self-esteem may, in fact, benefit more from therapy than from coaching and an appropriate referral should be considered. That's especially true if the following positive-psychology practices fail to elevate self-esteem in a reasonable amount of time.

Positive Psychology

Positive psychology, formally embraced by the American Psychological Association as its theme for the year in 1998 under the leadership of Martin Seligman, has subsequently identified and documented the value of numerous interventions for enhancing self-esteem, including the elevation of self-efficacy (Lyubomirsky, Tkach, & DiMatteo, 2005). Although such interventions may not produce positive behavioral outcomes in and of themselves, they do make those outcomes more likely, improving the life experience of clients.

When it comes to health, fitness, and wellness, it is interesting to note that those with low self-esteem are "apparently more prone than others to get sick or suffer other physical problems in connection with stressful daily events" (Baumeister et al., 2003, p. 27). Given the increasing prevalence of stress in modern society, this finding alone is reason enough to coach people to higher levels of self-esteem.

Seligman (2002) frames the process of enhancing self-esteem in chronological terms. He proposes exercises to develop a positive appreciation of and relationship to the past, present, and future. By working with memories, emotions, and trajectories, Seligman and other positive psychologists (Wallis, 2005; Lyubomirsky, 2007) have mapped out a variety of simple processes for elevating attitudes and expectations.

Positive Past—Elevating Memories

Gratitude

The positive past requires a sense of gratitude for the past, no matter how difficult, twisted, or painful. One thing is certain: the past has gotten us to where we are today. Cultivating gratitude for the past can be done in many ways. One technique is the Gratitude Visit, which involves writing a "thank you" letter to someone who has had a positive impact on our life. Once the letter is written, we deliver it, ideally in person, and read it to the intended beneficiary of our gratitude (Seligman, 2002, p. 72). Another is to create and share Gratitude Journals at regular intervals; for example, we list ten things we are grateful for that happened in the past year, or even a decade.

Forgiveness

The positive past also requires a measure of forgiving and forgetting. The more difficult, twisted, or painful the past, the more forgiveness will be required. To muster that posture, Seligman recommends a five-step process that goes by the acronym of REACH: **R**ecall the hurt, in as objective a way as possible. **E**mpathize and try to understand, from the perpetrator's point of view, why this person did what he or she did. Give the **A**ltruistic gift of forgiveness. No one is entitled to forgiveness, but it can be offered. **C**ommit to forgive publicly. Write it down and share that altruistic gift with at least one other person. **H**old on to forgiveness, even when negative memories resurface. Remind yourself that you have forgiven, reviewing what you have written, when those memories loom large (Seligman, 2002, pp. 79–81).

Satisfaction

Finally, the positive past requires a sense of satisfaction with the domains of life that are important to an individual. Seligman recommends an annual self-appraisal, using a 10-point scale from abysmal to perfect. Combined with a few notes regarding each ruler as to why things are the way they are—not higher or lower—this exercise leaves little room for self-deception and suggests future actions (Seligman, 2002, pp. 81f).

Positive Present—Elevating Emotions

Mindfulness

The positive present requires us to notice what is happening in the here and now. There is no way to come into a positive relationship with that which is outside of our awareness. Slowing down is often the first step. It's difficult to pay attention when things go by at warp speed. Breathing, driving, eating, talking, and walking are all things that can be done more slowly to increase mindful awareness of what is going on both around us and in us (Seligman, 2002, p. 110). Ending the day by writing down three to five positive things that happened and for which we are grateful in a Gratitude Journal is a simple exercise that can both increase mindfulness and elevate affect in the positive present.

Savoring

The positive present also requires us to appreciate what is happening in the here and now. Once we have slowed down enough to notice what is going on, it behooves us to savor and relish the experience. Basking (receiving praise and congratulations), thanksgiving (expressing gratitude for blessings), marveling (losing the self in the wonder of the moment), and luxuriating (indulging the senses) are four kinds of savoring. To experience these, Seligman recommends a five-step process: share the moment with others, capture the moment for posterity, self-congratulation, sharpening perceptions, and absorption (p. 108).

Flow

Finally, the positive present requires us to participate joyfully in what is happening in the here and now. Mihaly Csikszentmihalyi (1990, 1993, 1997, 2003) describes this as "flow," which he defines as being fully engaged with challenges that are just about manageable. By paying attention to whether we are anxious or relaxed, aroused or bored, in control or worried, we can advance our opportunities and capacities to optimize our experience of the positive present.

Positive Future—Elevating Trajectories

Vision

The positive future requires us to have a positive, optimistic vision of our desired future state. Tim Gallwey (2000) describes this as our "inherent ambition." Because everyone is different, everyone answers the question "What do I really want?" differently. That's because the answer builds on each person's unique combination of strengths, virtues, talents, values, priorities, and

sensitivities. The clearer the vision, the more influence it has as a target that beckons. Whether it's our health, fitness, or wellness vision—or any other vision—writing it down and making it plain to another person is an exercise that enhances both resilience and initiative and builds self-esteem through studying the end we hope to accomplish.

Anticipation

The positive future also requires us to look forward to that vision with great expectations. Visions lose their power if they are filed away and forgotten. They need to be reviewed on a regular basis. Whereas the positive present can be enhanced by keeping a Gratitude Journal at the end of the day, the positive future can be enhanced by going on a Vision Quest at the beginning of the day. When we first wake up, we are more receptive to dreams and visions; it is the ideal time to anticipate what will happen in the days and weeks ahead. Some have said that anticipation brings more pleasure and builds more self-esteem than arriving at the destination. If so, then we would do well to use the STOP Tool (**S**tep back, **T**hink, and **O**rganize our thoughts before **P**roceeding) as often as possible (Gallwey, 2000, pp. 141ff).

Disputation

Finally, the positive future requires us to confront negative, catastrophic reports with a sense of perspective. Whether those reports come from internal or external sources, they need to be disputed with evidence, alternatives, and reasoning. Seligman recommends the ABCDE model of disputation: Write down the **A**dversity, what you **B**elieve about it, and what the **C**onsequences are. Then argue with yourself, in writing, by **D**isputing exaggerations, unhelpful beliefs, and unnecessary consequences. Allow yourself to be **E**nergized by a compelling vision of what is possible in the positive future.

RELATIONSHIP BETWEEN SELF-EFFICACY AND SELF-ESTEEM

> **Self-Efficacy:** the belief that one has the capability to initiate or sustain a desired behavior (the exercise of control)
>
> **Self-Esteem:** the belief that one has value and self-worth (the evaluation of self)

The relationship between self-efficacy and self-esteem is more complex and nuanced than it may appear on the surface. A high level of one does not necessarily

result in a high level of the other. Much depends upon the context and the behavior in question.

Self-efficacy impacts self-esteem most directly when the behavior is highly desired or valued. Otherwise, it has little to no impact. Bandura illustrates this by way of his own relationship to dancing. He states that he has low self-efficacy when it comes to ballroom dancing (i.e., he does not believe that he has the capacity to initiate or sustain that behavior). But, he asserts that his low self-efficacy in this arena does not impact his self-esteem, because he does not care about ballroom dancing. Conversely, he states that elevating his self-esteem to the highest level possible, maximizing his "global self-appraisal," would not change his self-efficacy vis-à-vis ballroom dancing. It would still be low unless he took specific action to learn the skill.

DON'T FORGET . . .

Bandura's illustration and assertion are borne out by current, social-scientific research. Although self-esteem has been shown to be strongly related to happiness and well-being, it has not been shown to increase the likelihood of positive action or specific performance outcomes (Baumeister, Campbell, Krueger, & Vohs, 2003). Boosting someone's ego, in other words, does not directly correlate to their better handling of SMART goals.

The implications of such research for health, fitness, and wellness coaching are far reaching. It has been suggested, for example, that we champion clients for what they do and learn in the service of positive values, as opposed to offering generalized, existential praise for being alive (Baumeister et al., 2003). Given the importance of a positive Vision (or desired future) to coaching, we clearly need to acknowledge and celebrate the good work of clients in relation to that vision.

Although bolstering self-esteem does not necessarily increase the likelihood of positive action, it does impact two areas—resilience and initiative—that coaches and clients can leverage in the service of self-efficacy. To quote the conclusions of Baumeister et al.:

> "The benefits of high self-esteem can be tentatively summarized in terms of two main themes. . . . First, high self-esteem appears to operate as a stock of positive feelings that can be a valuable resource under some conditions. In the face of failure or stress, people with high self-esteem seem able to bounce back better than people with low self-esteem. The general pattern of being happier and less depressed indicates a readiness to feel good.

People with low self-esteem lack this stock of good feelings and as a result are more vulnerable."

> "Second, high self-esteem appears linked to greater initiative. We suggested that people with high self-esteem are more prone to both prosocial and antisocial actions (e.g., both bullying and defending victims against bullies), compared with people with low self-esteem. They initiate interactions and relationships (and perhaps exit them, too). They speak up in groups. They experiment with sex and perhaps drugs. They try harder in response to initial failure, but they are also willing to switch to a new line of endeavor if the present one seems unpromising" (Baumeister et al., 2003, p. 37).

Given that coaching is all about the ability to initiate and sustain behavior change, it is clear that high self-esteem can be used by coaches and clients in the development of self-efficacy. When that happens in an area of great concern to the client, self-efficacy helps to bolster self-esteem. At that point, the two concepts work hand in hand (Lyubomirsky et al., 2005; Lyubomirsky, 2007).

CONCLUSION

Self-efficacy and self-esteem are different but related constructs. Whereas self-efficacy has more to do with initiating and sustaining positive behavior outcomes, self-esteem relates to happiness, self-worth, self-respect, and an internal sense of well-being. Self-esteem increases initiative and resilience, both of which coaches can use in the service of desired outcomes. Both self-efficacy and self-esteem are important for wellness and for understanding our work as coaches.

Many of the tools and techniques covered in this curriculum, including the TTM, AI, NVC, MI, and SMART goals (see Chapter 8), serve to enhance both self-efficacy and self-esteem. As umbrella concepts, self-efficacy and self-esteem knit together these various approaches and serve to illuminate the best coaching has to offer.

REVIEW AND DISCUSSION QUESTIONS

1. Define and describe the similarities, differences, and relationship between self-efficacy and self-esteem.

2. What strategies might coaches use to promote increased self-efficacy *and* self-esteem?

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3. What are the four sources of self-efficacy identified by Bandura, and how do they affect lasting change?

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4. What are some strategies for enhancing self-esteem described in the positive psychology literature?

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5. According to Mihaly Csikszentmihalyi, what is "flow"?

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Coaching Toolbox

CLIENT ASSESSMENTS

Margaret Moore, Erika Jackson, Gloria Silverio, Bob Tschannen-Moran, Pam Schmid, Walter Thompson, and Chuck Schroeder

> "It takes a lot of courage to show your dreams to someone else."
>
> **—ERMA BOMBECK**

AFTER READING THIS CHAPTER, YOU WILL BE ABLE TO:

- Identify the value of assessments to the coaching partnership
- Review a sample Well-Being Assessment
- Identify medical or mental health red flags
- Use assessments to prepare for and support the first coaching session
- Identify additional assessments to use with clients
- Discover client learning modes and styles

THE VALUE OF ASSESSMENTS

Assessments are valuable tools in the coach's toolbox and offer a variety of benefits to the coaching partnership. When coaches are integrated into healthcare or health promotion programs, tracking health behavioral and biometric data through assessments is vital for program outcomes measurement. Health risk appraisals are now widely validated and used as tools by health plans and employers to measure health and lifestyle status as well as change readiness and to identify "red flags" with respect to mental health status or medical care gaps.

Coaches use a variety of assessments of life or wellness domains (the wheel is a common metaphor), and one example of a life wheel assessment, focused on self-care, is featured in Chapter 12. More recently, assessments of character strengths or talents have emerged

that provide an excellent springboard for new directions in coaching sessions. Coaches may decide to get training on the use of specialized assessments in other areas including emotional intelligence or personality type.

When asking clients to complete assessments, it's important to explain the rationale for the assessment (e.g., external outcomes measurement pre-coaching and post-coaching, a coaching tool to stimulate reflection and self-awareness, or an assessment of a new area to support a new direction or topic for coaching) and the nature of the assessment (e.g., external source, validated by research, supported by specialized training, or coach-generated).

Assessments are invaluable to coaches in the health, fitness, and wellness fields because they provide:

- An overall picture of the client's present state of being including physical health, lifestyle habits, strengths, life satisfaction, and readiness to make changes
- A snapshot to better understand and appreciate the client's life context. The coaching questions and approach for a client who has significant health issues such as obesity, hypertension, back injury, or cancer are different from the approach for a highly motivated, fit client.
- If a client has suffered a major loss, or was recently diagnosed with a major illness, understanding this situation early is important because of the impact on the client's interest and ability to tackle change.
- Early indication of the client's strengths and healthy habits as well as health risks and areas of challenge.

Assessments are particularly helpful at the beginning of a coaching program because they not only inform coaches, they also help clients gain self-awareness, insights, and a sense of their priorities for a coaching program. Assessments are also efficient because precious coaching time isn't used to gather a lot of data, which can feel like an interrogation.

The process of deliberately answering questions about one's priorities, needs, values, readiness, and challenges in health and well-being promotes self-discovery and expands awareness. By stimulating such mindful noticing, assessments begin the coaching process even before the first coaching session. People become more aware of who they are, where they are starting, what well-being encompasses, and where they want to go. The International Coach Federation identifies "creating awareness" as a Core Coaching Competency (2008) precisely because awareness precedes action in the service of client goals.

Progress depends on clients expanding their awareness of what is possible. This cannot be done *for* them without provoking resistance (see Chapters 4 and 5). They must do it for themselves, and assessments are an excellent way to get the conversation started. Through listening, inquiry, and reflections, coaches can then expand client awareness even further in the process of assisting clients to climb the Mount Lasting Change Pyramid (see Chapter 3). At its best, ever-expanding awareness generates an upward spiral of continuous learning, growth, and development.

Sample Well-Being Assessment

In this chapter we present a sample Well-Being Assessment (see Appendix A for a sample assessment) as a coaching tool appropriate for use by credentialed professionals in mental and physical health, and built on the health risk assessment developed by Dee Edington, PhD, a leading health promotion researcher at the University of Michigan (University of Michigan, 2008). Ideally, a paper or online assessment is completed prior to the first coaching session, serving to enhance the client's self-awareness and to provide foundational information for the coach.

A holistic Well-Being Assessment covers the many different components of well-being including:

1. Energy—such as levels of energy throughout a typical day, including energy boosters and energy drains
2. Life satisfaction—such as sense of purpose, joy, gratitude, work satisfaction, and personal relationship satisfaction
3. Mental and emotional fitness—such as coping skills, resilience, sleep patterns, stress levels,

emotional status, social activity/support, and personal loss
4. Weight management—such as body mass index, height, weight, and waist measurement
5. Physical activity/exercise—such as frequency and types of physical activity
6. Nutrition—such as intake frequency of healthy snacks, whole grains, fruits and vegetables, water, soft drinks, alcoholic beverages, and trans fats
7. Health—such as blood pressure, cholesterol, heart rate, relationship with a physician, women's/men's health issues, frequency of illness, medications, tobacco use, and personal/family health history

IMPORTANT!

Assessments can help identify "red flags" or support a coaching discussion on the topic of physical health issues (e.g., medical care gaps, injuries, or contraindications to exercise) or mental health issues (depression or other mental health concern) where a referral may be important or even critical. Any coach who is helping a client set goals in the area of exercise, regardless of credentials, should be aware of guidelines for safety around beginning an exercise program, and when exercise testing is recommended before starting to exercise (see ACSM guidelines later in this chapter).

Additionally, an assessment can provide initial information about a client's:

1. Priorities—An assessment can be designed to calculate, or allow clients to indicate, their areas of highest priority. For example, on a scale of 0–10 (with 0 being the lowest and 10 the highest), the client may indicate that focusing the coaching program on improving life satisfaction is a 10 (highest priority) while improving nutritional habits is a 5 (of average priority).
2. Confidence—Similarly, the assessment may include a method for clients to indicate the strength of their belief in their ability to make a behavior change. This information enables the coach to more appropriately design opportunities for the development of *self-efficacy* by working with the appropriate personal, environmental, and behavioral factors (see Chapter 6).

3. Readiness for change—It is beneficial for an assessment to create an awareness of the client's *stage of change* within the various areas (see Chapter 3). When it comes to moving a client forward, each of the five stages of change (*precontemplation, contemplation, preparation, action,* and *maintenance*) requires a different approach for exploration. Knowing where a client stands in terms of his or her readiness is critical for setting goals that are appropriate to the client's stage of change and for building self-efficacy.

Other benefits of having clients complete a Well-Being Assessment include:

1. Trust and rapport—When building trust with a new clients, an online or paper assessment provides them with a safe space in which to first tell their "story."

2. Honoring personality preferences—Clients with a preference for introversion will tend to be more comfortable communicating personal information in writing, at least initially, than those with a more extroverted preference.

3. The written word—There is power in providing clients with an opportunity to see a qualitative and quantitative summary of their state of well-being. For the same reasons that writing down goals is important, seeing the information collectively can be both affirming and a powerful motivator for action.

REVIEWING A WELL-BEING ASSESSMENT

Prior to the first coaching session, take time to carefully review your client's completed assessment. In reviewing, the goal is not to evaluate but to consider the responses with curiosity, keeping in mind that the assessment never provides the client's entire story. Open-minded curiosity will enable you to ask better questions during the assessment review, use intuition and see what is unsaid, challenge your own assumptions about the client, develop a strengths-based framework through which to appreciate the client, and be more open to new information and energy shifts during the first coaching session.

Seek Out Successes

It is tempting to begin an assessment review with a search for all of the "problems" or areas to "fix." Drawing on the lessons from the disciplines of appreciative

inquiry (Chapter 4) and positive psychology (Chapters 6 and 12), we know that "what we focus on grows" and that "our first questions are fateful." Therefore, if we begin our initial review of the client's information with a focus on what's "wrong," we are more likely to support that tendency in coaching sessions. Additionally, it is much more respectful and empowering to frame clients as "creative, resourceful, and whole," a phrase coined by the Coaches Training Institute. Starting with the assumption that all clients can tap into capacities and leverage strengths for positive change will enable you to better support clients in the building of both *self-efficacy* and *self-esteem* (see Chapter 6).

Notice the Client's Areas of Arousal

The next task in reviewing a client's assessment is to look for the areas in which the client is feeling an emotional charge, either positive or negative. Look for places in which the client indicates there is a concentrated energy, such as in their priorities for change and the importance they assign to each of the well-being areas. As you review, be mindful of your own energy and emotional reactions (see Chapter 2). It is helpful to consider what is alive in you by having the opportunity to work with this client. Last, take a moment to think positive and supportive thoughts about the client's ability to make desired changes.

Consider the Stages of Change

If the assessment includes indicators of the client's stage(s) of change, consider how this may impact the coaching program and the client's needs. Remember the priority of cognitive/emotional goals in the early stages of change and the priority of planning/action goals in the later stages of change (see Chapter 3).

Question Gaps

Due to design or user errors or incomplete answers, assessments will sometimes leave the coach with questions about inconsistencies in responses. For example, a client may name improving nutrition as the "highest priority" while indicating a low score in terms of readiness to change. In these cases, the coach will want to take note and be prepared to inquire about the discrepancy in information during the first coaching session with the client.

Note Concerns

Last, the assessment review should include an examination of any mental health or medical concerns indicated by the client.

PHYSICAL HEALTH RISKS

IMPORTANT!

Be aware of any "red flags" such as health risks, injuries, or other health concerns that might require a physician's release before engaging in regular exercise. If exercise will be a part of the coaching program, a physician release form can be provided to the client to give to his/her physician (see Appendix C for a sample physician release form). Guidelines pertaining to the need for medical clearance and exercise participation are available from the American College of Sports Medicine (ACSM). Those guidelines and the ACSM risk classification are adapted and summarized below.

Other issues, such as depression, may be important to discuss. Such issues may limit the efficacy of a coaching program or may justify a referral (see below). Clients may already be working with other professionals and may view coaching as complementary part of their forward progress. In any case, it is important to discuss the circumstances of any client health risk.

If clients share in their assessment or in a coaching session a serious or even life-threatening mental health or physical health issue, advise them that the situation is outside your scope of skills and credentials and encourage or assist them to seek professional help as soon as possible.

ACSM Guidelines

Prior to starting a *vigorous* exercise program, it is recommended that moderate or high-risk individuals (see definitions below) see a doctor or have exercise testing before participation. Vigorous exercise is the equivalent of running or walking faster than 4 mph (6.5 kph).

Prior to starting a *moderate* exercise program, only high-risk individuals are recommended to see a physician. Moderate exercise is the equivalent of brisk walking at 3–4 mph (4.6–6.5 kph) or an activity that can be sustained for about 45 minutes.

Heart Disease Risk Factors (from ACSM Guidelines for Exercise Testing and Prescription, 8th edition, 2009)

Family history	Myocardial infarction, coronary revascularization, or sudden death before 55 yr of age in father or other male first-degree relative, or before 65 yr of age in mother or other female first-degree relative

Cigarette smoking	Current cigarette smoker or those who quit within the previous 6 months or exposure to environmental tobacco smoke
Sedentary lifestyle	Not participating in at least 30 min of moderate intensity (40%–60% $\dot{V}O_2R$) physical activity on at least 3 days of the week for at least 3 months
Obesity	Body mass index (BMI) ≥30 kg·m² *or* waist girth >102 cm (40 inches) for men and >88 cm (35 inches) for women
Hypertension	Systolic blood pressure ≥140 mm Hg and/or diastolic ≥90 mm Hg, confirmed by measurements on at least two separate occasions, *or* on antihypertensive medication
Dyslipidemia	Low-density lipoprotein (LDL-C) cholesterol ≥130 mg·dL⁻¹ (3.37 mmol·L⁻¹) *or* high-density lipoprotein (HDL-C) cholesterol <40 mg·dL⁻¹ (1.04 mmol·L⁻¹), *or* on lipid-lowering medication. If total serum cholesterol is all that is available, use ≥200 mg·dL⁻¹ (5.18 mmol·L⁻¹)
Pre-diabetes	Impaired fasting glucose (IFG) = fasting plasma glucose ≥100 mg·dL⁻¹ (5.50 mmol·L⁻¹) but <126 mg·dL⁻¹ (6.93 mmol·L⁻¹) *or* Impaired glucose tolerance (IGT) = 2-hour values in oral glucose tolerance test (OGTT) ≥ 140 mg·dL⁻¹ (7.70 mmol·L⁻¹), but <200 mg·dL⁻¹ (11.00 mmol·L⁻¹) confirmed by measurements on at least two separate occasions

ACSM Risk Classification

Low Risk

Asymptomatic men (<45) and women (<55) who have ≤1 heart-disease risk factor

Moderate Risk

Asymptomatic men (≥45) and women (≥55) who have ≥2 heart-disease risk factors

High Risk

Individuals who have known cardiovascular, pulmonary, or metabolic disease, *or* have one or more signs and symptoms from the following list:

Sign or Symptom	Clarification/Significance
Pain, discomfort (or other anginal equivalent) in the chest, neck, jaw, arms, or other areas that may result from ischemia	One of the cardinal manifestations of cardiac disease, in particular coronary artery disease Key features *favoring an ischemic origin* include: • *Character:* Constricting, squeezing, burning, "heaviness" or "heavy feeling" • *Location:* Substernal, across midthorax, anteriorly; in one or both arms, shoulders; in neck, cheeks, teeth; in forearms, fingers in interscapular region • *Provoking factors:* Exercise or exertion, excitement, other forms of stress, cold weather, occurrence after meals Key features *against an ischemic origin* include: • *Character:* Dull ache; "knifelike," sharp, stabbing; "jabs" aggravated by respiration • *Location:* In left submammary area; in left hemithorax • *Provoking factors:* After completion of exercise, provoked by a specific body motion
Shortness of breath at rest or with mild exertion	Dyspnea (defined as an abnormally uncomfortable awareness of breathing) is one of the principal symptoms of cardiac and pulmonary disease. It commonly occurs during strenuous exertion in healthy, well-trained persons and during moderate exertion in healthy, untrained persons. Nevertheless, it should be regarded as abnormal when it occurs at a level of exertion that is not expected to evoke this symptom in a given individual. Abnormal exertional dyspnea suggests the presence of cardiopulmonary disorders, in particular left ventricular dysfunction or chronic obstructive pulmonary disease.
Dizziness or syncope	Syncope (defined as a loss of consciousness) is most commonly caused by a reduced perfusion of the brain. Dizziness and, in particular, syncope *during* exercise may result from cardiac disorders that prevent the normal rise (or an actual fall) in cardiac output. Such cardiac disorders are potentially life-threatening and include severe coronary artery disease, hypertrophic cardiomyopathy, aortic stenosis, and malignant ventricular dysrhythmias. Although dizziness or syncope shortly *after* cessation of exercise should not be ignored, these symptoms may occur even in healthy persons as a result of a reduction in venous return to the heart.
Orthopnea or paroxysmal nocturnal dyspnea	Orthopnea refers to dyspnea occurring at rest in the recumbent position that is relieved promptly by sitting upright or standing. Paroxysmal nocturnal dyspnea refers to dyspnea, beginning usually 2–5 hours after the onset of sleep, which may be relieved by sitting on the side of the bed or getting out of bed. Both are symptoms of left ventricular dysfunction. Although nocturnal dyspnea may occur in persons with chronic obstructive pulmonary disease, it differs in that it is usually relieved after the person relieves himself or herself of secretions rather than specifically by sitting up.
Ankle edema	Bilateral ankle edema that is most evident at night is a characteristic sign of heart failure or bilateral chronic venous insufficiency. Unilateral edema of a limb often results from venous thrombosis or lymphatic blockage in the limb. Generalized edema (known as anasarca) occurs in persons with the nephrotic syndrome, severe heart failure, or hepatic cirrhosis.
Palpitations or tachycardia	Palpitations (defined as an unpleasant awareness of the forceful or rapid beating of the heart) may be induced by various disorders of cardiac rhythm. These include tachycardia, bradycardia of sudden onset, ectopic beats, compensatory pauses, and accentuated stroke volume resulting from valvular regurgitation. Palpitations also often result from anxiety states and high cardiac output (or hyperkinetic) states, such as anemia, fever, thyrotoxicosis, arteriovenous fistula, and the so-called idiopathic hyperkinetic heart syndrome.
Intermittent claudication	Intermittent claudication refers to the pain that occurs in a muscle with an inadequate blood supply (usually as a result of atherosclerosis) that is stressed by exercise. The pain does not occur with standing or sitting, is reproducible from day to day, is more severe when walking upstairs or up a hill, and is often described as a cramp, which disappears within 1–2 minutes after stopping exercise. Coronary artery disease is more prevalent in persons with intermittent claudication. Patients with diabetes are at increased risk for this condition.
Known heart murmur	Although some may be innocent, heart murmurs may indicate valvular or other cardiovascular disease. From an exercise safety standpoint, it is especially important to exclude hypertrophic cardiomyopathy and aortic stenosis as underlying causes because these are among the more common causes of exertion-related sudden cardiac death.
Unusual fatigue or shortness of breath with usual activities	Although there may be benign origins for these symptoms, they also may signal the onset of, or change in the status of cardiovascular, pulmonary, or metabolic disease.

The health section of an assessment addresses areas and conditions that may or may not warrant medical clearance. This section may also illustrate other issues, such as:

- The need for a referral to a health professional
- An exercise program recommendation with specific limitations on exercise selections
- The initial type of exercise program recommended (e.g., no strength training, only aerobic conditioning)

MENTAL HEALTH RISKS

It is also important to consider whether clients have significant emotional or mental health risks that would impair their ability to move forward in a coaching relationship. Remember that coaching is distinct from counseling or therapy. While traditionally a psychologist or therapist works to understand how the past is affecting and influencing the present to help clients heal emotional wounds, resolve problems, or process undigested life issues, a coach works in the present, helping the client define goals and create a new future.

When to Refer Clients

Although coaches do not diagnose mental health risks, they should know what to look for to make appropriate referrals to a psychologist, therapist, or physician for consultation. The following indicators are examples only and not all inclusive (see Appendix B at the end of this chapter for additional mental health indicators):

- **Depression:** Clients who are not eating or sleeping in a normal pattern, such as not sleeping or sleeping all of the time, have lost their appetite, or are binge eating may be showing signs of clinical depression and may need to be referred to their physicians.
- **Eating disorders:** Clients who have lost a great deal of weight without surgery and/or medication, and continue to do so when advised it will be harmful to their health (anorexia), exercise beyond their normal physical capacity, or continue to gain and/or lose 20–30 pounds without stabilizing their weight may be showing signs of an eating disorder and may need to be referred to their physicians.
- **Substance abuse:** Clients who display unusual behaviors, such as acting out or violent outbursts, that are uncharacteristic of their usual behaviors may be showing signs of substance abuse, including steroid use, and may need to be referred to their physicians.
- **Anxiety disorders:** Clients who suffer from panic attacks, claustrophobic behavior, or shortness of breath may be showing signs of anxiety disorders and may need to be referred to their physicians.

Honor Your Intuition and the Client

If you have a sense that a client should seek further medical attention or needs resources beyond your expertise, respectfully yet candidly express your concern. If the client then chooses not to engage with additional resources, it is recommended that you terminate the coaching relationship until the client has received the appropriate assistance.

Be Professional and Build a Network

It is valuable to build relationships with highly respected therapists and therapist groups in your area. You can then refer clients to professionals whom you know and respect. This may also lead to cross-referrals and business-building. If you don't have the ability to make such a referral directly, always recommend that clients see their primary care physicians for a referral (be sure to document the date and time that you make such recommendations in case it comes up later). If you seek advice about a client that you believe has a mental health problem, be sure to follow the Health Insurance Portability and Accountability Act (HIPAA) rules (privacy of personal health information), taking full precautions not to share the client's name or any revealing personal information.

DISCUSSING A WELL-BEING ASSESSMENT

The first coaching session with a client is an opportunity for establishing trust and rapport (see Chapter 2), confirming your sense of things based on any assessments that may have been completed ahead of time and determining the readiness or energy level of the client for change. It should never be assumed that assessments completed ahead of time reveal the whole story or reflect how the client will be feeling when the first coaching conversation finally takes place. Also, mistakes or misinterpretation of questions can sometimes occur when filling out forms. Confirming important items that might be significant in working toward a client's vision or checking in on items that don't seem

to add up based on other comments in a coaching conversation is wise.

That's why it's so important for coaches to practice mindfulness and to be in the moment with clients (see Chapter 2), rather than be fixated on the results of an assessment. Assessments are helpful as guides; they become hurtful when they introduce an agenda that triggers a client to become resistant.

First, Establish Trust and Rapport

As discussed in Chapter 2, it is crucial to establish trust and rapport with clients at the outset of every coaching session; this is especially true at the outset of the first coaching session. Coach and client are unknown to each other, apart from materials exchanged ahead of time, so it is essential for coaches to put clients at ease and to bring them into their confidence through:

- Holding them in positive regard
- Expressing empathy
- Slowing down
- Listening with full attention
- Allowing them to formulate and find their own answers
- Honestly sharing observations
- Under-promising and over-delivering
- Being humble in sharing information and advice
- Honoring confidentiality

Then, Connect With What's Alive

Thank the client for completing an assessment(s), and get a sense of their experience and learning from assessments. Ask the client to share any feelings, issues, or questions he or she may have in the wake of the assessment(s). Pay attention to the emotional charge as well to the underlying needs so that you can offer an empathy reflection in reply (see Chapter 5). Be sure the client feels heard and respected on an emotional level before moving on.

"What's alive for you right now?" is the operative question. Regardless of how they may have rated and prioritized things at the time of the assessment(s), coaches work with clients in the moment. Things may have shifted between then and now, for any number of reasons (including the taking of the assessment(s) themselves). It's the job of the coach to remain open to the presenting energy and issues of the client, rather than to show up with an agenda for the coaching session (however grounded that may be in the assessments). The aim is to flow and co-construct things with the client, rather than to wear the expert hat of teacher or adviser.

Use AI to Discover Client Successes, Strengths, Frameworks, and Wishes

The best way to discuss an assessment is to use the information gleaned from the assessment to make powerful, client-specific, strength-based inquiries in a way that will assist clients to know themselves and to move forward in the direction of their desired future (see Chapter 4). By asking clients open-ended questions about their successes, strengths, frameworks, and wishes, you will not only learn more about their priorities and what they want to focus on at this time, you will also elevate their readiness and energy for change. Clients are used to taking assessments that reveal flaws that need to be repaired; it is refreshing when assessments are used to reveal strengths that need to be reinforced.

That is the work and shift of masterful coaching. It is all about paying attention to and building on the energy clients show up with for coaching. When their energy is low (whether physically, mentally, emotionally, or spiritually), appreciative empathy can bring new energy. When their energy is high, appreciative inquiry can assist them to get or stay inspired. Either way, discovering client successes, strengths, frameworks, and wishes that are grounded in reality as revealed by the assessment(s) and by what they have to say now, in the moment, will enable clients to develop a vision and to design appropriate actions.

Discover Preferred Client Learning Modes and Styles

People learn best in different ways. More than 80 learning-style models have been developed and another book would be needed to do them justice. The Myers Briggs and DISC assessments, to mention only two of the more popular (see below), reveal learning styles and are among the models to consider. While there is considerable criticism of the validity of learning style models and assessments by psychologists and psychometricians, there is no dispute that we can observe individual preferences in learning styles. Take weight loss, for example. Some prefer to learn from books, some want a close personal mentor such as a personal trainer, some enjoy online self-help programs or online social networks, some value a local live group discussion or class format, some seek out competitions, while others do best when they go away for an intensive learning week with experts.

One of the ICF Core Coaching Competencies relates to learning style: "Demonstrates respect for client's perceptions, learning style, personal being." Apart from such respect, it's not possible for clients to connect

with coaches in ways that promote their learning and growth. As we discuss a Well-Being Assessment with clients, it's important to notice the language and approaches they use for indications of their preferred learning modes and styles. We can then better come alongside clients in the process of enabling them to more rapidly and successfully acquire new knowledge and skills. Learning modes and styles that are used widely include the following:

Learning Modes

- **Aural learners:** Clients who learn best by listening would rather listen to someone speak than read information or see illustrations. They prefer to take in information by ear. Self-help audiotapes or podcasts may be ideal.
- **Visual learners:** Clients who learn best by seeing illustrations would rather look at drawings, video clips, or other visual media. They may not absorb or remember information given without a visual component.
- **Print learners:** Clients who learn best by reading prefer to see the written word. Articles, books, and Websites are good resources. Print learners are often note takers (see below).
- **Verbal learners:** Clients who are articulate and like to talk learn best by speaking. It is helpful to have these clients repeat key information and instructions. This helps them internalize and remember, especially if they are not note takers.
- **Interactive learners:** Clients who learn best by exchanging ideas do best in live groups or with a trainer/educator, including a coach. These clients want to talk and stay actively involved in the process. Suggest that these clients discuss your coaching sessions with other trusted people to reinforce the positive effects.
- **Kinesthetic learners:** Clients who learn best kinesthetically prefer to use movement and psychomotor skills. They would enjoy, for example, performing exercises with you watching in person or via web camera. They need to feel their legs bending at 90 degrees during a squat. They also benefit from role-playing situations, such as how to "just say no" to offers of second helpings of cake.
- **Tactile learners:** Clients who learn best tactilely prefer hands-on activities. They like to handle objects or put things together physically. They like to feel the weight of a dumbbell when talking about the appropriate weight to use

for an exercise, for example. They enjoy being creative in using hands-on activities, such as posting their food log on the refrigerator or using a pedometer (which they touch and open to gauge progress).

Learning Styles

- **Note taker:** Note takers learn best when they write or type information, goals, and instructions, rather than having it done for them or given to them. Writing the information themselves helps them think it through, absorb it better, and remember it better. It gives them a more active role.
- **Detail oriented:** These clients may use any of the above modes for learning, but what sets them apart is the amount of detail they require. They want to understand "why" as well as "what" and "how." They are often intelligent, highly educated, and in a detail-oriented profession.
- **Holistic:** These clients don't want detail and will be bored by it. They want a sense of the whole—how it all fits together. They are often visual or kinesthetic learners.
- **Affective:** These clients are people oriented and focused on emotions and involvement with others. They respond to exploring their own attitudes and those of others as a means to learning. Rather than starting with a concept, start with an example that involves emotions or other people and then work on the concept. These clients often put others ahead of themselves and need to be encouraged to nurture themselves.
- **Observer:** These clients like to watch and listen, and may take a while before interacting easily with you. Don't be discouraged if they seem passive. Ask, "Do you learn best just taking things in?" Take small steps drawing them out so they may become independent learners with time.
- **Self directed:** These clients will take the ball and run with it. They like to be in charge of their decisions and actions, and will sometimes take over the coaching session. They want options and information before being questioned about the direction they want to take. They like doing their own research, so point them in the right direction and let them go. Frequently ask them what they learned. By telling you, they'll reinforce it in their own minds and behavior.

- **Thinker:** These clients rely on reason and logic. They like to analyze and evaluate concepts and ideas. They are intelligent, independent, and like to challenge ideas they don't think have merit. They want coaches who match their intellectual level.

IMPORTANT!

Don't be afraid to ask clients directly about their preferred learning modes and styles. A direct question, such as, "What do you know about how you learn best?" can generate a treasure trove of growth-promoting value. Although some clients won't have any idea, others will be able to tell you specifically what works for them. Be responsive to what you learn and go with what works when it comes to promoting client learning and growth.

Note that some learners may need a variety of learning modalities employed for the same information and plenty of repetition. Other learners may consider repetition a time waster; they may seem impatient or easily irritated when you repeat, especially if they are note takers. Be sensitive to how clients are responding.

ADDITIONAL ASSESSMENTS FOR COACHING

The sample Well-Being Assessment in Appendix A at the end of this chapter provides a template for an assessment for health, fitness, and wellness coaches. There are, however, numerous other health-risk appraisals used in corporate health promotion programs that also provide a useful starting point. There are also many other assessments that coaches use initially, or during the coaching relationship, to support the client in creating greater self-awareness. The following list includes eight assessments that coaches have used and have found helpful in their work with clients:

1. VIA Signature Strengths Questionnaire—no training required (www.authentichappiness. com)

    Used in Chapter 10 to assist coaches to identify their own signature strengths, the Values-in-Action (VIA) Signature Strengths Questionnaire is a free 240-question assessment, hosted by the University of Pennsylvania, which measures and reports 24 character strengths in rank order. The site also hosts numerous other free assessments of optimism and mental health.

2. Clifton StrengthsFinder—no training required (www.strengthsfinder.com)

    Developed and sponsored by the Gallup organization, this fee-based assessment measures and reports strengths in rank order using a 34-theme schema. The tool is a favorite of the business community because it provides ideas for action that connect talent development with performance improvement (Buckingham and Clifton, 2001).

3. Wellness Inventory—training required (www. wellnessinventory.net)

    This online Wellness Inventory is a whole person assessment program based on the work of wellness pioneer John W. Travis, MD, MPH.

4. The Energy Wizard—no training required (www.energizeforsuccess.com)

    This online, 40-question assessment, developed by Gloria Silverio, MA, measures energy level and provides suggestions for maximizing energy.

5. Mayo Clinic Health Tools (www.mayoclinic. com/health/HeathToolsIndex/HealthTools Index)

    The Mayo Clinic Web site contains a variety of health management tools and assessments.

6. The Quality of Life Inventory—training available but not required (www.pearsonassess ments.com/tests/qoli.htm)

    This is a brief but comprehensive assessment that provides a profile of strengths and problems in 16 areas of life, such as love, work, health, and play.

7. DISC—training required (www.ttidisc.com/ ourproducts.php)

    DISC (Dominance, Influence, Steadiness, Compliance) is a four quadrant behavioral model that examines the behavior of individuals in their environment or within a specific situation. DISC looks at behavioral styles and preferences.

8. Enneagram—training required (www.ennea graminstitute.com)

    A system of nine interrelated personality types that can be useful for self-discovery. The Enneagram is diagrammed as a nine-point star within a circle. Each point corresponds to one personality type. Three are body-based types,

three feeling-based types, and three thinking-based types.

9. Myers Briggs Type Indicator—training required (www.myersbriggs.org)

One of the most widely used and highly respected measures of personality preferences. It identifies individual preferences in terms of four pairs of opposing preferences: Extroversion-Introversion, Sensing-Intuition, Thinking-Feeling, and Judging-Perceiving.

REVIEW AND DISCUSSION QUESTIONS

1. What is the benefit of asking a client to complete an assessment prior to the first coaching session?

2. Describe the steps to take in reviewing a well-being assessment.

3. When reviewing an assessment, what is the value in looking first for strengths and areas for celebration?

4. During an initial coaching conversation, how does one best approach the client with information gleaned from an assessment?

5. What is the potential impact of making assumptions about a client?

6. How might a client's stage of change impact the first coaching session?

7. What is a medical "red flag"?

8. List three physical health "red flags" that would require a referral to a health professional or a physician's release.

9. List three mental health "red flags" that would prompt you to refer your client to a therapist.

10. Name three types of learning styles and explain how a client might learn best for each style.

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APPENDIX A

SAMPLE WELL-BEING ASSESSMENT

This assessment addresses the following eight categories, as well as the importance, readiness, and confidence in each category:

- Energy
- Sleep and Stress Management
- Life Satisfaction
- Life Balance
- Weight
- Exercise
- Nutrition
- Health Issues

ENERGY

Often/Sometimes/Rarely/Never: In a typical work-day, my energy is high, I am vigorous, and I am able to perform at my best.

Often/Sometimes/Rarely/Never: When not working, my energy is high, I am vigorous, and I am able to perform at my best.

ENERGY BOOSTERS—I experience the following energy boosters in my life:

- **Y/N**   Healthy sleep
- **Y/N**   Regular exercise
- **Y/N**   Healthy eating habits
- **Y/N**   Stress management, relaxation, or fun activities
- **Y/N**   Maintaining healthy weight
- **Y/N**   Maintaining good physical health
- **Y/N**   Healthy mindset
- **Y/N**   Healthy work relationships
- **Y/N**   Healthy family and personal relationships
- **Y/N**   Healthy finances
- **Y/N**   Job satisfaction
- **Y/N**   Spiritual activities and practices
- **Y/N**   Other—describe _____

ENERGY DRAINS—I experience the following energy drains in my life:

- **Y/N**   Poor or insufficient sleep
- **Y/N**   Too little exercise
- **Y/N**   Unhealthy eating habits
- **Y/N**   Stress
- **Y/N**   Weight management issues
- **Y/N**   Physical health issues
- **Y/N**   Pessimism or emotional issues
- **Y/N**   Work relationship issues

- **Y/N**   Family or relationship issues
- **Y/N**   Financial issues
- **Y/N**   Job issues
- **Y/N**   Lack of spirituality
- **Y/N**   Other—describe _____

Readiness for Change: My **readiness** to make changes or improvements in my energy level (circle one):

- A. No present interest in making a change
- B. Plan a change in the next 6 months
- C. Plan to change this month
- D. Recently started doing this
- E. Already do this consistently (for more than 6 months)

High/Medium/Low: My **confidence** in my ability to make a positive change regarding my energy level.

High/Medium/Low: My **priority** for making change in the area of energy.

SLEEP AND STRESS MANAGEMENT

Sleep

Often/Sometimes/Rarely/Never: I get 7–8 hours of sleep at night.

Stress

Often/Sometimes/Rarely/Never: Minor problems throw me for a loop.

Often/Sometimes/Rarely/Never: I find it difficult to get along with people I used to enjoy.

Often/Sometimes/Rarely/Never: Nothing seems to give me pleasure anymore.

Often/Sometimes/Rarely/Never: I am unable to stop thinking about my problems.

Often/Sometimes/Rarely/Never: I feel frustrated, impatient, or angry much of the time.

Often/Sometimes/Rarely/Never: I experience feelings of tension and anxiety.

Yes/No: I am coping well with my current stress load.

Often/Sometimes/Rarely/Never: During the past month, I have accomplished less than I would like in my work or other daily activities as a result of emotional issues, such as feeling depressed or anxious.

Often/Sometimes/Rarely/Never: During the past month, my physical health or emotional issues have interfered with my normal social activities with family, friends, neighbors, or groups.

Yes/No: I have suffered a personal loss or misfortune in the past year. (For example: a job loss, disability, divorce, separation, or the death of someone close to you.) If more than one loss or misfortune, indicate number: _____

Yes/No: I have friends and/or family with whom I can share problems and get help if needed.

Feelings

Often/Sometimes/Rarely/Never: I feel calm and peaceful.

Often/Sometimes/Rarely/Never: I have a lot of energy.

Often/Sometimes/Rarely/Never: I am a happy person.

Often/Sometimes/Rarely/Never: I take the time to relax and have fun daily.

Often/Sometimes/Rarely/Never: I feel downhearted or blue.

Often/Sometimes/Rarely/Never: I feel worthless, inadequate, or unimportant.

Readiness for Change: My **readiness** to make changes or improvements in my stress level (circle one):

    A. No present interest in making a change
    B. Plan a change in the next 6 months
    C. Plan to change this month
    D. Recently started doing this
    E. Already do this consistently (for more than 6 months)

High/Medium/Low: My **confidence** in my ability to make a positive change regarding my stress level.

High/Medium/Low: My **priority** for making change in the area of stress.

LIFE SATISFACTION

Often/Sometimes/Rarely/Never: I feel a strong sense of purpose in life.

Often/Sometimes/Rarely/Never: I feel a deep satisfaction or joy in my life.

Often/Sometimes/Rarely/Never: I feel grateful and appreciative for what I have.

Often/Sometimes/Rarely/Never: I am satisfied with my job.

Often/Sometimes/Rarely/Never: I feel optimistic about the future.

Readiness for Change: My **readiness** to make changes or improvements in my life satisfaction (circle one):

    A. No present interest in making a change
    B. Plan a change in the next 6 months
    C. Plan to change this month
    D. Recently started doing this
    E. Already do this consistently (for more than 6 months)

High/Medium/Low: My **confidence** in my ability to make a positive change regarding my life satisfaction.

High/Medium/Low: My **priority** for making change in the area of my life satisfaction.

LIFE BALANCE

Often/Sometimes/Rarely/Never: I maintain a comfortable balance between work, family, friends and self.

The area that I would most like to have more time for is:

    _____ **Work**
    _____ **Family**
    _____ **Friends**
    _____ **Self**

Readiness for Change: My **readiness** to make changes or improvements in my life balance (circle one):

    A. No present interest in making a change
    B. Plan a change in the next 6 months
    C. Plan to change this month
    D. Recently started doing this
    E. Already do this consistently (for more than 6 months)

High/Medium/Low: My **confidence** in my ability to make a positive change regarding my life balance.

High/Medium/Low: My **priority** for making change in the area of my life balance.

WEIGHT

HEIGHT in inches (without shoes): _____

WEIGHT in pounds (without shoes):

    _____ Current
    _____ 1 year ago
    _____ 2 years ago
    _____ 5 years ago
    _____ 10 years ago

BMI (Calculated by coach using charts on next 2 pages): _____

18.5–24.9	Normal
25.0–29.9	Overweight
>30.0	Obese

WAIST MEASUREMENT in inches: _____

(>40 inches for men, or >35 inches for women indicates increased disease risks)

I have utilized the following weight-management program(s) in the last 10 years: (Describe)

Readiness for Change: My **readiness** to make changes or improvements in my weight (circle one):

   A. No present interest in making a change
   B. Plan a change in the next 6 months
   C. Plan to change this month
   D. Recently started doing this
   E. Already do this consistently (for more than 6 months)

High/Medium/Low: My **confidence** in my ability to make a positive change regarding my weight.

High/Medium/Low: My priority for making change in the area of my weight.

BMI TABLE 1

For BMI greater than 35, see BMI Table 2.

TABLE 7.1

To use the table, find the appropriate height in the left-hand column labeled Height. Move across to a given weight (in pounds). The number at the top of the column is the BMI at that height and weight. Pounds have been rounded off.

BMI	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Height (inches)								Body Weight (pounds)									
58	91	96	100	105	110	115	119	124	129	134	138	143	148	153	158	162	167
59	94	99	104	109	114	119	124	128	133	138	143	148	153	158	163	168	173
60	97	102	107	112	118	123	128	133	138	143	148	153	158	163	168	174	179
61	100	106	111	116	122	127	132	137	143	148	153	158	164	169	174	180	185
62	104	109	115	120	126	131	136	142	147	153	158	164	169	175	180	186	191
63	107	113	118	124	130	135	141	146	152	158	163	169	175	180	186	191	197
64	110	116	122	128	134	140	145	151	157	163	169	174	180	186	192	197	204
65	114	120	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210
66	118	124	130	136	142	148	155	161	167	173	179	186	192	198	204	210	216
67	121	127	134	140	146	153	159	166	172	178	185	191	198	204	211	217	223
68	125	131	138	144	151	158	164	171	177	184	190	197	203	210	216	223	230
69	128	135	142	149	155	162	169	176	182	189	196	203	209	216	223	230	236
70	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243
71	136	143	150	157	165	172	179	186	193	200	208	215	222	229	236	243	250
72	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	258
73	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	265
74	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272
75	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279
76	156	164	172	180	189	197	205	213	221	230	238	246	254	263	271	279	287

www.nhlbi.nih.gov/guidelines/obesity/bmi_tbl.htm

BMI TABLE 2

TABLE 7.2																			

To use the table, find the appropriate height in the left-hand column labeled Height. Move across to a given weight. The number at the top of the column is the BMI at that height and weight. Pounds have been rounded off.

BMI	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Height (inches)									Body Weight (pounds)										
58	172	177	181	186	191	196	201	205	210	215	220	224	229	234	239	244	248	253	258
59	178	183	188	193	198	203	208	212	217	222	227	232	237	242	247	252	257	262	267
60	184	189	194	199	204	209	215	220	225	230	235	240	245	250	255	261	266	271	276
61	190	195	201	206	211	217	222	227	232	238	243	248	254	259	264	269	275	280	285
62	196	202	207	213	218	224	229	235	240	246	251	256	262	267	273	278	284	289	295
63	203	208	214	220	225	231	237	242	248	254	259	265	270	278	282	287	293	299	304
64	209	215	221	227	232	238	244	250	256	262	267	273	279	285	291	296	302	308	314
65	216	222	228	234	240	246	252	258	264	270	276	282	288	294	300	306	312	318	324
66	223	229	235	241	247	253	260	266	272	278	284	291	297	303	309	315	322	328	334
67	230	236	242	249	255	261	268	274	280	287	293	299	306	312	319	325	331	338	344
68	236	243	249	256	262	269	276	282	289	295	302	308	315	322	328	335	341	348	354
69	243	250	257	263	270	277	284	291	297	304	311	318	324	331	338	345	351	358	365
70	250	257	264	271	278	285	292	299	306	313	320	327	334	341	348	355	362	369	376
71	257	265	272	279	286	293	301	308	315	322	329	338	343	351	358	365	372	379	386
72	265	272	279	287	294	302	309	316	324	331	338	346	353	361	368	375	383	390	397
73	272	280	288	295	302	310	318	325	333	340	348	355	363	371	378	386	393	401	408
74	280	287	295	303	311	319	326	334	342	350	358	365	373	381	389	396	404	412	420
75	287	295	303	311	319	327	335	343	351	359	367	375	383	391	399	407	415	423	431
76	295	304	312	320	328	336	344	353	361	369	377	385	394	402	410	418	426	435	443

www.nhlbi.nih.gov/guidelines/obesity/bmi_tbl2.htm

EXERCISE

I engage (how many) *days per week* in each of the following (indicate number of days):

_____ **Aerobic exercises**—At least 20 minutes of **vigorous intensity** activity (fitness walking, cycling, jogging, swimming, aerobic dance, active sports) (3 or more days desirable) **OR** at least 30 minutes of **moderate intensity** activity (5 or more days desirable).

_____ **Strength exercises**—At least 10 minutes of strength-building exercises (such as sit-ups, push-ups, or use strength-training equipment) (2–3 days desirable)

_____ **Flexibility or stretching exercises**—At least 5 minutes to improve flexibility of your back, neck, shoulders, and legs (3 days desirable)

I currently have the following **limitations on physical activity,** if any (e.g., injuries, illnesses, medical conditions):

I previously had the following **limitations on physical activity,** if any, over the last 5 years:

Readiness for Change: My **readiness** to make changes or improvements in my level of exercise (circle one):

    A. No present interest in making a change
    B. Plan a change in the next 6 months
    C. Plan to change this month
    D. Recently started doing this
    E. Already do this consistently (for more than 6 months)

High/Medium/Low: My **confidence** in my ability to make a positive change regarding my level of exercise.

High/Medium/Low: My **priority** for making change in the area of exercise.

NUTRITION

Often/Sometimes/Rarely/Never: I eat a full breakfast each day.

Often/Sometimes/Rarely/Never: I eat "junk" snack foods between meals (e.g., chips, pastries, candies, ice cream, cookies).

Often/Sometimes/Rarely/Never: I eat **high fat** food (such as hamburgers, hot dogs, bologna, steaks, sour cream, cheese, whole milk, eggs, butter, cakes, pastries, ice cream, chocolates, fried foods, and many fast foods).

Often/Sometimes/Rarely/Never: I eat **low fat** food (such as lean meats, skinless poultry, fish, skim milk, low fat dairy products, fruit desserts, vegetables, pasta, legumes [peas and beans]).

Often/Sometimes/Rarely/Never: I consume trans fats. (Commonly listed as "partially hydrogenated vegetable oil" on food labels)

Often/Sometimes/Rarely/Never: I eat **refined grain** (such as white bread, rolls, regular pancakes and waffles, white rice, typical breakfast cereals, typical baked goods).

Often/Sometimes/Rarely/Never: I eat **whole grain** (such as whole grain bread, brown rice, oatmeal, whole grain or high-fiber cereals).

Often/Sometimes/Rarely/Never: I eat 5 servings of **fruits and vegetables** daily.

Often/Sometimes/Rarely/Never: I drink eight 8-ounce glasses of **water** daily (8 desirable).

Often/Sometimes/Rarely/Never: I drink **non-diet soft drinks** daily.

Often/Sometimes/Rarely/Never: I drink (how many) **alcoholic drinks per weekday** (1 ounce liquor, 12 ounces liquor, 12 ounces beer, 4 ounces wine): _____ (enter number of alcoholic drinks per weekday).

Often/Sometimes/Rarely/Never: I drink (how many) **alcoholic drinks per weekend day** (1 ounce liquor, 12 ounces liquor, 12 ounces beer, 4 ounces wine): _____ (enter number of alcoholic drinks per weekend day).

Readiness for Change: My **readiness** to make changes or improvements in my nutrition (circle one):

    A. No present interest in making a change
    B. Plan a change in the next 6 months
    C. Plan to change this month
    D. Recently started doing this
    E. Already do this consistently (for more than 6 months)

High/Medium/Low: My **confidence** in my ability to make a positive change regarding my nutrition.

High/Medium/Low: My **priority** for making change in the area of nutrition.

HEALTH ISSUES

True or False: In general, **my overall health** is excellent.

BLOOD PRESSURE:

    _____ **Systolic** (high number) (<120 desirable)
    _____ **Diastolic** (low number) (<80 desirable)

Blood Lipids (Fasting):

    _____ **Total cholesterol** (<200 desirable)
    _____ **HDL** (good cholesterol) (>40 men, >50 women desirable)
    _____ **LDL** (bad cholesterol) (<130 desirable)
    _____ **Triglycerides** (<150 desirable)

BLOOD GLUCOSE (FASTING):

    _____ **Glucose (<100 desirable)**

Yes/No: I have a **primary care doctor** whom I see regularly.

The approximate date of my **last physical exam:** _____

Women—Check all that apply:

    _____ I am currently pregnant.
    _____ I had PAP smear within the last 13 months.
    _____ I had mammogram within the last 12 months.
    _____ I practice monthly breast self-exams for lumps.

Men—Check all that apply:

_____ I had a prostate exam within the last 12 months.

_____ I practice monthly testicle self-exam for lumps.

Often/Sometimes/Rarely/Never: I use drugs or medicines (include prescription and nonprescription) that treat depression, affect my mood, help me relax, or help me sleep.

In my immediate family there is a history of the following:

_____ Colorectal cancer

_____ Breast cancer

_____ Depression

_____ Diabetes

_____ Coronary heart disease, heart attack, or coronary surgery before age 55 in men, before age 65 in women

_____ High blood pressure

_____ High blood cholesterol

_____ Suicide

PERSONAL HEALTH HISTORY—A doctor informed me that I currently have the following health problems:

Y = Yes and is not under control
C = Yes and taking medication or is under control
N = Not applicable

Y/C/N Asthma or lung disorder

Y/C/N Bowel polyps or inflammatory bowel disease

Y/C/N Cancer, other than non-melanoma skin cancer

Y/C/N Chronic bronchitis or emphysema (COPD)

Y/C/N Coronary heart disease, congestive heart failure, angina, heart attack, or heart surgery

Y/C/N Depression (mental illness)

Y/C/N Diabetes (high blood sugar)

Y/C/N High blood pressure (140/90 or higher)

Y/C/N High blood cholesterol (200 or higher)

Y/C/N Sciatica or chronic back problem (musculo-skeletal)

Y/C/N Stroke or restricted blood flow to head or legs

Y/C/N Arthritis

CURRENT SYMPTOMS—I have had the following within the last month:

_____ Chest pain or discomfort, frequent palpitations, or fluttering in the heart

_____ Unusual shortness of breath

_____ Unexplained dizziness or fainting

_____ Temporary sensation of numbness or tingling, paralysis, vision problem, or light-headedness

_____ Frequent urination and unusual thirst

_____ Frequent back pain

_____ Trouble sleeping

Often/Sometimes/Rarely/Never: I have had bodily pain during the past month. If so, describe:

I have **missed (how many days) from work** due to illness or injury during the last 6 months: _____

Often/Sometimes/Rarely/Never: During the past month, I have had difficulty doing work or other regular activities as a result of my physical health.

Often/Sometimes/Rarely/Never: I smoke, or use smokeless, tobacco. If so, describe:

Readiness for Change: My **readiness** to make changes or improvements in my health (circle one):

A. No present interest in making a change

B. Plan a change in the next 6 months

C. Plan to change this month

D. Recently started doing this

E. Already do this consistently (for more than 6 months)

High/Medium/Low: My **confidence** in my ability to make a positive change regarding my health.

High/Medium/Low: My **priority** for making change in the area of health.

APPENDIX B

MENTAL HEALTH INDICATORS

FEELINGS

The following questions are about how you have been feeling during the past 4 weeks. For each question, please select the one answer that comes the closest to the way you have been feeling, using a scale of 1 to 5:

1. None of the time
2. A little of the time
3. Some of the time
4. A good bit of the time
5. All of the time

How much of the time during the past 4 weeks . . .

a. Have you felt calm and peaceful?
b. Did you have a lot of energy?
c. Have you been a happy person?
d. Did you take the time to relax and have fun daily?
e. Have you felt downhearted or blue? (If you answer 3 or higher, please complete the depression evaluation.)
f. Have you felt worthless, inadequate, or unimportant? (If you answer 3 or higher, please complete the depression evaluation.)

DEPRESSION EVALUATION

For the table below, use the following:				
A = none or little of the time; B = some of the time; C = most of the time; D = all of the time.				
Over the past 2 weeks, how often have you:	**A**	**B**	**C**	**D**
Been feeling low in energy, or slowed down?				
Been blaming yourself for things?				
Had a poor appetite?				
Had difficulty falling asleep, or staying asleep?				
Been feeling hopeless about the future?				
Been feeling blue?				
Been feeling no interest in things?				
Had feelings of worthlessness?				
Thought about or wanted to commit suicide?				
Had difficulty concentrating or making decisions?				

APPENDIX C

PHYSICIAN MEDICAL RELEASE FOR HEALTH, FITNESS, OR WELLNESS COACHING

Patient Name: **Birth Date:**

Phone: **Email:**

Please complete the following and state any contraindications or specific recommendations for your patient to participate in a health/fitness/wellness coaching program, including physical activity. The coaching program follows evidence-based guidelines for physical activity, nutrition, and weight management, developed by the American College of Sports Medicine (www.acsm.org).

Primary Risk Factors (check all that apply):

❑ Family History of Cardiovascular Disease

❑ Tobacco Use within the previous 6 months

❑ Hypertension

❑ Elevated Cholesterol

❑ Body Mass Index of 30 or greater

❑ Sedentary Lifestyle

Physician Recommendations and other Patient Information:

_____

_____

Based on my current patient information my recommendations for the Wellcoaches wellness coaching program is (check one):

____is cleared and can participate without restriction.

____is not cleared and cannot participate at this time.

____is cleared with the following restrictions:

_____

_____

Physician's Signature Date

Physician Name: _____

Phone: _____   **Email:** _____

Clinic address: _____

VISION, PLANNING, AND GOALS

Margaret Moore, Bob Tschannen-Moran, Pam Schmid, Gloria Silverio, Erika Jackson, and Walter Thompson

> "Goals are dreams with deadlines."
>
> **—DIANA SCHARF HUNT**

AFTER READING THIS CHAPTER, YOU WILL BE ABLE TO:

- Discuss health, fitness, and wellness planning as an important life skill
- Discuss why we set goals
- Describe the power of accountability and goals
- Define SMART goals
- Proficiently set 3-month and weekly behavioral goals
- Identify how to track and measure client progress
- Discuss and follow goal guidelines

> Through goal setting, we turn visions and intentions into actions and reality.

Realistic and inspiring plans also provide the framework for people to improve their health, fitness, and wellness. Wellcoaches has designed and refined a visioning, planning, and goal-setting process for coaches to use with clients. This process is well suited to the journey toward mastery of health and well-being. Not only does it assist clients to establish new life habits and make behavior changes that last, clients also learn life skills that enable change. Coaches assist clients in developing well-conceived plans through the development of a compelling vision—one that beckons strongly—3-month goals designed to lead to that vision, and weekly behavioral goals that generate steady yet incremental progress. Each will be considered in turn.

INTRODUCTION TO HEALTH, FITNESS, AND WELLNESS PLANNING

There are few human endeavors that succeed without investing the time and effort to develop realistic and inspiring plans. In the workplace, planning is the basis for forward progress, change, and transformation. Accordingly, planning and goal setting are among the ICF Core Coaching Competencies (see Chapter 2).

THE IMPORTANCE OF A COMPELLING VISION

After coaches and clients have a good sense of each other (see Chapter 7) and have developed trust and rapport (see Chapter 2), it's time for coaches to assist clients to articulate and develop a compelling vision of

their desired future self. That is the foundation for planning. It provides the energy that moves clients forward in the stages of change (see Chapter 3). It is the key that unlocks the door to self-efficacy and self-esteem when it comes to health, fitness, and wellness.

We have already written extensively about the use of appreciative inquiry (AI) in the development of such visions (see Chapter 4). By connecting clients with their best experiences, core values, and generative conditions, it becomes easier for clients to see their way forward to a target that beckons. At their best, such visions are:

- Grounded (Building on Current Success)
- Bold (Stretching the Status Quo)
- Desired (What People Truly Want)
- Palpable (As If They Were Already True)
- Participatory (Involving Many Stakeholders)

A compelling vision identifies what people want, rather than what they don't want. It's hard to see and feel the absence of something; in contrast, it's hard to ignore and resist the presence of something. This holds true for wellness and every other area of life. Wellness is not the absence of disease or the opposite of illness; wellness is rather the presence of well-being and the culmination of life and health-giving practices. Consider, for example, building on the following descriptions of wellness from the *Complete Idiot's Guide to Wellness* (2002):

- Wellness is the quality or state of being in good health or one's best possible health, especially as an actively sought goal.
- Wellness is the condition of good physical and mental health, especially when maintained by proper diet, exercise, and life habits.
- Wellness is the mastery of one's well-being—physical, mental, emotional, and spiritual—through regular practice of healthful behaviors
- An effective wellness program should encompass dietary, exercise, stress management, and health maintenance/disease prevention strategies.

Such descriptions excite people, especially when they become personalized descriptions of what people believe they can do and be in the longer term (6 months, 1 year, 2 years, 5 years, etc.). Successful coaching programs begin at this place, discovering through appreciative inquiries and reflections the longer-term values, outcomes, behaviors, motivators, strengths, and structures that clients want to realize through coaching. Each represents an essential part of a wellness vision:

- Values (Who do I want to be?)
- Outcomes (What results do I want to achieve?)
- Behaviors (What activities do I want to do consistently?)
- Motivators (Why does this matter a lot to me, right now?)
- Strengths (What strengths, talents, and abilities will I draw upon?)
- Challenges (What challenges will I overcome?)
- Supports (What support team and structures will I put in place?)

As we have learned from appreciative inquiry (Chapter 4) and positive psychology (Chapters 6 and 12), avoid analyzing the causes of obstacles, barriers, setbacks, and challenges as though they were deficits to be fixed or problems to be solved. This can generate a downward spiral of increasing discouragement and resistance. It is better to assist clients to generate new possibilities for meeting and overcoming challenges by staying positive, appreciating strengths, brainstorming alternatives, and mobilizing resources (Table 8.1). It is empowering for clients when coaches communicate confidence in their ability to move forward.

In the early stages of change, where challenges loom large and may appear overwhelming, it's especially important to express empathy for client feelings and needs (Chapter 5) as well as certainty that they have what it takes to succeed (Chapter 6). This will both validate clients and reconnect them with their capacity for change and growth; it will shift the conversation in a positive direction. In the later stages of change, after clients already have a measure of self-efficacy, clients will need to brainstorm and plan action strategies, including approaches to tackle emerging challenges that will be easier to handle given the higher level of self-efficacy. At any point in the stages of change, challenges approached with a "can do" attitude and an appreciative eye can be effectively outgrown or masterfully faced as clients learn to "sense and connect with a future possibility that is seeking to emerge" (Scharmer, 2007, p. 8).

EXAMPLES OF VISIONS

Visions are best written in the present tense, as if they are already happening, and in the client's voice. A complete wellness vision statement might sound something like this:

- "I am strong, lean, and 20 pounds lighter, shopping for cute, attractive new clothes for my attractive body. I am happy, with lots of energy to do whatever I feel like doing. My health is better and I am open, more patient, and social. My motivators are feeling and looking great with bountiful energy. I also want to be around

TABLE 8.1.	Steps to Assist Clients in Developing a Compelling Vision
Describe a Vision	A vision is a compelling statement of who you are and what health-promoting, life-giving behaviors you want to do consistently.
First Picture	Tell me what your vision looks like. Paint me a picture. What would you look and feel like at your ideal level of wellness? What kind of person do you want to be when it comes to your health, fitness, or wellness? (Clarify until it's reasonably succinct.)
Key Elements	What are the most important elements in your vision? If you keep these in mind, will they power you forward and help you stay on track?
Best Experiences	What have been your best experiences to date with the key elements of your vision, times when you felt alive and fully engaged? Tell one or two stories, in detail.
Core Values	Without being modest, what do you value most about your life? What values does your wellness vision support?
Motivators	What makes this vision really important to you? Why do you really want to reach this vision? What good will come from your doing so? (Give examples of powerful motivators.)
Gap	How large is the gap between where you are today and your wellness vision? Clarify Point A (starting point) and B (client's dream) for vision.
Confidence	On a scale of 0–10, with 10 being really confident and 0 being no confidence, how confident are you that you can close this gap and realize your vision?
Challenges	What significant events do you anticipate having to deal with on the way to reaching your vision? (Generate multiple possibilities and express empathy.) What concerns you most?
Strengths	What strengths can you draw on to help you realize your vision and meet your challenges? How can the lessons from your successes in life carry over to your current challenges?
Supports	What people, resources, systems, and environments can you draw on to help you realize your vision and meet your challenges?
Strategies	What strategies may be effective to help you realize your vision and meet your challenges? (Brainstorm and clarify multiple possibilities before focusing.)
Summarize and Confirm	So, I'm hearing that your vision includes . . . (Summarize values, outcomes, motivators, strengths, supports, and strategies). Is that correct?
Ready, Confident, and Committed	Sounds as though you've come up with a vision which will work for you. How ready, confident, and committed are you to take the first steps toward your vision?

a long time for my parents, nieces, and nephews. When I face challenges, such as getting too busy, discouraged, overwhelmed, or stressed out, I pause, collect myself, and take doable steps to get back on track. Healthy eating, exercise, and handling stress well are important to me and within my grasp. Through ongoing, intentional, realistic planning, I achieve my goals and realize my wellness vision."

Other examples of vision statements:

- My *wellness vision* is that I have healthy eating habits and set a good example for my children.

- My *health vision* in the next year is to improve my health, in particular I have lower total cholesterol and a lower risk of heart disease.
- My *fitness vision* in the next 6 months is that I exercise regularly so that I am delaying aging and preserving my ability to function well in my older years.
- My *wellness vision* in the next 6 months is that I have reversed my trend of steady weight gain and I look better, feel younger, and wear stylish clothes.
- My *fitness vision* is that I am 10 pounds lighter, and I feel youthful, attractive, and will look good in a bathing suit when I'm 40.

- My *fitness vision* is that I have plenty of strength and stamina so that I play energetically with my grandchildren.
- My *wellness vision* is that I am in charge of my health and feel greater well-being and contentment.
- My *health vision* is that I am a nonsmoker (for good) and live life to the fullest.

The more clients connect with their values and motivators, the more successful they will be in casting a compelling vision. Some examples include:

- Feeling more energetic and alert
- Improving mental focus and productivity
- Feeling more confident
- Improving self-image and self-esteem
- Having peace of mind
- Being more balanced
- Feeling in control
- Feeling more relaxed or less anxious/stressed
- Looking more attractive to my significant other
- Looking better in my clothes
- Being healthier so that I can prevent disease
- Being healthier so that I can manage disease
- Delaying aging
- Setting a good example for my children
- Setting a good example for my significant other
- Being stronger so that I can play with my children with less risk of injury
- Having more stamina so that I can cope with my busy life
- Increasing my strength so that I can improve my golf game (tennis, bicycling, etc.)
- Improving my balance and coordination
- Sleeping better so that I have more energy
- Improving my mood and/or reducing depression
- Decreasing my risk of injury
- Preparing for a big event such as a marathon, triathlon, or bike ride
- Decreasing my risk or reoccurrence of:
  - high cholesterol
  - heart disease and heart attacks
  - overweight or obesity
  - brittle bones (osteoporosis)
  - high blood pressure
  - stroke
  - early death
  - depression
  - diabetes
  - injuries
  - low back pain
  - cancer
  - tobacco use
  - substance abuse
  - poor functionality in old age

BEHAVIORAL GOALS MAKE VISIONS REAL

The field of goal setting has been thoroughly researched by Locke and Latham. To summarize a small section of their opus, *Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey* (Locke & Latham, 2002): Goals affect performance through four mechanisms. First, goals serve a directive function; they direct attention and effort toward goal-relevant activities and away from goal-irrelevant activities. Second, goals have an energizing function. High level goals lead to greater effort than low level goals. Third, goals affect persistence. When participants are allowed to control the time they spend on a task, hard goals prolong effort (LaPorte & Nath, 1976). Fourth, goals affect action indirectly by leading to the arousal, discovery, and/or use of task-relevant knowledge and strategies (Wood & Locke, 1990).

As we have seen, compelling visions incorporate the outcomes and behaviors that clients desire to achieve. When clients first start coaching, they usually know more about what they want (the outcomes) than about how they are going to get there (the behaviors). For example, they may say their goals are to lose weight, improve stress management, lower blood pressure, or experience more life satisfaction. These are outcome goals and they have their place, primarily in the context of the vision statements. They reflect feelings, needs, values, and desires that can motivate and sustain behavior change. In and of themselves, however, outcome goals do not lead to behavior change.

> A key factor in assisting clients to change their behaviors is to set behavioral goals.

DON'T FORGET . . .

Motivation alone, without a clear fitness, health, or wellness plan, does not propel clients into action and often withers in the face of adversity. With a clear plan, however, clients know what to do to achieve their desired outcomes and to make their vision a reality. Such plans include behavioral goals that:

DON'T FORGET . . . *(continued)*

- Enable clients to think about and identify the specific actions and behaviors they want to do next in working towards their vision, answering the question, "Now what?"
- Enable clients to measure progress against their initial baseline behaviors, which are often forgotten (see Tracking and Measuring Outcomes Progress and Setting Outcomes Baselines later in this chapter)
- Enable clients to measure the overall success of their coaching program
- Enable coaches to measure success. Having evidence-based data is critical for establishing efficacy as well as credibility, not only in one's coaching practice, but also in the consumer and healthcare communities.

Effective, behavioral goals:

- Are **S**pecific, **M**easurable, **A**ction-based, **R**ealistic, and **T**ime-lined (or SMART—see below)
- Break down large goals into incremental goals that are scaled appropriately to a person's stage of change (see Chapter 3)
- Include only one measurable behavior per goal
- Have intrinsic value and are not imposed from the outside
- Address environmental factors, including one's support team and other systems that impact their successful implementation
- Evolve as the reality of the client's experience unfolds and each week progresses. Trial and correction, not trial and error, represents the coaching framework for action planning.

IMPORTANT!

As indicated in the Transtheoretical Model (see Chapter 3), behavioral goals must be scaled appropriately to a person's stage of change. Moving too quickly into action planning, particularly with clients in the early stages of change, will ultimately prove counterproductive. Until clients are ready, willing, and able to take action, it is important for coaches to stay in listening mode and to assist clients to develop "thinking about," "feeling about," or "learning about" goals that will increase their readiness to change in a particular area. Examples of such goals, drawn from the Transtheoretical Model (TTM), appreciative inquiry (AI) and motivational interviewing (MI) (Chapters 3–5), include:

- Remembering the best experiences one has had with health, fitness, and wellness
- Identifying the core values that govern one's life
- Noticing one's energy in different environments
- Thinking about and writing down the components of a wellness vision
- Learning about the things that improve health, fitness, and wellness
- Weighing the pros and cons of change vs. staying the same
- Thinking about the importance of making a change
- Imagining what it would feel like to be in perfect health

DON'T FORGET . . .

It is important and valuable to track outcomes over time (e.g., blood pressure, weight, stress levels, increase in bone density, quantitative ratings of stress coping, positive self-talk, peace of mind) to demonstrate, as well as to document, that the behavioral goals are making a difference in helping clients achieve the desired results. If clients have not achieved their goals satisfactorily, new behavioral goals may need to be set.

THREE-MONTH BEHAVIORAL GOALS

Assisting clients to develop a set of 3-month behavioral goals is an excellent first step. Goals with a 3-month timeframe are medium-term goals during which time clients can start, learn, and hopefully maintain a new set of behaviors. A 3-month timeframe is short enough to provide a sense of urgency for weekly goal setting, allowing clients to mobilize their motivation around realistic and meaningful actions and outcomes.

When working with clients to define their 3-month goals, make sure to ask them what they want to be doing consistently 3 months from now in each of the physical or mental wellness areas they included in their vision. Specific, manageable, behavioral goals should be always directly linked to a client's vision. For example, if clients want to lose weight, ask what behaviors they want to be doing consistently that will enable them to achieve the outcome of weight loss.

It is appropriate and helpful to check progress toward 3-month goals on a regular basis (at least monthly). This will enable the coaching conversation to consider modifying the 3-month goals and/or renegotiating the start date if the goals are not challenging enough, are too difficult at this stage, or if a major disruption has emerged.

Examples of three-month behavioral goals that support desired outcomes:

- *Behavioral Goal:* I will do three 30-minute sessions of walking each week, at 60–70% of my maximal heart rate, with my friend Jane.

    Desired Outcome: Increase cardiovascular health so that I don't die prematurely.
- *Behavioral Goal:* I will purchase fresh fruits and vegetables at least weekly and I will eat at least 2 vegetables and 2 fruits every day.

    Desired Outcome: Lose weight so that I have more energy and feel more youthful.
- *Behavioral Goal:* I will do two 20-minute strength-training sessions per week at the gym.

    Desired Outcome: Increase bone density so that I reduce my risk of osteoporosis.
- *Behavioral Goal:* I will write in my journal each evening three things that happened that day for which I am grateful and share them with my wife.

    Desired Outcome: Increase my peace of mind so that I reduce my blood pressure.

IMPORTANT!

New Year's resolutions are examples of "outcome" goals (e.g., "I want to lose 10 pounds or get fit."). Without the "behavioral" piece, including the necessary action steps, clients are not likely to be successful. Indeed, studies indicate that 60% of all people who make New Year's resolutions do not achieve them on their first attempt. For such clients, goal setting may appear to be a recipe for failure. Clients who have been disappointed in this way may be hesitant to set goals at all. Teaching clients to break down their "outcome" goals into specific, manageable, "behavioral" steps makes success more likely. It is important for clients to understand that it is harder to climb the whole mountain on the first attempt than to climb to a visible way station on the way to reaching the summit.

WEEKLY BEHAVIORAL GOALS

Weekly goals enable clients to take small, manageable steps toward their 3-month goals. Achieving these stepping stones is often a breakthrough in building a client's confidence.

It is typically valuable to set between three and five goals per week. It is also effective for clients to have goals in two to three areas (including fitness, nutrition, weight, stress/mental game, life, and health risks) so that they are working on several new behaviors that complement each other and support their vision.

IMPORTANT!

It is important that clients stretch slightly beyond their comfort zone each week to experience the increased sense of self-efficacy that comes from successfully going beyond their perceived limits. Keep in mind that each client is different. Your job as coach is to learn how much each client is capable of doing—and then to challenge him or her accordingly. Work with clients to set goals that can be reached at least 60% of the time. If goal achievement is less than 60%, the goals may be too ambitious. Similarly, if goal achievement is consistently more than 80%, the goals may not be sufficiently ambitious. Use your intuition and sense of things to dance with clients in setting appropriate goals that will move them into flow.

Clients experience flow (see Chapter 6) when their goals dynamically balance both challenge and skill. That's the zone we want clients to enter, as often as possible, while working on their goals. The zone is that place that is neither too hard nor too easy, but rather perfectly suited for client learning, growth, and success. Because client potential is often more than they recognize, don't be afraid to consider goals to which clients exclaim, "No way!" Clients appreciate being called to go beyond what they're imagining.

To assist clients to move into this zone more frequently, encourage them to not use the words "try," "may," or "maybe." It's better to get clients to speak confidently of what they will do, even to the point of framing behavioral goals in the present tense, as if they were already fully true. This can positively shape client self-image and goal accomplishment.

Be sure clients understand that they may turn away from any challenge or goal. It is always their choice. If they seem intrigued by a behavioral goal, but intimidated by the challenge, encourage them to make a counterproposal that is more comfortable. Your job as the coach is to find the balance between challenging clients to do more than they think they can do, while encouraging a scaling back of goals that are out of reach. Perceptive listening is a great strategy to use in this situation and with goal setting in general (see

Chapter 2). It will often promote pro-change talk, explore ambivalence, and set the groundwork to obtain a commitment (see Chapter 5).

BEHAVIORAL GOALS ARE SMART GOALS

As indicated earlier, behavioral goals should be SMART goals:

- **S**pecific
- **M**easurable
- **A**ction-based (behaviors)
- **R**ealistic
- **T**ime-lined

> A SMART goal is one that the client is fully in charge of accomplishing through specific steps.

Assisting clients to be **specific** about the actions and behaviors they will engage in to reach their vision will increase their level of success. Being specific about the details of *how and when* is crucial because it gives clients a **timeline** in which to accomplish the goal. (It is like the difference between putting something on your schedule now versus "getting around to it" when there is time.) Creating **measurable** goals identifies when success is attained.

Break down the vision into **actions** or **behaviors** that clients want to be doing on a consistent basis in three months. Each week, co-construct with clients new incremental steps that will assist them to move closer and closer to their 3-month goals. Remind clients early and often that gradual change leads to permanent change.

Realistic goal setting is essential to client success. If the goal is realistic, success will follow. Quick wins and victories are important. Being successful at achieving one goal helps clients move forward with other goals. Success builds self-efficacy and self-esteem (see Chapter 6). Nothing hinders the change process more than setting unrealistic, unachievable goals.

Examples of SMART weekly goals include:

- I will substitute applesauce for butter on my toast or bagel for breakfast five times next week.
- I will increase my water intake from two glasses to four glasses a day by drinking a glass of water mid-morning and mid-afternoon.
- I will eat dessert one time this week on Saturday night and savor it slowly. Comments: I want to reduce the number of desserts I eat.

- I will listen to music for 45 minutes on Friday night to relax.
- I will do a strength-training routine of five exercises (listed on my personal Web site) on Tuesday at 6:30 am and Saturday at 10 am. Comments: I will use 8-pound dumbbells, and do 12 reps with a 15 second rest between each exercise.
- I will lose one pound this week by meeting my exercise and nutrition goals above. (Outcome goals—like losing weight—can be included as long as they are clearly tied to enabling SMART exercise and nutrition goals.)

SMART goals can also be cognitive (thinking) or affective (feeling):

- I will define and list 3 of my top motivators for my priority goals for next week.
- I will make a list of the pros and cons for losing weight on Tuesday night before I go to bed.
- For 2 days this week (Tuesday and Thursday), I will log my thoughts and emotions when I eat.

Examples of SMART 3-month goals with a first week's goal include:

- *Three-month goal:* I will walk three times a week for 30 minutes.
  First week: I will walk 15 minutes on Monday and Friday this week.
- *Three-month goal:* I will eat five servings of fruits and vegetables 5 days a week.
  Comment: I am eating an average of one serving now.
  First week: I will eat an apple with my lunch 3 days (M-W-F) this week.

Examples of poorly designed goals that are missing key SMART goal guidelines include:

- I am going to increase my water intake this week. (Increase it to what? How often? When?)
- I am going to eat fewer desserts. (What is the behavior he or she will be doing? How many desserts will he or she eat this week and when?)
- I am going to relax more on the weekend. (What does more mean? What are the behaviors or actions he or she will be doing to relax?)
- I am going to lose 5 pounds this week. (What are the behaviors needed to get there? This is an outcome goal without the supporting behavioral goals.)
- Table 8.2 illustrates how poorly written goals can be turned into SMART goals.

TABLE 8.2.   Good and Bad Examples of Goals

Poorly Written Weekly Goals	Well Written Weekly SMART Goals
Do more cardiovascular exercise at the gym.	Walk on treadmill for 20 minutes at a minimum heart rate of 70%, 3 days this week.
Susan will walk four times per week, lift two times per week, and have her shake once per day. Susan and I will keep in contact with one another to make sure she stays on track with her goals.	1. I will walk four times per week for 30 minutes at 6:30 pm. 2. I will strength train on Monday and Wednesday, after work, for 40 minutes. 3. I will email my coach on Friday to provide an update on my progress.
Food shopping to prepare healthier snacks.	Make a grocery list and shop on Saturday morning for two healthy snacks per work day. Comments: Healthy snacks will be fruit, yogurt, or energy bar
Keep water at work desk and remember to drink it. Consume more water with meals.	Drink 4 glasses of water at work each day. (Under comments, put reminder notes, ideas for prompting, or other ideas.)
Cut back on diet sodas.	I will drink 8 glasses of water each day. Comments: This will help me reduce my intake of soda from 8 per day to 1 per day.
Get to the gym whether I feel like it or not.	I will go to the gym on Monday at 6:30 pm. Comments: If I feel resistant, I will say my Wellness Vision out loud three times.
Be more aware of how much sugar I eat.	One day this week, I will write down and track each dessert or sweet I eat.
Cut back on white bread.	Four days this week, I will eat whole wheat toast for breakfast.
Eat more protein.	I will note in my journal the servings of protein I eat 2 days this week. Comment: My coach will send me an article on portion sizes.
I will be less stressed.	Each workday at 3:00 pm, I will take an afternoon tea break.
Increase cardiovascular exercise.	Walk 5 days a week, for 30 minutes a day.
Follow a good diet so that I'll feel better.	Eat 2 fruits and 3 vegetables, 5 days per week.
Eat fast food less often.	Bring lunch to work 5 days a week.
I want to drink more water.	Drink 8 glasses of water, 5 days a week.
I want to develop a strength routine to be strong and healthy.	Complete a strength-training routine using 10–20 exercises, targeting all my major muscle groups, for 20 minutes at least 2 days each week.
Continue to notice when I am getting stressed.	Reduce my overall level of stress 9/10 to a 6/10 by doing 15 minutes of relaxation 5 days a week. Comments: Listen to music or stretch.
Lose 20 pounds.	Lose 10–12 pounds by exercising 4 days per week by following my nutrition and exercise goals above. (Note: Here the outcome goal—weight loss—is tied to behavioral goals that have reasonable potential to enable the outcome.)

THE ROLE OF BRAINSTORMING IN GOAL SETTING

Brainstorming, the rapid generation of possibilities, is an essential coaching skill and a fundamental part of generative moments in coaching (see Chapter 9). It is a time for coaches and clients to co-generate a wide variety of possible goals for consideration. For brainstorming sessions to be most effective, it's important to:

- Clarify the topic
- Clarify the output (what's being generated)
- Defer judgment
- Encourage bold, even wild ideas
- Build on what others say
- Be visual and specific
- Go for quantity
- Do it fast

Although brainstorming can be used at any point during coaching sessions, it becomes particularly important in the goal-setting process. Brainstorming enables clients to develop creative approaches and their best plans before implementation. After multiple possibilities are generated (a good range is 6–10) clients can explore each one to determine which are the most inspirational and feasible.

IMPORTANT!

Setting goals without brainstorming can cut short opportunities for both client motivation and success.

THE IMPORTANCE OF MOTIVATION IN GOAL SETTING

As clients explore the most inspirational and feasible behavioral goals, it's important to tie those goals back to the client's reasons for change, which underlie their health, fitness, or wellness visions.

Understanding the reasons behind the goals helps clients stay on track. For example, if a client wants to lose 10 pounds, ask how it's connected to the vision of his or her best self. (e.g., "You want to lose 10 pounds because. . . ?") Once the reasons are pinned down, explore whether the motivator is strong enough to keep him or her on track, (e.g., "Is this enough to get you to the finish line? Will this reason keep you on track to make the necessary changes?")

It is important to help the client identify reasons that are strongly positive motivators. We all have different motivators and certain prompts can bring that

motivator to mind. For some, the motivator might be "wanting to play with my grandchildren." In this case, posting a photo of the grandchildren on the refrigerator may help. For many, an eating log may motivate them to make conscious choices, instead of eating mindlessly or in reaction to emotions.

Others may identify a fear motivator, such as meeting someone who lost her eyesight from diabetes, or having relatives who died of heart disease. Keeping a picture of full health in mind can be a powerful motivator. Clients can breathe life into the motivator by creating a picture that they can summon later.

IMPORTANT!

Listen attentively for the use of words like obstacles, barriers, setbacks, risks, or challenges. Explore what they mean by those words and what will enable them to move forward to achieve their goals, not just immediately, but also in the long term. Stay focused on solution and possibility.

You can assist clients in meeting their goals by asking questions such as:

- Why do you want to accomplish this goal? What is important to you about this goal? What results are you looking for?
- What have been your best experiences in accomplishing goals like this in the past?
- What values would be represented by your accomplishing this goal?
- For whom do you want to make this change? (Be sure it's for themselves and not someone else.)
- What structures and supports could assist you to be successful with this goal?
- Do you think this goal is scaled appropriately, with just the right amount of challenge?

Measuring Client Confidence

It is important to assess a client's confidence in his or her ability to meet a goal. A good method to use is a confidence scale: *What is your confidence level, on a scale of 0 to 10, for achieving this goal?* (see Chapter 5). Explore why he or she did not pick a lower number or what it would take to generate a higher number.

A good rule of thumb is that if clients pick 6 or lower on the confidence scale, they likely are not confident enough to succeed. In that case, you may need to re-evaluate the goal, make changes, and design strategies so that clients will feel confident in their ability to achieve it.

Measuring Goal Importance

To assess if clients are ready, willing, and able to change, it is essential to determine how important a goal is to them. Ask: *How would you rate the importance of this goal on a scale of 0 to 10?* Explore why they did not pick a lower number and what it would take to generate a higher number (see Chapter 5).

If clients are not ready for change, express empathy and acceptance, and explore the conditions that would generate to readiness so that they recognize them when they arrive.

THE POWER OF ACCOUNTABILITY IN GOAL SETTING

Accountability means monitoring and giving an account of what was done, what happened, what worked, what didn't work, and what one wants to do differently in the future. When such accountability comes into the coaching conversation, discussing what has been accomplished in objective rather than judgmental terms, clients often become empowered to reach their goals more consistently and effectively.

> To be accountable means that clients commit to giving an account—what they did, what happened, what worked, what didn't work, and what they want to do differently next time.

When it comes to health, fitness, and wellness, people are generally accountable only to themselves—and that often isn't enough especially in the early stages of change. With such isolation and anonymity, it's easy for motivation, diligence, and follow-through to slip. Building in accountability helps ensure that clients remain on track.

IMPORTANT!

Accountability is not the same as pestering or nagging. It is rather a welcome conversation that includes reviewing a client's best experiences with goal accomplishment and designing new behavioral goals for the future. In the complete absence of judgment, accountability is an empowering conversation that provides structure, measurement, and support, without being an unhappy experience for the client. The key is to keep it light without failing to raise important topics.

To be effective, it's important for coaches not to get attached to an outcome. We are not the client's boss or parent. We are also not responsible for the results, which belong solely to and are evaluated by the client. The client not only finds most of the answers, but also owns the goals. If clients detect any hint that their coach is prescribing the goal, they may feel as though their coach is "checking up" on them. Resistance will then inevitably result (see Chapter 5). At its best, accountability feels like a positive process, stimulating motivation and generating action.

ASSESSMENT OF BEHAVIORAL GOAL ACHIEVEMENT

Assessment of 3-month and weekly behavioral goal achievement is central to the coaching process. It is important to explore both how clients feel about their progress, as well as the progress itself.

DON'T FORGET . . .

When reviewing goals each week, it's best to start by asking about the things that went well and the lessons that were learned. Clients should always be asked to concentrate on what they accomplished (rather than what they did not accomplish). Encourage reframing in positive terms, even when progress has seemingly not been made. For example, "Unfortunately, I put butter on my toast or bagel for breakfast four times this week," can be reframed as "Twenty percent of the time, I successfully achieved my goal of substituting applesauce for butter on my toast or bagel for breakfast five times this week." By reframing goal accomplishment in positive terms and by asking positive questions, coaches empower clients to move forward (see Chapter 4). Examples of such questions include:

- What was your best experience with your goals in the past week?
- What percentage of achievement did you reach for this goal (e.g., 100%, 75%, 50%, or 10%)?
  - What contributed to this level of success?
  - What kept it from being lower?
  - What could have made it higher?
- What do you like about this goal?
- What did you learn from this experience?
- What challenges did you face along the way?
- Do you think this goal is too ambitious, too cautious, or just right?
- When you think about this goal, what feelings does it stimulate and what needs does it meet?

- If you were to set a new, more ambitious goal, what would it be?
- On a scale of 0–10, how confident are you in your ability to sustain this behavior for the foreseeable future? (Explore why they did not pick a lower number and what it would take to generate a higher number.)

TRACKING AND MEASURING OUTCOMES PROGRESS

It is important not only to elicit qualitative feedback regarding client progress, but also to track outcomes delivered by establishing new behaviors in objective, measurable terms. The establishment of a variety of baseline measurements is an invaluable tool that can be used to:

- Assist clients in tracking progress over time on selected outcomes (e.g., reduced weight or inches lost, improved life balance, better peace of mind, or increased fitness)
- Motivate clients toward achieving their goals
- Provide important group-outcome data for your practice or for the field of coaching as a whole.

It is important that your clients use a variety of baseline measurements and tracking techniques. A combination of several tracking approaches is best because, in a given period, one measure may change while another may not. Your clients will be more motivated if they see positive changes in at least one type of measurement.

Over time, it is important to monitor which combination of tracking techniques will best assist your client in achieving success. During their initial sessions, ask your clients which approaches they would prefer and discuss which measurements they would like to track. It is best to start out agreeing on a few effective measurements and adjust measurements over time, as motivation increases.

The following summarizes a range of baseline measurements and tracking techniques for each major health, fitness, and wellness topic.

SETTING OUTCOMES BASELINES

To determine baselines and tracking approaches, it's important to take into account:

- Type of program the client wants to pursue
- Current physical condition of client (e.g., sedentary, mildly active, athletic)
- Client's age
- Client's health history

Weight Management

To monitor weight management, clients may choose among weekly scale weighing, biweekly recording of body measurements, biweekly noting of clothing fit (as belts get tightened a notch or jeans fit more loosely), and monthly BMI or waist/hip ratio calculations.

Scale weighing is popular because most clients want to see the pounds go down, even though a scale is not an accurate measurement of body fat and body composition changes. Be sure clients understand that the scale weight will not always directly correspond to their efforts, and that fluctuations can be caused by water retention and other factors.

If clients want an accurate body-fat percentage assessment, they can visit a reputable health club and use the method the club prefers. They can also purchase scales that measure body fat through electrical impedance. Either way, clients should use the same method consistently over time.

Another way to monitor success is to record those lifestyle habits and behaviors that assist people to maintain a healthy weight over time. For example, eating five fruits and vegetables per day, eating breakfast, exercising 5 days a week, and taking 10,000 steps per day have been associated with sustained weight loss.

Measuring baseline activity levels with a pedometer within the first few weeks of a program can help determine what realistic 3-month goal is appropriate in reaching toward the recommended 10,000 steps each day. Recording those steps in a daily log can give clients a sense of progress and forward movement even in weeks when their weight does not go down.

Fitness

To establish fitness baselines and monitor fitness progress, clients may want to work with a certified personal trainer or health club to assess their fitness levels and/or prescribe an exercise program from that assessment. Physical activity guidelines from the American College of Sports Medicine and the American Heart Association can also be found at www.acsm.org. Clients can learn about these recommended minimum standards and guidelines for physical activity as well as tips for meeting them. Establishing a realistic plan for success based on current fitness levels or behaviors can then be designed.

Of course, everyone is encouraged to get approval from their physicians before beginning an exercise program and coaches should only work within their scope of practice. Whether clients choose to get their physician's approval or not, knowing and sharing the ACSM guidelines, as well as the risk factors requiring a medical release before exercise (see Chapter 7 on

Client Assessment) are critical in setting goals in this area with clients.

The following materials can be helpful resources for fitness professionals and can also be purchased at the ACSM Web site:

- ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities
- ACSM's Guidelines for Exercise Testing and Prescription, Eighth Edition
- ACSM's Resources for the Personal Trainer
- ACSM's Health-Related Physical Fitness Assessment Manual
- ACSM's Resources for Clinical Exercise Physiology: Musculoskeletal, Neuromuscular, Neoplastic, Immunologic and Hematologic Conditions

The following materials can be helpful resources for clients and professionals and can also be purchased at the ACSM Web site:

- ACSM's Action Plan for Arthritis
- ACSM's Action Plan for Diabetes
- ACSM's Action Plan for Menopause
- ACSM's Action Plan for Osteoporosis
- ACSM Fitness Book, Third Edition

Nutrition

Simply knowing the recommended guidelines for healthy eating can assist clients to determine a realistic plan and changes to current baseline behaviors to meet these guidelines. The USDA's Web site www.mypyramid.gov is a great resource that allows clients to determine caloric and nutritional needs based on their height and weight with ideas for smart choices within all food groups. These recommendations come from the 2005 Dietary Guidelines for Americans, released by the US Department of Agriculture and US Department of Health and Human Services in January 2005 (see resources). Examples of baseline and follow-up measurements are:

- Recording specific foods in his or her diet (high fat, high calorie)
- Recording the numbers of servings of fruits and vegetables or servings from any one of the other food groups each day
- Tracking daily water intake levels
- Completing periodic food logs

Referrals to a registered and licensed dietitian can be helpful for clients desiring specific menus or for establishing dietary needs in special populations. Coaches can then assist clients in following the recommendations by helping them develop an inspired behavioral plan that works for them.

Stress Management

Stress management is an important issue for many clients. Finding the right technique to track and demonstrate progress over time will help clients achieve success in this area. Baseline stress measurements must be as objective as possible. Examples include:

- Recording in a log high-stress activities or stressful situations encountered throughout the day
- Recording the antecedents (triggers) that appear to accompany high-stress situations, as well as the consequences, such as loss of sleep and anger
- Adopting a simple and effective way of tracking stress levels (daily or hourly), such as using a scale of 0–10 (low stress to high stress)

Health Risks

Ask clients to obtain and record baseline measurements related to their health issues (e.g., diabetes, hypertension, and high blood cholesterol). Encourage clients to log changes over time. Examples include:

- Changes in blood pressure readings at the same time each week
- Changes in blood cholesterol readings every 2–3 months
- Resting Heart Rate at the same time each week (count the number of beats for 60 seconds before rising in the morning)
- Changes in blood sugar level readings at recommended intervals

Subjective Self-Reporting on Life Goals

During the first session, discuss with clients which life goals they wish to track. Connect the life goals to the client's vision. Develop a scale of 0 to 10 (10 being the highest) for tracking progress. Take a baseline assessment in the first session regarding:

- Peace of mind
- Energy levels
- Self-esteem
- Enjoyment of life
- Productivity
- Sleep patterns
- Confidence or feeling in control

Example of baseline and tracking approaches for life goals:

I will plan and participate in three activities each week that have a "fun quotient" of at least 8. Comments: "Fun quotient" is on a scale of 0–10 with 10 being the most fun.

PUTTING IT ALL TOGETHER

To summarize, the purpose of setting goals is to help clients translate health, fitness, and wellness visions into realistic behavioral action steps to improve self-efficacy, increase potential for success, and learn the life skill of developing and implementing health, fitness, and wellness plans (Table 8.3).

DON'T FORGET . . .

Important points to remember when reviewing goals during coaching sessions include:

1. Help clients set goals that are neither too challenging nor too easy on a week-to-week basis. If goal achievement is consistently less than 60%, the goals may be too ambitious. If consistently greater than 80% achievement, the goals may not be sufficiently ambitious to be engaging. Play with this to help clients get into the flow zone.

2. When reviewing weekly goals, start by asking clients about their best experiences with their goals.
3. Encourage the client to quantify the percent of goal achievement, rather than the percent of goal failure.
4. Ask for details about what worked to make the goal successful (e.g., what they liked, how they felt)
5. Ask what they learned in striving toward the goal.
6. When things didn't go as planned, ask clients what they could have done differently or if the goal is still important. This might lead to a generative moment (see Chapter 9).
7. Check on progress toward three-month goals and revisit the health, fitness, and wellness vision at least once per month.
8. If the client's circumstances change significantly, revisit and revise the 3-month and weekly goals to fit with the new circumstances. (You may even need to revisit and revise the vision.)

TABLE 8.3.   Goals Guidelines

1. Three-month goals are the new behaviors clients wish to be doing consistently in 3 months that help them progress closer to their vision. Setting weekly goals enables clients to make small, manageable steps toward 3-month goals. Determining and achieving these stepping stones often lead to a breakthrough in building a client's confidence.

2. Brainstorm possibilities before settling on the goals clients want to work on.

3. Sometimes brainstorming will generate something that isn't connected to a 3-month goal. If clients are not ready to commit to a 3-month goal in a new area, encourage them to experiment with learning a new skill or trying out a new direction within their current goals.

4. Make sure the client has identified the motivational factors, importance, confidence, and strategies for each goal.

5. Deal with challenges as they arise in the moment; explore strengths-based strategies and brainstorm new possibilities that build self-efficacy and self-esteem. Stay focused on solution and possibility.

6. Cognitive goals need to be tied to an action or behavior. ("List the pros and cons of. . . . ." rather than "Think about the pros and cons of . . . ")

7. Connect outcome goals (such as weight loss, improve stress coping) to behavioral goals that will lead to the achievement of the desired outcome.

8. Identify goals that will yield quick "wins" to reinforce the desire to change.

9. Keep just one measurable behavior per goal.

10. Write goals in the client's voice, reflecting that clients set goals for themselves (coaches don't prescribe goals).

11. Keep goals concise while making sure to include each component of the SMART acronym to ensure success.

12. Assist clients to use committed, specific language while avoiding general, vague, redundant, or tentative language such as "I may . . . I'll try . . . most of the time."

SAMPLE VISION AND GOALS

MY VISION

- My vision is that I am energetic and relaxed, and I model a healthy way of life for my family. That includes being 10 pounds lighter, exercising regularly, and managing stress better.
- My primary motivator is to feel more in control and to be done with the struggle of the past few years.
- My strengths are my determination and persistence that I use consistently for work and less consistently for self-care.
- My main current pattern is that in periods of higher stress, I tend to eat sugary snacks and lose my motivation to stay on track with my plan to lose weight.
- My strategy to outgrow this pattern is to decrease mindless eating by taking a break from what I am doing, and either go for a short walk or take a few minutes for meditation.

THREE-MONTH GOALS
Month started: August 2008

FITNESS
Goal: I will do a cardio workout 3 days per week for 30–45 minutes.

Comments: Walk outside, on treadmill, elliptical, or classes.

Complete: 0%

NUTRITION
Goal: I will eat 3–4 fruits five days each week.

Comments: Fruit will replace sugary snacks.

Complete: 0%

STRESS
Goal: I will practice meditation for 20 minutes, 3 days each week.

Comments: Reduce my average daily stress rating (at the end of the workday when I feel most stressed) from 6.5–7 out of 10 to less than 5, and will use the Jon Kabat-Zinn meditation program.

Complete: 0%

WEIGHT
Goal: I will lose 5–10 pounds by following my nutrition and fitness goals above.

Comments: Weigh in weekly to chart progress and work with coach to adjust plan if needed.

Complete: 0%

THIS WEEK'S GOALS
Week #1, starting August 25

FITNESS
Goal: Walk a 1-mile loop around the local lake on M/W morning.

Comments: Take note of time it takes to walk mile to establish a baseline.

Complete: 0%

NUTRITION
Goal: Review list of fruits my coach will send and check off those I would want to eat as a snack.

Comments: May purchase a few on weekly visit to store.

Complete: 0%

WEIGHT
Goal: Weigh self next Tuesday before coaching session and write weight in log.

Comments:

Complete: 0%

STRESS
Goal: Do Jon Kabat-Zinn's "10 Minute Lying Down" meditation on Sunday morning.

Comments:

Complete: 0%

REVIEW AND DISCUSSION QUESTIONS

1. What are the essential elements of a vision?

2. Explain the difference between analyzing the causes of problems and appreciating what problems have to teach us. Give examples of how that might be done with clients.

3. Until clients are ready, willing, and able to take action, what should the coach do to help increase their readiness to change?

_____

_____

_____

4. Explain the difference between behaviors and outcomes. Give examples of some behaviors and outcomes that might be part of a client's health, fitness, and wellness plan.

_____

_____

_____

5. Why is it important and valuable to track outcomes over time?

_____

_____

_____

6. How is holding clients accountable in coaching different from their being held accountable in the workplace and at home?

_____

_____

_____

7. Why do we ask clients to set 3-month goals?

_____

_____

_____

8. When setting weekly goals, you should help your clients set goals designed to reach what percentages of success?

_____

_____

_____

9. What does the acronym SMART stand for? List three behavioral and three cognitive weekly SMART goals.

_____

_____

_____

10. Why is it important to discuss client strengths and motivators when setting goals with clients?

_____

_____

_____

11. When is it appropriate to talk with clients about challenges and the strategies they may want to use for dealing with them?

_____

_____

_____

12. When reviewing goals each week, what is the best way to quantify a client's goal achievement?

_____

_____

_____

13. What does it mean to set outcomes baselines? Give examples for weight management, fitness, nutrition, stress management, health risks, and subjective self-reporting on life goals.

_____

_____

_____

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GENERATIVE MOMENTS IN COACHING

Erika Jackson, Margaret Moore, Bob Tschannen-Moran, and Juli Compton

> "Whatever you can do or dream you can, begin it. Boldness has genius, power, and magic in it."
>
> **—GOETHE**

AFTER READING THIS CHAPTER, YOU WILL BE ABLE TO:

- Define generative moments and their value
- Discuss the source of generative moments and how to leverage these moments for significant progress
- Discuss how to use the TTM, NVC, AI, and MI in working with generative moments
- Name the skills necessary for creating and supporting generative moments
- List the five steps in facilitating a generative moment
- Define relational flow

DEFINITIONS AND ACRONYMS

Generative Moments: Moments when clients are aroused along the path of change and growth. Such moments reveal underlying needs and can often be recognized by the strength of their emotional charge (positive or negative). In such moments, coaches and clients co-generate new perspectives and co-construct engaging designs for moving forward. Coaches often describe their experience of these moments as an "intuitive dance."

Appreciative Inquiry (AI)
Emotional Intelligence (EI)
Motivational Interviewing (MI)
Nonviolent Communication (NVC)
Transtheoretical Model of Change (TTM)

UNDERSTANDING AND RECOGNIZING GENERATIVE MOMENTS

The material in this chapter on generative moments draws on all of the skills and theories presented in this manual. That's because generative moments engage all of one's coaching skills to energize and help clients stretch toward their goals. They are experiences to look forward to after lots of coaching practice, trial, and correction.

What Is a Generative Moment?

Generative moments are the peak experiences of coaching sessions that happen along the path to reaching the client's vision. In these pivotal moments, client feelings, needs, and desires are investigated around the "topic du jour." In generative moments, coaches and clients explore the nature of the agreed topic, clarify

desired outcomes, brainstorm strategies, and identify next steps.

We call these "generative" moments because they inspire clients to generate new ideas or insights or uncover capacities, which can lead to bold actions that can positively alter their future (Bushe, 2007). Generative moments are mini-transformations that energize both coach and client and catalyze the next stage of the client's progress.

As clients become awakened and aroused (whether they get especially excited, ambivalent, or resistant), coaches and clients have a unique opportunity to take risks, expand perspectives, and challenge assumptions. The more clients can discover new perspectives, capacities, and actions that will meet their needs, the more progress they will make in moving toward their visions. It's important to set aside a specific time for the generative moment in most sessions to focus on one topic that recharges the client's batteries and desire to change.

The Vision Coaching Tool described in the last chapter (Table 8.1 in Chapter 8) can facilitate generative moments at the outset of a coaching program and whenever the conversation lags. It is good to revisit the vision in detail at least annually. When we commit to change and grow through building visions, lots of old and new topics emerge for consideration in coaching sessions en route to getting there. Many things may ignite a client's interest in a topic that calls for a generative moment—whether clients are experiencing negative or positive energy. The energy and its underlying needs make a client ripe for exploring new ways to meet those needs.

One way to think about generative moments is that they are served up as things that clients want less of (aversive indicators), things that clients want more of (attractive indicators), or some combination of the two. The former are generally accompanied by increased resistance, while the latter by increased readiness to pursue transformational change. Both present equally valuable opportunities for deeper work. Table 9.1 shows a partial list of emotional indicators that may suggest that the client is serving up a topic for a generative moment.

Sometimes generative moments emerge when clients are still considering change—when they are in the Precontemplation or Contemplation stages (see discussion of the TTM in Chapter 3). This often happens in response to external events. Pain and bad news get people's attention (e.g., a message of "change or die" from a doctor). Hope and good news also have a way of getting people's attention. For example, many women stop smoking the instant they learn they are preg-

TABLE 9.1. Emotional Indicators for Generative Moments	
Aversive Indicators	**Attractive Indicators**
Apathy, lethargy	Focus, energy
Worry, fear	Confidence, control
Anxiety	Contentment
Distress	Eustress
Boredom	Arousal
Sad, depressed	Happy, exhilarated
Unsure, hesitant	Certain, willing
Confused, inarticulate	Clear, articulate
Insecure	Safe
Blocked	Released
Stuck in the muck	Free to move
Out of balance	Equilibrium
Distracted, disengaged	Mindful, engaged
Rigid or loose commitment	Playful determination
Self-sabotage	Self-support
Intransigent habits	Experimental action

nant. The need for a healthy baby eclipses their desire to smoke. At these times, coaches and clients have a unique opportunity to shake things up and move things forward.

IMPORTANT!

Given their impact, generative moments can feel laden with pressure for new coaches to demonstrate great skill, wisdom, or technique. The most important thing to remember is that generative moments are about the client's needs and desires. By following the client's lead, coaches can ease their way into collaborative, co-creative conversations.

Coaches remember that they are in partnership rather than in charge, attentive to the client's feelings rather than distracted by their own thoughts, and inspired rather than inspirational. At their best, generative moments feel intense, exciting, deep, powerful, and moving, but not hard.

When Do Generative Moments Occur Within Coaching Sessions?

Coaching sessions tend to have a distinct beginning, middle, and end. The beginning is the warm-up phase, which is about establishing connection, exploring and appreciating recent events and experience around client goals, and defining the "topic du jour." The end is about identifying goals and developing innovative strategies that will carry the client forward until the next coaching session (and beyond). The end can be considered the cool-down phase after some more energetic work in the middle. In between lies the space for the generative moment—the energetic epicenter or workout of the session.

One caveat: Although there is a specific place and time in the process of a coaching session for the generative moment, generativity is not limited to this time and place. Ideally generativity is woven throughout the entire coaching session.

A good interpersonal connection and understanding of client experiences are crucial to setting in motion the first steps of the generative moment. Understanding a client's experience with his or her weekly goals, whatever the progress or lack thereof, can reveal topics around which clients have aroused energy. Reviewing 3-month goals can reconnect clients with their values, motivators, and inspiration. In the absence of judgment and in the presence of support for growth, these moments reveal what is alive in and important to clients. Encouraging clients to share stories can shed light on their feelings, their met or unmet needs, and their hopes and desires. Such is the stuff that makes for generative moments.

DON'T FORGET . . .

Clients who share with their coaches in advance of coaching conversations (e.g., through email) the topics that arouse them may be able to move more quickly into generative moments. Then both clients and coaches are better prepared to pinpoint topics for generative moments. With or without advance preparation, however, coaches need to quickly establish a high-quality connection through mindful listening and appreciative questions.

What Generates Generative Moments?

Each time a client shows up for a coaching session, what is important to him or her shows up for the session as well, although a warm-up phase may be required to uncover what is important. To use the language of

NVC, introduced in Chapter 5, clients show up for coaching with something that is "alive" or stirring within them at that moment. It's the coach's job to listen mindfully for that life force, reflect it back to the client, and inquire as to where the client wants to go with that energy (Rosenberg, 2005). Alternate between open-ended questions and reflections to clarify the topic:

- From our discussion, it sounds as though there are three potential topics that we could explore today (describe them succinctly).
- We have time to work through one topic. Which one would you like to work on?
- What makes this topic the most important for our coaching today?
- What outcome would you like at the end of today's session?

IMPORTANT!

Client-driven generative moments represent a shift from traditional health education. It is not up to the coach to generate the moment. It is up to the client to show up with the energy to explore and the desire to learn. The client has that responsibility in every coaching session. Coaches enable clients to move positively forward by following the client's lead, paying careful attention to the client's feelings, needs, and desires through the use of empathy (NVC), inquiry (AI), and reflections (MI). Like a midwife supporting a mother through the transitional stages to delivery, it is not the coach's job to have the moment but rather to support clients through the flow of the moment.

Once generative moments have run their course, coaching conversations flow easily into planning, including the use of behavioral SMART goals (as discussed in Chapter 8). Clients often require assistance to frame such plans as starting points for experimentation, discovery, and learning, rather than as blueprints for execution. Static planning models (make the plan, implement the plan) do not reflect the dynamic of human development. Innovative planning models (make the plan, innovate the plan) empower clients to make real-time adjustments and improvisations, thus better supporting the clients' confidence in being successful.

How Do We Know When a Client Has a Therapeutic Need?

It is important for coaches to distinguish between topics that call for a generative moment versus psychological

needs that necessitate deeper help than the coach is qualified to provide. Although there is no simple formula for making such determinations, a lack of client movement over several weeks, or repeatedly dealing with topics related to healing unresolved pain or wounds from the past, may indicate that it is time to suggest to a client that the skills of a therapist are called for, either concurrently or as a prelude to future coaching.

DON'T FORGET . . .

Coaches work with functional people who want to reach their full potential rather than with dysfunctional people who want to work through psychological problems to become functional.

GENERATIVE MOMENTS ENGAGE EVERY COACHING SKILL

To leverage the full potential of generative moments, a coach needs to utilize *every* coaching skill and tool dynamically in the moment. At their best, generative moments spark the intuitive dance of coaching. Handled poorly, generative moments are not only squandered, but they can also set clients back in both motivation and action.

The following coaching skills, introduced in previous chapters, all need to be fully engaged to effectively move clients through generative moments.

Suspending Judgment

Generative moments require a judgment-free environment, characterized by trust a quality defined in Chapter 2 as the "willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent" (Tschannen-Moran, 2004).

Safety and a strong sense of support, preconditions for success in all coaching sessions, are especially important in creating optimal conditions for generative moments where clients are challenged to stretch to the edge of their abilities. Establishing such an environment enables clients to be open and authentic so that the important stuff can get said and considered.

Mindful Listening

Defined in Chapter 1 as the "nonjudgmental awareness of what is happening in the present moment," mindfulness is a way to break free from being on autopilot. There's no way to identify generative moments apart from mindful listening. By paying attention without

judgment to what's happening in oneself, and in the client, coaches can help clients gain awareness of needs and choices. Chapter 11 further explores the relevance of mindfulness to coaching presence, as well as its impact on client relationships.

Expressing Empathy

Defined in Chapter 5 as the "respectful understanding of another person's experience," empathy uses both emotional and cognitive awareness to connect with and give voice to what clients are feeling, needing, and desiring. Without receiving empathy, clients will often fail to move through and derive full benefit from generative moments. Empathy differs from pity and sympathy in that it is a coach's reflection of the client's perceived experience rather than a sharing in it. Empathy, like mindfulness, is reviewed again in Chapter 11 as an essential part of coaching presence.

Evocative Inquiry

Inquiry was identified as a core coaching skill in Chapter 2, with special attention being given to appreciative inquiry in Chapter 4. If coaches ask too many leading questions, with an implied "right" answer, the generative moment can be lost. True inquiry comes from the framework of "not assuming" and "not knowing" the answers, that is, having a beginner's mind. The more coaches navigate by open-minded curiosity, especially with regard to clients' capacities and strengths, the more clients will discover about themselves and where they want to go. When coaches linger in the discovery phase of AI, with engaging questions that connect clients to their own best selves, clients are better able to put their strengths to work.

Open-Ended Inquiry

When it comes to generative moments, inquiry that evokes stories and images has far more power to generate an upward spiral than inquiry that leads to short or analytic answers. As described in Chapters 2 and 5, open-ended questions that start with "what" or "how" are the key to evoking such responses. Too many close-ended questions, which require short answers, tend to shut down this dynamic. "Why" questions feel judgmental or can lead to analysis paralysis. Full engagement follows most directly by encouraging clients to remember and fully verbalize the stories and images of their own best selves.

Perceptive Reflections

Asking too many questions in a row, even great questions, can feel like interrogation and can compromise a

generative moment. Such inquiry often has more to do with the coach's desire to propel clients forward than with clients' desire to figure things out for themselves. That's why MI recommends the more frequent use of perceptive reflections (see Chapter 5). The five forms of reflections utilized in MI that are especially useful in the context of generative moments are: simple, amplified, double-sided, shifted-focus, and empathy reflections. They communicate the full engagement of the coach and connect the client with the motivation to change.

Honoring Silence

In response to empathy, inquiry, and reflections, clients will often pause to think, feel, or connect with their truth. This especially happens in generative moments. As discussed in Chapter 2, it is essential for coaches to honor this silence, be comfortable with pauses, and not intrude prematurely. Once the ball is in the client's court, it is usually best to wait until the client hits it back. Intervening too quickly prevents clients from maximizing their discoveries. Silence affirms the coach's desire to hear what the client has to say and, even better, implies "I know you know the answer." It is a special gift to be with clients in silence, especially those who are introverted, because silence gives them time to organize their thoughts, feelings, and desires before translating them into words.

Creative Brainstorming

Brainstorming is an essential skill of coaching, especially when it comes to generative moments. With increased motivation to change comes increased interest in specific change strategies. Such strategies are not handed to clients by coaches. Rather, they are co-constructed with clients through the creative brainstorming of ideas, questions, approaches, and frameworks. Coaches and clients can generate an enormous number of possibilities without evaluating the relative merits until later. The mood can be alternately playful, insightful, courageous, and realistic. Taking turns in coming up with possibilities is a good way to build and maintain momentum through the brainstorming process.

Unfailing Affirmation

Also referred to as championing in Chapter 2, unfailing affirmation is about steadfastly acknowledging the client's capacities, characteristics, and strengths for change (see Chapter 11). In this way, coaches positively impact both client self-efficacy and self-esteem (see Chapter 6). "My certainty is greater than your doubt" expresses the framework that coaches come

from in working with generative moments. When clients know that coaches believe in their capacity to change and achieve desired outcomes, they are more likely to get out of their own way and try new strategies. Such an endorsement enables clients not only to get excited about the possibilities generated through brainstorming, but also to move forward with one or more of them.

IN SUMMARY

Generative moments grow out of the connection that coaches make with clients at the beginning of each coaching conversation. By establishing a "no-fault zone" where clients can blamelessly and shamelessly open up and share, coaches make it possible for clients to learn from their experiences and to move forward. Early and effective use of empathy, inquiry, and reflections in reviewing client goals (both weekly and three-month goals) helps uncover the topics clients want to explore in greater depth.

FACILITATING GENERATIVE MOMENTS

The generative moment evolves through five steps:

1. Identify and clarify the topic to work on.
2. Get permission to work on the topic now.
3. Uncover the heart of the matter—what is really going on here.
   a. Use AI to connect with the positive.
   b. Use MI to overcome reluctance, ambivalence, and resistance.
4. Move forward: brainstorm options.
5. Design action plans.

Identify and Clarify the Topic to Work On

To identify topics, pay attention to the feelings, needs, and desires of clients:

- What are they feeling?
- What are they attracted to?
- What do they want less of?
- What are they celebrating?
- What needs are alive in them?
- What are they resisting?
- How ready are they to change?
- What gives them energy?
- What moves them to action?
- What do they highlight and remember from the previous week?

Sometimes several topics emerge that are intertwined, or are ambiguously defined. Inquiry in advance of coaching conversations (e.g., through email) and the use of reflections, particularly simple reflections, are needed to drill down to a topic underlying others or clarify a clear topic definition.

Ideally, the topic of a generative moment will be self-evident to the client and coach alike. It will shine, like a light in the darkness. When that happens, it will be easy to name the topic and move to the next step. More often, coaches and clients will float different topics for consideration until one clearly rises to the surface. After all, it's hard to talk with clients about their vision and goals without also hearing how they feel and what they need.

Coaches may name a topic and ask if it is an area the client would like to explore. When clients agree, it may be useful to use an MI-style ruler to measure how much energy they have around that topic (see Chapter 5). If energy is low, there may be another topic worth pursuing. Or, it may be possible to invigorate their energy by discussing their energy rating. When clients disagree, the conversation should continue until they identify a topic on which they would like to concentrate.

IMPORTANT!

The point is not to be "right" about the best topic to pursue, but rather to invite clients to look more deeply at what is alive in them. Regardless of whether the coach or client first names the topic, the key is to hold that topic as an opportunity for deeper connection and learning. The generative moment is the heart of the coaching conversation, and the client's heart determines the focus of the generative moment.

Although it is not the coach's responsibility to create generative moments, masterful coaches often provoke them, energizing clients who are making, or struggling to make, progress.

Increased resistance and readiness to change both present valuable opportunities for generative moments. It is important to remember that through a lack of engagement with their goals clients are also expressing feelings and needs worthy of exploration. The generative moment can be the catalyst for a shift in feelings or a recognition of what is really happening for the client.

When clients find it hard to identify their needs, it can be helpful for coaches to offer empathy reflections using authentic, judgment-free feeling and need words (see Chapter 5, as well as Manske & Manske, 2006).

Clients are often invigorated when coaches volunteer their own empathy reflections or empathy guesses (Chapter 5), without judgment or evaluation, because it can be both clarifying and stimulating to hear such perceptions.

Another approach is to engage the client's body in the search for topics. Encourage clients to pay attention to physical sensations in the moment by having them move around, strike poses, change body positions, walk, or use finger labyrinths (Rehm, 2000). Stretching, breath work, and guided meditations are also ways to invigorate the moment. Richard Strozzi Heckler refers to this as Somatic Coaching (2002).

Get Permission to Work on the Topic Now

Once a topic has been identified and clarified, the coach and client agree on the appropriateness of working on it now. Coaching always protects the freedom and choice of clients, which increases both the motivation for change and the probability of success. If you find that the client chooses not to explore the topic, discuss whether it can be a topic for a session in the future. If so, the coach and client share responsibility for making sure it is revisited.

As presented in Chapter 3, according to TTM, the client's stage of change significantly impacts both his or her readiness to address the topic as well as the approach that should be taken. If clients are in the earliest stages of change regarding a particular topic, it may be difficult for them to mount the energy necessary for a generative moment that would move them forward to action. However in these stages, clients can do valuable thinking and feeling about possibilities, working the decisional balance for change, and exploring new supportive relationships or environments. A generative moment that builds hope can be a catalyst for increasing readiness that will eventually lead to transformational action.

Uncover the Heart of the Matter— What Is Really Going On Here

The work of the generative moment starts with drilling down to the heart of the matter. It is a dance of self-discovery for clients, which challenges them to view and think differently about the topic and themselves. "Ah-ha!" experiences are common. Frequently, clients say things such as "I've never thought about that before" or "I never realized that until now."

AI and MI models offer different paths to getting to the heart of the matter. In general, it's valuable to first start with AI to build and harvest as much positive energy and emotion as can be elicited at a given moment.

Reconnection to a client's strengths and capacities may be sufficient to move forward into brainstorming and planning. If not, MI offers many tools to understand the roots of ambivalence, to play with ambivalence, and, even better, to resolve it. Often, coaches find themselves using a mix of both models.

Use AI to Connect With the Positive

It is important to approach each topic as a possibility to be pursued rather than as a problem to be solved. Working from a deficit-based framework, focusing on what is wrong and what needs to be "fixed," can negatively influence how coaches view client potential as well as compromise client self-efficacy.

Instead, masterful coaches first explore a topic from a strengths-based perspective, even when clients are experiencing resistance to change. Strengths-based inquiries focus on what is meaningful and compelling to clients, rather than on what they do not want. In addition, strengths-based inquiries invite clients to recall and reconnect with past successful experiences.

The benefits of using strength-based inquiries are plentiful. They include generating optimism and positivity, reminding clients of their capabilities and encouraging more of the behaviors that created previous success. Remember the AI principle: what we appreciate, appreciates.

Using the AI interview protocol (presented in Chapter 4) the following represent a sample of questions that can generate positive shifts in thoughts and behaviors:

- Tell me about a time when you experienced a similar challenge and navigated your way through it?
- What did success feel like?
- What are the values reflected in how you have handled this situation?
- How does this connect with your wellness vision?
- What are the needs that would be met if this vision were true for you?
- What are the structures (environments, frameworks, relationships, routines) that would enable you to be successful with this goal?
- What are your hopes for how you would like to handle this issue in the future?
- Name your wish.

The primary objective of using the AI approach first is to engage clients in conversations that re-connect to their vitality—that place of deep longing that brought them to coaching in the first place. Such questions and requests shine a light on the hope and enthusiasm clients have for their visions, and realign the situation with their visions. Table 9.2 summarizes how this might work in a coaching conversation.

TABLE 9.2. AI Generative Moment Coaching Tool	
Clarify and summarize topic	Let's clarify the topic we want to explore so that we understand what we're working on and the outcome we'd like to achieve.
Discover best experience	When where you doing your best in relation to this topic? Describe the circumstances. What factors enabled you to be at your best? What strengths were you using? What values did you have at the time to support this best experience?
Describe dream, vision, or three wishes	What is this situation calling you to become? What does your dream or vision for this situation look like? Or, if you could wave a magic wand, what three wishes would you make here? What values do your dream, vision, or three wishes reflect?
Energy	How would it feel to realize your dream, vision, or wishes? What is most exciting and energizing about your dream, vision, or wishes? What stories, metaphors, images, or symbols can you use to bring more life to your dream?
Strengths	What core strengths support you in your journey to your dream, vision, or wishes?
Design actions	What next steps do you want to take to bring your dream, vision, or wishes alive? Brainstorm multiple options. If you were your best self now, what would you do next? What can you do to build confidence?
Destiny	How can you keep the fire burning, stay on track to reach your dreams, and turn your dreams into your destiny?
Summarize and confirm	Summarize the situation and next steps.
Ready, Confident, and Committed	How ready, confident, and committed are you to moving forward?

Use MI to Overcome Reluctance, Ambivalence, and Resistance

When the principles of AI do not uncover the heart of the matter and elevate clients' readiness to move in the direction of their desires, MI tools can be useful to help them understand and dislodge their "stuckness," resolve ambivalence, and move forward.

Expressing empathy, developing discrepancy, rolling with resistance, and supporting self-efficacy are all designed to create a safe space for clients to explore their thoughts, feelings, needs, and intentions (Chapters 5 and 6). When the space is right, clients can leave behind their resistance to change and open themselves to new possibilities. This is often a critical part of successfully coaching clients through their generative moments.

> Clients are more likely to act on what they say, not what they hear.

Arranging the coaching conversation so that clients describes their reasons for changing (change talk), instead of the coach telling clients why they "should" change, is one of the most difficult shifts for a new coach (Chapter 5). Keep in mind that clients are more likely to move in the direction of change when they have figured out and described in their own words what outcomes they really want, define what challenges may be getting in the way of their success, and what it will take to reach their goals (change talk). After clients have been "sitting in the muck" for a while, dealing with the discrepancy of the needs to not change and the needs to change, they will gain motivational energy and be more ready to take action to move forward.

Of the many MI tools reviewed in Chapter 5, the use of rulers to stimulate conversation about a client's readiness is particularly useful. These rulers encourage clients to think out loud and quantify how ready, willing, and able they are to change. Rulers also give clients a different way to articulate the importance of their visions and level of commitment.

Using rulers, coaches ask clients to assess, on a scale of 0 to 10, the importance of change, their confidence in their ability to change, and their readiness to change. Once clients pick a number, coaches can engage clients with several compelling inquiries:

- The reasons they picked that particular number
- How they feel about the number they picked
- Why they didn't pick a lower number
- What would assist them to move to the next higher number
- What needs would be met by moving to the next higher number

IMPORTANT!

The use of rulers, or any of the MI tools, will not work unless the intention of the coach is purely to understand the client's experience. The more coaches try to manipulate behavior or force an outcome, the more these tools will increase rather than decrease resistance. When that happens, they will work against rather than support the generative moment. Self-determination theory makes it clear that the human propensity for personal growth toward integration and cohesion only happens when change is freely chosen, in the moment, through the interplay of competence, autonomy, and relatedness (Markland, Ryan, Tobin, & Rollnick, 2005). Table 9.3 summarizes how MI tools might be used to move things forward in a coaching conversation.

Move Forward: Brainstorm Options

Once change talk has begun and client energy is high, and as indicated in the generative moment coaching tools, it's helpful to engage clients in the brainstorming of ideas and approaches for moving forward. In brainstorming, possibilities are generated but not evaluated. A good rule is the more the better when it comes to brainstorming. Coaches can often assist clients through the brainstorming process by taking turns in the generation of ideas and approaches. It is challenging for coaches to generate possibilities in the moment, but it is well worth the effort. Sometimes, coaches come up with possibilities that clients would never have thought of on their own. When coaches take a turn, clients are given the space to think more deeply about or jump off from a possibility in a whole new direction suggested by the coach. Such brainstorming is essential to extract full value from the increased desire to change created by generative moments.

IMPORTANT!

It is helpful to designate a particular time during the generative moment for brainstorming ideas, questions, or approaches. Brainstorming too early can overwhelm clients and provoke resistance. Whereas, failing to brainstorm at all can squander the potential of the moment, either because no possibilities are generated or because one possibility takes over the energy of the conversation before others are considered. Running with the first idea that comes up is not only limiting, but it may also be dangerous. As French philosopher Emile Chartier writes, "Nothing is as dangerous as an idea when it is the only one you have" (O'Hanlon & Beadle, 1997, p. 31).

TABLE 9.3. MI Generative Moment Coaching Tool	
Clarify and summarize topic	Let's clarify the topic we want to explore so that we understand what we're working on and the outcome we'd like to achieve.
Revisit vision and goals	Describe your vision, values, and goals as they relate to this issue. What do you really want to have happen?
Decisional balance	**Pros:** Explore concerns about staying the same and reasons (benefits) to making the change and how they serve your vision. What will your life be like if you change? **Cons:** Explore reasons (benefits) to staying the same and concerns about change. What will your life be like if you don't change?
Discrepancy	Use thinking and feeling rulers to explore the weight of the pros and cons in the decisional balance. Notice the energy and energy shifts. What does it feel like to live with this ambivalence? What would it take to tip the balance toward change? Away from change? If a miracle happened overnight and the change was made by tomorrow morning, what would you notice?
Importance	Having explored the discrepancy, rate the importance of making the change now on a scale of 0 to 10. Why is it not a lower number? What would it take to make it a higher number?
Next steps	What next steps do you want to take to bring your dream, vision, or wishes alive? Brainstorm multiple options. If you were your best self now, what would you do next? What can you do to build confidence?
Confidence	Having identified next steps, rate your confidence for successfully making this change on a scale of 0 to 10. Why is it not a lower number? What would it take to make it a higher number? What strengths can you use to be successful?
Summarize and confirm	Summarize the situation and next steps.
Ready and committed	How ready and committed are you to moving forward? How important is this to you?

Basic protocols for successful brainstorming include:

- Setting a time limit
- Withholding judgment or evaluation of ideas
- Encouraging wild and exaggerated ideas
- Letting no idea go unsaid
- Setting a minimum number of ideas or questions to generate
- Building on the possibilities put forth by others
- Combining and expanding ideas

With many compelling and relevant ideas in mind, the client will eagerly move with confidence and energy to goal setting, the next step of the coaching conversation. With high self-efficacy, clients will be ready, willing, and able to commit to specific behaviors that will contribute to realizing their visions.

Design Action Plans

The transition to goal setting at the end of the generative moment is more likely and more compelling when coaches champion and support the client's ability to move forward with one or more of the brainstormed ideas or approaches. Forward movement is made possible when clients believe they can do it (self-efficacy; see Chapter 6). If clients do not believe they have what it takes to move forward, or believe that their circumstances make progress impossible, they will not take action, learn, or grow. Understanding this dynamic, coaches support self-efficacy throughout the entire coaching session, especially through the generative moment. By acknowledging what clients have brought to the generative moment, the good work they have done in brainstorming, and their capacity to see their dreams through to fruition, coaches enable clients to commit themselves and to take actions that will generate success.

W. H. Murray of the Scottish Himalayan Expedition famously addressed this dynamic when he wrote:

"Concerning all acts of initiative and creation, there is one elementary truth, the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then Providence moves too. All sorts of things

occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one's favor all manner of unforeseen incidents and meetings and material assistance, which no one could have dreamed would come his or her way. I have learned a deep respect for one of Goethe's couplets:

> Whatever you can do, or dream you can, begin it.
> Boldness has genius, power, and magic in it."
> (1951, pp. 6–7)

Championing the client at the close of the generative moment is an essential part of masterful coaching.

IMPORTANT!

This five-step process provides a framework for handling generative moments. Yet, in many respects, these moments are never "handled" at all. Rather, they have a playful, surprising, improvisational, flowing quality that cannot be scripted. The best generative moments move seamlessly and organically in flow—they feel like a dance—sometimes slow, and sometimes salsa.

RELATIONAL FLOW IN GENERATIVE MOMENTS

What Is Relational Flow?

Relational flow happens when coaches and clients perceive themselves as being "in synch" and engaged in generative, interdependent dialogue. In reflecting upon peak coaching experiences, coaches and clients often describe their best moments as like being in an intuitive dance: "a relational dynamic between coaches and clients when they enter a zone where they are fully challenged at a high level of skill and awareness. This dynamic, conceptualized as 'relational flow,' may underpin how and when both coaches and clients make large steps forward in their work" (Moore, Drake, Tschannen-Moran, Campone, & Kauffman, 2005).

It is a challenge to create relational flow, let alone capture or measure it. That's because it is an intuitive and synergistic dynamic that is created by the coach, the client, and the field *between* the two. Like learning to dance, the fundamental steps must be mastered before style, fluidity, and flow can be demonstrated.

Being comfortable with the five steps of the generative moment fosters an environment that enables coaches and clients to move through the conversation seamlessly and organically. In flow, coaches aren't married to a plan that determines what happens next or attached to a particular outcome. Instead, they are able to use what is happening in the moment to determine what will happen in the next moment, improvising with agility based on what is most important to the client in the now.

What Supports Relational Flow?

Although research into the dynamic continues, several bodies of knowledge illuminate and support the intuitive dance of coaching. These include:

1. *Flow studies*—As defined by Mihaly Csikszentmihalyi, flow exists when one is engaged in a challenging situation that requires fully engaging and stretching one's skills at a high level in response (2000). In flow, one becomes immersed in an activity with greater attention, less effort, and an altered sense of time.

2. *Reflective practitioner*—The ability to dance effortlessly also comes from practice. A coach with experience is "less tied to explicit rules, processes and contextual clues in order to know how to act effectively—and yet does so with less effort" (Moore et al., 2005). Experienced coaches rely more on intuitive thoughts and perceptions. They draw upon previously successful experience—lots of it. The intuition of a master is powerful, whereas for novices it's limited.

3. *Readiness to change*—A client's ability to engage in flow depends upon his or her stage of change. As presented in Chapter 3, the coach must be cognizant of the client's readiness to change and adjust the approach accordingly. Masterful coaches do not push clients through the stages of change. Rather, they draw clients out by honoring the needs of the moment.

4. *Emotional intelligence*—As defined by Daniel Goleman, EI is the ability to "recognize our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (1998). In the coaching conversation, the competencies that contribute to EI are necessary for both coach and client. The ability to detect emotion, either through the senses or intuition, and utilize it for positive outcomes are an essential part of the empathy that contributes to relational flow.

5. *Relational competence*—In the generative moment, the dance is a collaboration between two connected people. From Relational Cultural Theory (Jordan, Walker, & Hartling, 2004; Walker & Rosen, 2004), we know that growth through connection, rather than separation, leads to healthy functioning. In deep connection with their coaches, clients feel more vital, empowered, clear, worthy, and driven toward more connection with others (Moore et al., 2005).

Hall and Duvall conclude:

"The coach dances with a client to facilitate the unleashing of potentials and the experience of change. The dialogue dance creates motivation and energy in the player or the client. The dance creates readiness for change, the power to change, and the leverage for change. In this dance, new frames of mind are co-created for facilitating that change. The dialogue is a dance around support, celebration, accountability, fun, and actualizing potential. It's a dance for enabling dreams to come true. Do you want to dance?" (2005, p. 6)

REVIEW AND DISCUSSION QUESTIONS

1. What is a generative moment?

_____

_____

_____

2. When do generative moments occur within coaching sessions?

_____

_____

_____

3. Who is responsible for generating a generative moment? Explain why.

_____

_____

_____

4. What might indicate that it is time to refer a client to therapy, either concurrently or as a prelude to future coaching?

_____

_____

_____

5. Name and explain the coaching skills that need to be fully engaged to move clients forward through generative moments.

_____

_____

_____

6. What are the five steps through which generative moments evolve?

_____

_____

_____

7. Define relational flow and describe its value in the coaching dynamic.

_____

_____

_____

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CONDUCTING COACHING SESSIONS

Margaret Moore, Erika Jackson, Bob Tschannen-Moran, and Gloria Silverio

> "Good fortune is what happens when opportunity meets with planning."
>
> **—THOMAS ALVA EDISON**

AFTER READING THIS CHAPTER, YOU WILL BE ABLE TO:

- Identify and discuss the guidelines to follow during an initial 45- to 90-minute vision and planning coaching session
- Outline the coaching contract
- Use the coaching vision tool to assist clients to develop their wellness, fitness, or health visions
- Identify and discuss the guidelines to follow during a weekly 20- to 45-minute coaching session
- Identify expectations for the first 3 months of coaching
- Demonstrate how to document first session notes
- Demonstrate how to document subsequent session notes
- Adapt your coaching style to meet clients' individual needs

INTRODUCTION

Among the ICF Core Coaching Competencies is "Managing Progress and Accountability" (see Chapter 2), enabling clients to move from Point A, where they are today, to Point B, where they want to go. There are many approaches to the design and process of coach-

ing programs and sessions that facilitate movement to Point B. Wellcoaches has developed, practiced, and refined over many years a structure for coaching sessions that has proven highly effective and provides a valuable hand-rail for new coaches. There is never only one way in coaching, yet clients, not just coaches, enjoy structure as a means to gain mastery in change. As coaches gain experience, they can modify the process of coaching sessions in ways that maintain engagement for themselves and their clients.

STEP-BY-STEP GUIDELINES FOR THE FIRST 45- TO 90-MINUTE COACHING SESSION (CREATING A VISION, 3-MONTH GOALS, AND FIRST-WEEK GOALS)

As discussed in Chapter 8, the initial coaching session sets the tone for the entire coaching relationship both by establishing trust and rapport and by creating the vision and goals a client will work on for weeks and months to come. Because the initial coaching session carries so much weight and covers so much ground, it takes longer than subsequent coaching sessions and may last for as long as 90 minutes. It can also be broken up into two 40-minute sessions. The checklist in Figure 10.1 identifies the flow of a typical, initial coaching session.

✓	Action
BEFORE THE SESSION	
	Review the Assessment: Seek out success, notice areas with heightened arousal, consider stages of change, question gaps, note concerns
	Practice Mindfulness
	Remember to use the key coaching skills: Mindful Listening, Inquiry, and Reflection
	Formulate initial strengths-based inquiries
SESSION OPENING	
	Welcome and thank you
	Thank client for completing an assessment
	Introduction of Coach: Share personal passion, credentials, and experience if not already completed in a prior consultation
	Review and get agreement on the Session Agenda: confirm client expectations and priorities, gather additional information, create vision, design goals
EXPECTATION SETTING (if not done in a prior consultation)	
	What is coaching
	Confidentiality
	Record keeping
	Establish Coaching Contract
DISCUSS ASSESSMENT	
	Find something positive to share from the client's assessment
	Ask client what s/he learned about him/herself by completing the assessment
	Ask client what questions s/he has after completing the assessment
	Gather missing information
	Discuss client's medical history and need for physician release, if applicable
CREATE A VISION	
	Explain the value of creating a vision
	Ask what is most important to the client right now
	Collaborate to identify the client strengths: Review success stories, discuss what is working now, discover what gives the client pride
	Discover the client's motivators: ask about the benefits of making changes now, ask about the driving force behind the desire to change now
	Ask about the client's vision (hopes, wishes and dreams) for health, fitness, or wellness
	Support the client in visualizing his/her vision and describing it in detail
	Use confidence ruler to assess and improve self-efficacy
	Ask what challenges would be met and what things would be possible if the vision were a reality

Figure 10.1.   This checklist identifies the flow of an initial coaching session.

✓	**Action**
	Discover previous positive experiences with elements of the vision
	Identify the strengths and values that could be used to reach the vision
	Explore the support (people, resources, systems, and environments) needed to ensure success and handle challenges
	Ask the client to state and commit to the vision
DESIGN 3-MONTH GOALS	
	Explain the nature and value of setting 3-month goals
	Brainstorm consistent behaviors that would lead to the achievement of the vision
	Ask the client to choose several behavioral goals that are most important to pursue
	Confirm the connection of the behaviors to the vision
	Assist the client in developing SMART behavioral goals
DESIGN FIRST WEEK'S GOALS	
	Ask the client to choose goals that are important next steps toward 3-month behavioral goals
	Assist the client in designing SMART behavioral goals
	Use confidence ruler to improve the client's confidence in reaching the goal
	Explore the client's strengths and support (people, resources, systems, and environments) needed to ensure success and handle challenges
	Ask the client to restate and commit to SMART goals
	Affirm the client's ability to achieve the goals
SESSION CLOSE	
	Express appreciation for the client's work
	Discover and reflect what the client learned
	Confirm that the client is ready, confident, and committed to take agreed upon actions.
	Ask for feedback on how future coaching sessions would best support the client's path
	Clarify expectations regarding payments, scheduling, rescheduling, and length of sessions
	Schedule the next session

Figure 10.1.   *(Continued)* This checklist identifies the flow of an initial coaching session.

Section-by-Section Considerations

> The initial planning session is the most important session in the coaching process. Your client will form a "first impression," which will be lasting.

BEFORE THE SESSION

Get Yourself Into the Right Mindset

The most important minute of a coaching session is arguably the minute right before it starts. That's when coaches and clients clear their minds, set their intentions, and get into the coaching mindset. Relaxation exercises can assist coaches to be completely present and client focused. Before the session, remind yourself of these key points:

- *Confidence is contagious.* The more we communicate our certainty that clients can be successful, the more likely it is that clients will be successful. "What do I believe is possible, now?"
- *What we appreciate, appreciates.* The more we focus on what clients want, rather than on what they don't want, the more energy and ideas clients will have for moving forward. "What do I want to appreciate, now?"
- *Listen until I don't exist.* The more we set aside our own agenda, in favor of listening for the client's agenda, the more clients will discover about themselves and discern their own answers. "What do I want to listen for, now?"
- *Tell the truth.* The more we reveal clients to themselves, through empathy and honesty, the more progress they will make toward their vision. Don't be afraid to share what it is there. "How do I want to connect, now?"
- *Trust my intuition.* The more deeply we listen to our own instincts and inklings during coaching conversations, the more deeply clients will connect with their instincts and inklings. That's what leads to the intuitive dance of coaching. "What is my gut saying, now?"

SESSION OPENING

Establish Trust and Rapport

It is important to make clients feel comfortable at the outset. Be friendly, warm, respectful, confident, and purposeful. Thank your clients for the privilege of being their coach and for the time they took to complete any pre-session assessments. Express confidence in their ability to reach desired goals and your ability to help them. Ask a few basic "get-to-know-you" questions, such as occupation, family, hobbies, physical activities they enjoyed as a child, or daily routine. Find an area of commonality, if you can, and mention it. Express empathy if clients appear uncomfortable. The key is to create a relational space in which trust and rapport can grow. Until that happens, the results of inquiry will be superficial and the potential of coaching to generate transformational change will not be realized.

Introduce Yourself

Briefly share with clients your biography, if you haven't already done so. Avoid talking too long or too much about yourself. Ask whether they have any questions about your background. Before beginning the coaching session, ask, "What more do you want to know about me before we begin?"

When introducing yourself, convey your passion to your client, as well as describe your education and experience. Be sure to speak from your heart, rather than read from a paper. Clients can tell when you are reciting lines, and it does not sound genuine.

Describe Your Objectives for the First Coaching Session

The first session is an opportunity to gain a good understanding of your client's history, strengths, and goals, as well as to build a vision and plan. Explain to clients that your objectives for the first coaching session are:

1. to learn more about their priorities, strengths, goals, motivators, challenges, and resources
2. to help them develop a plan, including a vision, 3-month behavioral goals, and several first-week goals

Have your clients confirm that this is acceptable, and address any additional questions or concerns they may have.

EXPECTATION SETTING

Describe the Coach Approach

Explain briefly to your client the difference between teaching and coaching. Whereas teachers have information, expertise, and wisdom that they want to share with their students, coaches enable clients to discover a lot of that for themselves. On occasion and

when appropriate, coaches may provide expert advice or knowledge during a coaching session. Most of the time, however, coaches will listen, ask questions, and reflect back what they are hearing in ways that promote client learning, growth, and movement. That is the coach approach: it's a personalized learning system that enables people to find their own answers and to achieve exceptional results even in the face of challenges. Share your confidence that this approach often assists clients to reach higher than they would otherwise.

> Beginning with the first session, it is crucial that clients realize they are not getting a cookie-cutter approach.

Explain to clients your policies regarding confidentiality and record keeping. Assure them that coaches respect the client's right to privacy and are fundamentally prudent in the protection of those rights (within the limits of institutional regulations and/or the law). This extends to those records created, stored, accessed, transferred, and disposed of by coaches in the course of working with clients.

The Coaching Contract

It is important for coaches and clients to agree and commit to some key principles for coaching programs before or during the first coaching session. Coaches describe this agreement and commitment as a "coaching contract." Items that may be included in a coaching contract include the items below.

For the coach:

- Through the coaching process, I will enable my clients to identify their vision and plan.
- I will listen to my clients attentively and without judgment or consideration of my own agenda.
- I will help my clients identify and fully engage their strengths on the path to a better future
- I will ask questions and encourage my clients to arrive at their own answers.
- I will encourage realistic expectations and goals.
- I will be direct and firm with feedback when needed.
- I will assist my clients to brainstorm creative possibilities for moving forward and getting around roadblocks.
- When appropriate and with permission, I will offer advice and instruction for engineering

fitness, good nutrition, and management of weight, stress, mindset, and health in my client's life.
- I will be punctual and responsive.
- I will recognize early on whether the chemistry with a client is good or not optimal. If not optimal, I will refer that client to another coach.
- I will acknowledge when my clients have an issue that is outside my scope of knowledge and skill, and I will recommend other avenues.

For the client:

- I want to improve my level of health, fitness, or wellness.
- I am ready to take responsibility to make and sustain changes in at least one area.
- I am ready to invest at least 3 months to make improvements.
- I will be open and honest, and I will share personal information that is relevant to health and wellness.
- I am ready to become more self-aware.
- I am open to suggestions and trying new things.
- I understand that setbacks are normal on the path of change and necessary to establish new behaviors.
- I will be punctual and responsive.

DISCUSS ASSESSMENT

Even though you have carefully read through the information provided in the assessment, you will want to get further clarification and/or additional information during the initial session. New things always come out in coaching conversations.

As explained in detail in Chapter 7, inform clients that you have reviewed their assessment ahead of time, giving you a sense of where they are at right now and of what they want to work on. Explain, however, that assessments never tell the whole story and that it would assist you to coach them if they would be willing to share what the assessment surfaced for them and where they want to go with it. Ask specific questions to clarify missing information and to bolster the self-confidence of the client. Remember to seek out successes, to notice the client's emotional charge (see Chapter 9), to identify the client's readiness to change, and to note concerns that may relate to physical or mental health risks.

Clients may not reveal critical information to you immediately. You may have to build trust in the coaching relationship before they feel comfortable enough to share critical information.

When clients talk about "failures" or things that have not worked for them in the past, assist them to reframe those experiences as learning opportunities and life lessons. We grow through "trial and correction," not "trial and error." By taking this nonjudgmental, growth-oriented framework, coaches create a safe place in which clients can open up and say anything. Whenever possible, champion their capacity to change and assist them to find compelling reasons to try again.

Curiosity on the part of the coach empowers clients to find their own answers, to be more resourceful, and to discover new possibilities for moving forward. Curiosity is not interrogation; it is rather an open, inviting, judgment-free, leisurely, and even playful exploration of opportunities for learning and growth. By demonstrating curiosity with your clients, you may enable them to become more curious about their own capacities and more willing to try new things.

To use curiosity well, ask deep, open-ended questions that take thought to answer and that connect clients with their heartfelt dreams and desires. Such questions often reveal information that would not otherwise come to the surface. Notice the energy shifts in your clients' responses. Be curious when your radar picks up a change in affect, whether that's increased energy for or resistance to change. Avoid responding to these questions with analytical questions. For example, if a client says, "I want to lose weight," or "I need to get in shape," you might say, "Tell me about what makes that important to you," or "Tell me about what that would make possible for you." Such curiosity is likely to elicit more information than "Why do you want to do that?" because analytical "Why" questions can sound challenging or judgmental.

Questions that you may want to ask to confirm an assessment, organized by area, are listed below.

Personal
- You mentioned that you have children/grandchildren. Tell me about them.
- What brought you to engage a coach?
- What would be different in your life if you felt healthier and fit?
- How supportive would your family be if you wanted to make some changes?

Fitness
- What fitness activities did you like in the past?
- What fitness level do you want to attain?
- What fitness activities can you see yourself doing?
- What exercise did you do last week? How often? How long was each session? At what intensity?
- I noticed from your assessment that you hate exercise. Tell me about that.
- Apparently healthy: Would you be interested in some fitness tests you can do yourself to learn your starting point (baseline)?

Nutrition
- What healthy eating habits do you have now?
- What changes would you like to make in your eating?
- How do you feel about your eating right now?
- What eating habits would you like to improve?
- What foods do you crave?
- Would you be willing to keep an eating log?
- How much water do you drink a day? What other fluids do you drink?

Weight Management
- When have you been the most successful at managing your weight? Describe your experience and the circumstances.
- You said you weigh "X" now and you'd like to weigh "Y." What would that change make possible?
- You noted that you want to lose "X" number of pounds. Tell me about your past experiences with weight management.
- What has worked in the past?
- What hasn't worked in the past?
- How much did you lose? regain?
- What have you learned from your past efforts in managing weight that would be helpful in the future?

Stress
- On a scale of 0 to 5, 5 being the highest, what is your stress level most days? What would assist you to bring that number down?
- When is your stress at its lowest?
- What causes the most stress to you?
- What works best for you when it comes to managing stress?
- What do you do when you're under stress?
- What have you tried in the past to reduce stress that would be helpful in the future?

Energy

- How would you describe your daily energy level?
- What fills your cup and gives you energy?
- What empties your cup and drains your energy?

Health Issues

- When was the last time you were examined by a physician?
- How are you feeling today?
- You noted your cholesterol is high. How high is it? What has your physician recommended? What have you done so far to reduce your cholesterol?
- I see from your questionnaire that you have [name of condition]. Are you seeing a doctor for this? How is it being treated?

Life Issues

- How satisfied are you with your life?
- Do you generally feel gratitude for your life and relationships? How do you express that?
- How have you cultivated a sense of purpose or meaning for your life?

IMPORTANT!

Note that a physician's clearance (if required) and medical data should be collected in a physical examination during the first month of coaching to provide baseline measurements.

Other possible questions related to an assessment include:

- What are you doing presently in this area of health, fitness, and wellness?
- Describe your best experience with this area.
- What have you done in the past that worked?
- How would you rate your mastery of this area on a scale of 0 to 10 (10 being the highest)?
- What values are you striving to live by?
- How are your environment, work, and relationships impacting you?
- Tell me more about. . . .

Although an assessment gives you a helpful snapshot of your client, asking deep, open-ended questions allows you to obtain more information to complete the picture. Be sure to note important details (see Table 10.1). One client, for example, revealed the following information

TABLE 10.1.   Client Details and Note Taking

It is important to record notes that your clients mention orally but didn't include on the assessment.

Update your client notes on an ongoing basis. Date each entry and refer to your client notes regularly to refresh your memory.

Notes should focus on areas of wellness (e.g., exercise, eating habits, and/or stress) that the client is working on to achieve his or her vision.

during the initial coaching session that she had not noted in her assessment:

- Her triglyceride levels were 625.
- She is a recovering alcoholic of 15 years.
- She has been diagnosed with attention deficit disorder (ADD) and takes Paxil for ADD and depression.
- She eats chocolate compulsively.
- She finds change overwhelming and stressful.
- She has a hard time focusing on one issue and feels scattered.
- She has an addictive personality.

IMPORTANT!

The client mentioned above provides an example of when referring your client to a physician or psychotherapist is important.

CREATE A VISION

The heart of the first coaching session is the creation of a vision, as explained in detail in Chapter 8. The process for creating that vision builds on past accomplishments and current desires to generate a bold statement of future possibilities that is intrinsically attractive to the client.

The vision conversation builds on the initial perspective that coaches and clients establish and clarify through the assessment conversation. By the time the assessment conversation concludes, it should be clear where clients stand and what they want to work on. Hopefully, clients will also be feeling encouraged as to the possibilities for change. Even very discouraged clients, who have experienced repeated setbacks and disappointments, can gain new hope in conversation with a new person (their coach) who expresses empa-

thy, honors their strengths, and frames their experience in new ways.

Empathy is a crucial part of the coaching conversation, both when clients are excited and when clients are intimidated by the prospect of change. The key is to connect the dots between their feelings and needs. When clients make negative comments about their abilities or situation, say things such as, "It sounds like you're feeling nervous because your needs for success and self-control are not being met. Would you be willing to tell me if I got that right?" Allow time for silence and processing before reassuring them that it is possible to develop new strategies and to take new actions that will enable them to meet their goals.

The same holds true when clients make positive comments. You may want to say, for example, "It sounds like you're feeling excited and ready to take action because your needs for understanding and confidence are being met. Would you be willing to tell me if I got that right?" Allow time for the client to confirm, clarify, or expand on your empathy reflection before expressing gratitude and getting the client to set specific, behavioral goals.

Clarity is another crucial part of the coaching conversation. There's no way to create a vision unless there is total honesty and complete clarity as to a client's priorities, values, goals, issues, and motivators. You will have a sense of these from the assessment conversation, but the vision conversation makes them explicit. Indeed, the vision conversation walks clients through a strengths-based protocol that culminates in clients being able to clearly state their vision as well as their commitment to the vision. Done properly, such visions become targets that beckon.

In addition to using the Vision Coaching Tool (Table 8.1 in Chapter 8), many clients find it helpful to use a guided visualization process in the development of their vision. Such processes engage the creative, right side of the brain in ways that stimulate bigger, more provocative dreams (see Chapter 4). There are many such processes to choose from, including the example in Table 10.2. The key is to not be shy in connecting clients with creative modalities that engage the whole person, including their bodies, in the search for a vision that works for them.

As clients work on their visions, the following questions can assist clients to discover not only their long-term wishes, but also to begin formulating their 3-month goals. All of these questions will never be used with any one client on any one occasion (or he or she would feel interrogated); each of these questions add value, however, and may be useful as clients seek to distill their vision into a provocative proposition.

TABLE 10.2. Visualization Tool for Developing a Vision

This visualization exercise takes only 5–10 minutes but it can make a significant contribution as clients seek to develop their personal vision.

1. Close your eyes and take a deep breath from the lower stomach and slowly breathe out. (Use this as a transition throughout the exercise.)

2. In your mind, go to a quiet place where you feel comfortable, peaceful, strong, and confident. You feel relaxed. What does your quiet place look like? How do you feel being there? Notice what's around you.

3. Picture yourself 1 year, 5 years, etc. from now. What does your heath, fitness, or wellness look like? How do you look physically? What are you wearing? How does your body move? Notice any other changes in your life. Describe what you are doing, feeling, and thinking about your wellness.

4. Imagine that it is 5 years from now and you have accomplished your goals. What does it feel like? What are you doing differently? What is the same? What did you do to get there? Who's around you? What activities are you doing? Describe your health now. Who has helped you along the way?

5. Think of one key word to sum up this experience and/or your commitment to health, fitness, and wellness.

6. Open your eyes, and let's discuss what you learned from the exercise. Debrief with the confidence ruler and an exploration of the strengths and resources clients can call upon to make it so.

- What would you like your health and wellness to look like in 3 months, 1 year, 2 years, 5 years. . . ?
- What do you believe is possible?
- What are the top three values in your life? How is your health linked to these values?
- What are the top three goals in your life? How is your health linked to these goals?
- What part of your life is most important to you? How does your health fit into that?
- What would you like more of in your life? How is that linked to your wellness?
- What would you like less of in your life? How is that linked to your wellness?
- What excites you? How can we link that to your wellness?
- What would you like to accomplish in the next 3 months?

- What motivators might enable you to overcome your inertia and start moving forward?
- What would your life be like if you achieved your goals? How would that feel?
- What would your life be like if you do not achieve your goals? How would that feel?
- What is the best-case scenario?
- What is the worst-case scenario?
- What obstacles might get in the way of your reaching your goals and vision?
- What strategies have you used in the past to overcome obstacles? What has worked and how could you tap into that wisdom now?
- What will it take for you to make changes?
- What have you tried and accomplished in your life that is similar to this goal?
- What are some new possibilities that you haven't considered before?
- What do you think is the best possible outcome of our coaching together?
- What do you think is the likely outcome of our coaching together?
- What do you think is the worst possible outcome of our coaching together?
- What would you like the outcome of our coaching to be?

If clients are not ready to build a vision immediately after experiencing the vision-building process, ask them to think about this in the week ahead, to write down their thoughts, and to develop a vision for the next session (make it one of the first-week goals).

DESIGN 3-MONTH GOALS

After a compelling vision has been articulated by your client, or deferred until later, explain that a 3-month horizon for goals is effective because it's long enough to make meaningful progress and experience the benefits, while it is still short enough to stimulate a sense of urgency.

It is important to prioritize the goal areas by importance to the client. Ask what matters most and why. Is it fitness, weight loss, health, nutrition, stress management, or life balance or satisfaction? Then, work with your clients to brainstorm and commit to specific 3-month behavioral goals in the priority areas that will help them realize their vision (see Chapter 8). Before moving on to the first-week goals, be sure clients are able to clearly state and summarize their 3-month goals.

DESIGN FIRST-WEEK'S GOALS

Start the discussion of weekly goals by focusing on the 3-month goals of highest priority, then work through other areas that are important to the client. For each area, ask clients what they want to do during the next week. Once a SMART goal is set, be sure to explore the support (people, resources, systems, and environments) needed to ensure success. This will assist clients to be more confident and ready to take action.

Ask your client what is a realistic goal in each area. If clients can't come up with a goal on their own, offer to brainstorm ideas with them by taking turns until multiple possibilities have surfaced. This co-creative process avoids the problem of coaches making expert prescriptions. Once enough possibilities have surfaced, assist clients to pick the ones that are the most realistic, interesting, and stimulating. Once a goal has crystallized, ask clients to restate and summarize the goal in their own words. Be sure they sound committed. Reflect back the energy and emotion until the prospect of working on the goal is clearly making life more wonderful for the client.

Pay attention to whether clients appear ready to jump in or to just take a small step. As discussed in Chapter 8, the best goals are achievable stretch goals. These are the goals that get clients into flow and that become self-reinforcing. Clients will vary as to how hard they want to push themselves. The key is to listen to the energy of clients and to dance with them in the creation of goals that they fully own and that have a high probability of success in moving them closer to their vision.

A written summary of goals should be exchanged between coaches and clients after every coaching session. This serves to facilitate the accountability process and to keep the conversation moving forward from week to week. Initially it is helpful for the coach to write up the plan—vision, 3-month goals, first-week goals—to demonstrate how to summarize a succinct and compelling plan.

SESSION CLOSE

To wrap up the first session, express appreciation for their work, recapitulate what they learned, and confirm that they are ready, confident, and committed to take agreed on actions. Ask clients to confirm their confidence level on a scale of 1 to 10 (10 being the highest). If the level is below 7, discuss further how to increase it to an 8 or above.

IMPORTANT!

If clients do not seem ready, confident, and committed to take action, realize that they may be in the early stages of change in an area. Ask whether now is the right time for them to be working on making changes with a coach. If so, design goals that will enable them to think about, explore feelings, and learn about the changes they want to make. Affirm that clients can postpone coaching until they are ready, willing, and able to change (unless the coaching is mandated by a third party).

The questions you ask during the session wrap-up can help you avoid taking anything for granted. You may want to repeat some of the questions from the assessment to make sure you have the correct information and fully understand the client's responses. Always ask if there is anything you should know that was not talked about, as you begin working together.

Get Feedback on the Coaching Session

It is important both for your own learning and for your client's growth to get feedback on the coaching session before ending the session. Asking questions, such as the following, provides valuable insight into what the client wants from the coaching experience: "What was the most valuable part of today's session?" "How could future coaching sessions best support your path?" "Is there anything you'd like to change about our session?" or "What can I do differently to better serve you?" Unless they are asked directly, clients may not tell you that they would like the coaching to be different.

IMPORTANT!

Clients may be thrilled by the first coaching session, but don't take for granted that their satisfaction is sustained in future sessions. Keep getting feedback and fine-tuning the program. Request that clients email you any post-session thoughts in case they think of additional feedback later or they are not comfortable sharing something during the session. If you have doubts about the coaching chemistry, mention your concern. And ask if the feeling is mutual. If so, give the client permission to find another coach and offer to help with the process.

Schedule the Next Coaching Session

Explain to your clients that meeting weekly, biweekly, or monthly (their preference) for 30- to 45-minute sessions for 12–24 weeks is the best way to make changes to meet their personal goals, experience benefits, overcome challenges, and reach the stage where they are confident that they can keep doing the action steps on their own. If a session is missed, the client should continue with the same set of goals the following weeks and send a progress report by email.

STEP-BY-STEP GUIDELINES FOR SUBSEQUENT 30- TO 45-MINUTE COACHING SESSIONS (ACHIEVING GOALS AND REALIZING A VISION)

The checklist in Figure 10.2 identifies the flow of a typical subsequent coaching session.

Time Management

In a weekly coaching session, the following percentages indicate how coaches may want to spend their time with clients. Following the percentages, the number of minutes that coaches may want to spend with clients in each section during a 30-minute conversation is indicated.

- Session opening—7% (2 minutes)
- Weekly goal review—20% (6 minutes)
- 3-month goal review (at least monthly)—7% (2 minutes)
- Generative moment—40% (12 minutes)
- Goal setting—20% (6 minutes)
- Session close—6% (2 minutes)

This could be compared to a 10-minute warm-up, an 18-minute workout, and a 2-minute cooldown. Thinking through the time management dynamics of the conversation before each session, making adjustments as situations come up, will assist coaches and clients alike to be more successful and satisfied with the coaching experience.

Section-by-Section Considerations

Many of the first-session considerations carry over to the subsequent weekly sessions. That's especially true when it comes to clients in the preparation stage of readiness.

✓	**Action**
BEFORE THE SESSION	
	Review notes from previous session(s)
	Practice Mindfulness
	Remember the key coaching skills: Mindful Listening, Inquiry, and Reflection
	Formulate initial strengths-based inquiries
SESSION OPENING	
	Ask how the client is right now "in this moment."
	Use reflections to show understanding of client's state.
	Ask the client to share the best thing that happened from previous week(s)
	Reflect something positive about the client (e.g., highlights, strengths, or emotions)
	Ask client to select the first weekly goal to be discussed
WEEKLY GOAL REVIEW	
	Explore full experience with weekly goal, starting with the positive
	Use reflections to show listening and understanding of the goal experience
	Expand inquiry about the client's best experience with his/her weekly goal
	Respond to client challenges with judgment-free reflections and inquiries
	Ask what the client learned from his/her experience
	Affirm the client: strengths, choices, and/or situation
	Inquire about the client's percentage of success
THREE-MONTH GOAL REVIEW	
	Validate the relevance of the client's Vision and connection to 3-month goals
	Ask about the client's best learning or growth experience with his/her 3-month goals
	Ask about the client's level of commitment with his/her goals and whether he/she wants to revise them
	Affirm the client's strengths, abilities, or growth.
GENERATIVE MOMENT	
	Collaborate with the client to identify the topic to work on, where he/she has aroused emotional energy and interest
	Ask for permission to explore and work on the topic now
	Encourage the client to describe what he/she really wants now, in relation to the topic
	Explore the strengths or values the client can leverage to move forward
	Explore the environments the client can leverage to move forward
	Explore decisional balance and develop discrepancy when the client demonstrates ambivalence

Figure 10.2.   This checklist identifies the flow of a subsequent coaching session.

✓	Action
	Engage the client in creative brainstorming of pathways forward
	Express confidence in the client's ability to move forward
GOAL SETTING	
	Ask the client to choose a goal that is important
	Assist the client in designing a SMART behavioral goal
	Use confidence ruler to improve the client's confidence in reaching the goal
	Explore the support (people, resources, systems, and environments) needed to ensure success and handle challenges
	Ask the client to restate and commit to the SMART goal
	Affirm the client's ability to achieve the goal
SESSION CLOSE	
	Communicate an appreciation of the client's work in the session
	Discover and reflect what the client learned in the session
	Ask for feedback on how future coaching sessions would best support client's path
	Schedule next session

Figure 10.2. *(Continued)* This checklist identifies the flow of a subsequent coaching session.

BEFORE THE SESSION

Review your notes and get yourself in the coaching mindset. Prepare some initial, strengths-based inquiries that have the potential to generate an upward spiral from the outset of the conversation. Remember to let the client find the answers even when you think you have a better idea. Utilize the power of listening, inquiry, and reflections.

SESSION OPENING

Re-establish Trust and Rapport

Trust and rapport are not earned once and for all during the first coaching session. They are earned all over again each time coaches and clients meet. Understanding this phenomenon, be prepared to start the conversation by asking about the client's feelings and energy now, in the moment. Listen mindfully. Then explore the highlights rather than the problem areas of the past week. When clients show up with great discouragement or low energy, the highlight question may reconnect them with their own resourcefulness and power. When that does not happen directly, be sure to express empathy for client feelings and needs. By understanding and sup-

porting clients on this level, coaches assist clients to regain their balance and to consider anew the possibilities for change.

WEEKLY GOAL REVIEW

Once a life-giving connection has been reestablished, it's time for clients to select the first weekly goal to be discussed. Don't assume that this will turn out to be the most important goal for the client. Rather, it is an opening for conversation and an opportunity to resume the dynamic of coaching.

Most clients will set two to five SMART goals to work on between coaching sessions. Each of these goals should be reviewed to discover client accomplishments, challenges, and learnings. Be sure to start with a positive, "best experience" question for each goal. Note any challenges that get identified and assist clients to reframe "failure talk" as "learning opportunities." Pin down the details. Quantify their percentage of success (rather than their lack of success). Reassure clients that course corrections are to be expected on any journey and that you will assist them to make the necessary corrections. See Chapter 8 for a complete discussion of goals and goal review.

THREE-MONTH GOAL REVIEW

It is not necessary to review the vision and 3-month goals on a weekly basis. It is important, however, to do so at least monthly in order for the weekly goals to stay connected to the client's larger vision and purpose. It is motivating and empowering to connect the dots between smaller, incremental steps and larger life goals.

GENERATIVE MOMENT

After all the goals have been reviewed, it is usually evident as to the one that clients are most stimulated by or struggling with. Sometimes, it is success and excitement that carries them forward into a generative moment. Other times it is challenge and resistance. Either way, coaches will want to spend extra time with clients around these areas. These are the big rocks that clients want to move to reach their visions. See Chapter 9 for a complete discussion of moving clients through generative moments.

GOAL SETTING

Goal setting flows naturally upon the heels of a generative moment. When clients have elevated their self-efficacy for goal accomplishment, especially in an area that is important to them, they want to set new goals for the week ahead that will keep them moving forward. Be sure the goals are SMART, owned by the client, and supported by as many structures as possible.

In addition to the goals that flow out of the generative moment conversation, be sure to set goals in all areas of interest or concern for the client. Circle back to the goals review and identify what will be done in each area in the week ahead.

SESSION CLOSE

As with the session close for the first session, it is important to end on a positive note. Express appreciation for the client's work and capture what the client learned. Ask for feedback on how to make the coaching session even more useful in promoting forward progress for the client before scheduling the next session. Remind clients that they can send you feedback at any time and that you take client suggestions seriously. It will assist you to coach them

better if they can become articulate about the kind of coaching relationship that is most motivating and impactful.

WHAT TO EXPECT DURING THE FIRST 3 MONTHS OF WORKING WITH A CLIENT

Although every client and every coaching interaction is unique, there are some common changes and themes that often happen at certain points in the coaching process. It is important to be aware of what you can expect from clients during the first 3 months, some of the common situations they might experience along the way, and possible approaches you can take. You may encounter none, one, or more of these situations with each client.

First Month

Expectations: Enthusiasm, high motivation, openness, high achievement

Situation: Clients may tend toward being overzealous and unrealistic.

Approach: Carefully monitor goals to help clients keep them realistic.

Situation: Clients are slow to become motivated and do not make noticeable progress.

Approach: Address readiness to change or motivational problems through AI and MI (Chapters 4 and 5). Discover strengths, explore feelings, build self-efficacy, weigh the pros and cons of change, modify environmental conditions, try new strategies to overcome roadblocks, reconfirm or find new motivators.

Second Month

Expectations: Clients are making progress towards goals, but not as quickly or consistently as during the first month of coaching.

Situation: Clients are starting to get bored.

Approach: Add variety to generative moment discussions and related goals.

Situation: Clients are not making their health, fitness, and wellness a priority (including excuses as well as missed and/or late appointments).

Approach: Share your observations, express empathy, and inquire as to what could make wellness

more of a priority. Share with clients the value of taking small, incremental steps (e.g., how short bursts of exercise are beneficial).

Situation: Clients realize that coaches are not magicians, and they become disillusioned as to how much work it will take to make changes.

Approach: Normalize their experience (everyone goes through this). Emphasize smaller steps. Share with clients your confidence in the process, and assist clients to create an action plan that they find engaging and can be successful with in meeting weekly goals.

Situation: Clients are not attempting the behaviors they set for themselves as SMART goals on a weekly basis.

Approach: Look for what is working in client behaviors to set new goals that clients will experience as a fresh start. Probe deeply for inspiring motivators. If situation persists, discuss the matter with a mentor coach to determine next steps.

Situation: Client is not at the 50% point of his or her 3-month goals at week 6.

Approach: Reassess 3-month goals with your client to make sure they are realistic. Revisit the vision to re-ignite its power. Discuss situation with a mentor coach new ideas for generating success.

Third Month

Expectations: Clients are close to meeting their 3-month goals. Some changes are becoming habitual. They feel empowered, on track, and ready for a new set of goals.

Situation: Clients get discouraged by not seeing results in several areas.

Approach: First, focus on what is working and on the client's strengths. Then spend extra time discussing the areas where expectations have not been met and create a plan for improvement. Try different tools and resources. Discuss options with a mentor coach.

The 3-month point in coaching is also a time to review and renew the coaching program. It is a time to arrange celebrations for achieving milestones, consider developing a new 3-month plan, modify coaching session frequency, and/or renew your client's commitment to the coaching program.

ADAPT YOUR COACHING STYLE TO CLIENT LEARNING STYLES

While it's crucial to help clients develop a vision, plan, and goals that exactly fit their needs, desires, and abilities, it is equally important to develop a personalized approach to coaching that fits their learning style. Test your hypotheses directly with clients as soon as they become clear. For example, you might observe, "I notice you say that you want a coach who won't let you get away with excuses. Are you saying that you want a firm approach?" You may also want to ask clients:

- Which teachers or managers influenced them to do their very best, and what they specifically did to bring out the best in them
- What kind of approach or style they prefer, for example, nurturing, authoritative, or cheerleading (ask them to comment and agree on the approach)
- What pace and scope they prefer, for example, jump right in or take a step at a time, provide lots of background information, or keep it simple

Understand Your Clients' Intelligence Level and the Level of Detail and Knowledge They Prefer

The keys to understanding your client's intelligence level include vocabulary, complexity of sentence structure, depth of questions, pace of understanding, memory, ability to restate their coach's points in different terms, and ability to interpret information, extract points, and see a different twist on the information.

> The ideal approach to coaching for each client is largely determined by three areas:
> - Their intelligence level
> - Their personality and preferred coaching style
> - Their learning style

Highly intelligent clients usually want a brisk pace with enough detail and knowledge to help them see the basis of what you're offering. Don't be intimidated by sharp questions or interruptions. Let these help you gauge the pace and amount of information they want. If they interrupt, decide whether the interruptions are requests for more information or attempts to move the conversation more quickly and shift gears accordingly.

Don't assume that highly intelligent clients either know or don't know the material you wish to present. Ask, "What do you already know about. . . ?" or "Would you like more detail about. . . ?" Less intelligent clients may want information presented using several modalities, such as repetition, examples, and questioning.

Frequently ask such learners to repeat, reword, or apply what you have said. Summaries are extremely valuable tools. For example, ask "What did you learn from this discussion so far?" and "Tell me what you can put into action from today's session." Having them take notes during the session can also be useful for these clients.

Understand Your Clients' Personalities and What Coaching Styles Appeal to Them

Some examples of coaching styles that appeal to different personalities are:

- **Authoritative:** These clients want to be told what to do. They appreciate coaches who take charge of the coaching process. Speak with authority and make direct suggestions. That said, it is still important to get these clients to take responsibility and be in charge of their plans and choices.
- **Nurturing:** These clients want acceptance and a gentle, compassionate approach. Speak softly, express empathy, and ask supportive questions.
- **Entertaining:** These clients respond to humor, witty explanations and analogies, frequent changes in voice inflection, and a quick pace.
- **No-nonsense:** These clients are time oriented and want information delivered in the most straightforward way possible. They often appreciate lists rather than paragraphs, instructions rather than descriptions.
- **Educator:** Some clients want information—tons of it. You can recognize them by the number of questions they ask. Assist these clients to do their own research with Web sites, book recommendations, and other resources.

Working with Dependent Clients

Dependent clients are needy. They need your motivation, structure, approval and reassurance. They are unable or unwilling to take charge of themselves and tend to get off track if they miss a week of coaching. They need so much nurturing that they may exhaust the coach.

Work on ways to empower these clients by reinforcing each positive step they take toward their goals. Give them plenty of praise along the way, especially for independent actions. Openly and directly communicate that you would like to see them continue these new lifestyle changes over their lifetime, not just while they are working with you.

PUTTING IT ALL TOGETHER

You should now be ready to work with clients to develop a vision, set 3-month and weekly goals, discuss priorities, motivators, and challenges, and develop strategies to overcome or rise above challenges.

In addition to the checklists provided in this chapter for a longer first coaching (planning) session and for shorter subsequent weekly, biweekly, or monthly coaching sessions, see Appendices A and B at the end of this chapter for additional resources that can be helpful in structuring the process.

REVIEW AND DISCUSSION QUESTIONS

1. What activities help you get into the coaching mindset? How can you make sure you are in a coaching mindset when you begin each session?

_____

_____

_____

2. What is the coaching contract? Why is it important to the coaching process?

_____

_____

_____

3. What are some possible questions you can ask to find out your client's strengths and priorities?

_____

_____

_____

4. Give two examples of deep, open-ended questions that take thought to answer and that connect clients with their heartfelt dreams and desires.

_____

_____

_____

5. When should a physician's clearance and medical data be collected? Why is the collection of medical data important?

_____

_____

_____

6. Explain the statement: "Wellness is much more than the absence of illness."

_____

_____

_____

7. What is a vision? Give an example.

_____

_____

_____

8. Why is it important to have clients state their 3-month and weekly goals instead of the coach noting what was said in the discussion and coming up with the appropriate goal?

_____

_____

_____

9. What should you do if your client doesn't seem ready or committed to change?

_____

_____

_____

10. What can be expected during the first 3 months of working with a client?

_____

_____

_____

APPENDIX A

CLIENT COACHING PROGRAM CHECKLIST

1. Prospect Stage
   a. Email personal welcome/introduction and articles as appropriate.
      i. Coaching contract
      ii. Description of coaching
      iii. Quizzes/assessments
   b. Set up initial telephone consultation.

2. Initial Telephone Consultation (topics to consider, make sure client talks more than you do)
   a. Get client to describe why he or she wants to work with a coach.
   b. Introduce your credentials and background, and your passion for helping clients work on health, fitness, and wellness.
   c. Discuss principles and goals of health, fitness, or wellness coaching, and distinctions from personal training, life coaching, therapy, etc.
   d. Discuss behavior change process and client's readiness.
   e. Discuss the Coaching contract and 3-month timeframe for behavioral goals
   f. Demonstrate coaching by working with an issue presented by client prospect (see AI & MI Coaching Tools).
   g. Discuss fees and payment terms.
   h. Email articles as appropriate.

3. Program Startup
   a. If client decides to proceed with a coaching program, ask him or her to complete an assessment.
   b. Schedule the first coaching session (allow 45–90 minutes) and identify a weekly/biweekly/monthly 30–45 minute time slot(s) that the client can attend most of the time for the next 3 months.
   c. Refer client to sample visions/plans.

4. Conduct First Coaching Session per the Step-by-Step Guidelines

5. Conduct Subsequent Coaching Sessions per the Step-by-Step Guidelines

6. Three-Month Coaching Program Wrap-Up
   a. Discuss and agree on completion of 3-month goals and progress toward vision.
   b. Discuss how client can celebrate his or her success in the past 3 months.
   c. Ask client for honest feedback on the coaching program, including what was most helpful and least helpful.
   d. Ask client to complete a feedback survey.
   e. Assist client to determine what she or he wants next, and whether to proceed with a coaching program for another 3 months.
   If the client decides to stop the coaching program at 3 months:
   • Discuss reasons for client choosing to stop.
   • Celebrate his or her learning and remark on what he or she may want to consider next.
   • Encourage client to keep making progress and to let you know how he or she is doing.
   • Ask if you could check in with him or her from time to time.
   • Thank him or her for being a great client and for helping you to learn.

7. Incomplete 3-Month Coaching Program
   a. Ask client to complete a short feedback survey.
   b. Discuss reasons for client choosing to stop.
   c. Celebrate his or her learning and remark on what he or she may want to consider next.
   d. Encourage client to keep making progress and to let you know how he or she is doing.
   e. Ask if you could check in with him or her from time to time.
   f. Thank him or her for being a great client and for helping you to learn.

APPENDIX B
COACHING PROGRAM FEEDBACK SURVEY

Coaching Program Evaluation

Coach's Name: _____

Client's Name: _____

Coaching Start Date: _____

Please rate your coach's competence on a scale of 0 to 10, with 10 = very competent and 0 = very incompetent. Please feel free to add any comments.

	Rating	Comments
Knowledge		
Helpfulness		
Empathy		
Quality of advice		
Quality of instruction		
Motivation provided		
Effectiveness		
Other comments		

Areas for improvement

In what ways has coaching
benefited or changed you
the most? Describe "before" and
"after," if possible.

What goal is most important
to you now?

Please comment on how coaching has benefited you in any of the following areas:

Confidence

Motivation

Energy

Work performance/productivity

Exercise habits

Eating habits

Sleep

Stress management

Life satisfaction

Self-esteem

What are your coach's best
qualities?

How could your coach improve?

How does your coaching
experience differ from
your expectations?

Coach Development

COACHING PRESENCE

Margaret Moore, Bob Tschannen-Moran, and Carol Kauffman

> "There are two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle."
>
> **—ALBERT EINSTEIN**

AFTER READING THIS CHAPTER, YOU WILL BE ABLE TO:

- Define coaching presence
- Distinguish between the doing and the being skills of coaching
- Describe your own way of being in the world with reference to your top five character strengths
- Discuss the choices, frameworks, and practices that support masterful coaching

DEFINITIONS

Coaching Presence: A way of being with clients (mindful, empathetic, warm, calm, zestful, fun, and courageous) that facilitates growth and change through connection.

Being Skills: A way of being in the world that includes qualities that can be chosen, valued, and strengthened in the course of a coach's professional development.

UNDERSTANDING COACHING PRESENCE

We have made reference from the beginning of this manual to Tim Gallwey's definition of coaching as "the art of creating an environment, through conversation and a way of being, that facilitates the process by which a person can move toward desired goals in a fulfilling manner." Gallwey goes on to note that this "requires one essential ingredient that cannot be taught: caring not only for external results but for the person being coached" (2000, p. 177).

This definition highlights that coaching supports client growth and change not only by what coaches do (have conversations with clients), but also by who coaches are (a way of being with people). It is concerned not only with results but also with the person seeking to achieve those results. The two always go hand in hand. Failure to have a full coaching presence with people undermines the efficacy of coaching conversations. If we are not having success as a coach, then it may have less to do with our technique than with the nature of our presence.

Our work on coaching presence was inspired by our exploration of relational cultural theory as we developed the relational flow model to capture the intuitive dance of coaching, discussed in Chapter 9 on generative moments. Relational cultural theory includes a description of the elements that generate growth-promoting relationships. Those elements form the main basis for this chapter on coaching presence (Jordan, Walker, & Hartling, 2004).

We include in this chapter an interesting discussion of character strengths and their role in generating our presence. This is not to say that strengths are the only factors that generate our presence. However, at an early stage of one's evolution as a coach, feeling overwhelmed by how much there is to learn and practice is

common. It's vital for new coaches to discover or reconnect with personal strengths and use them to foster one's presence as a coach.

The ICF core coaching competency on coaching presence (Chapter 2) describes this competency as the "ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident." To this end, the ICF indicates that a professional coach:

- Is present and flexible during the coaching process, dancing in the moment
- Accesses own intuition and trusts one's inner knowing—"goes with the gut"
- Is open to not knowing and takes risks
- Sees many ways to work with the client and chooses in the moment what is most effective
- Uses humor effectively to create lightness and energy
- Confidently shifts perspectives and experiments with new possibilities for own action
- Demonstrates confidence in working with strong emotions and can self-manage and not be overpowered by or enmeshed in clients' emotions

IMPORTANT!

We have studied these skills in past chapters, primarily as things coaches do in conversation with clients. We can categorize them as relational "doing" skills that coaches can learn and master as practices. This chapter recognizes that there are additional qualities we call the relational "being" skills that coaches use to build growth-promoting relationships.

As being skills, these qualities are about our way of being in the world as human beings, not just about our work with clients as professional coaches. They also represent a full-trust relationship to life itself. "Don't just do something, stand there!" is a Buddhist saying that expresses this understanding. It's not up to us to solve problems and put out fires, but to trust that life has a way of working things out. We need only make ourselves available in its service.

This is the calm confident energy that coaches radiate outward to reach our clients. By modeling the being skills and the trust not only in the client's ability to work things out, but also in life's ability to work things out with the client and with all the client cares about, we shift from coaching competence to mastery. The energy of mastery infuses clients with the self-

efficacy clients need to move forward successfully with their vision and goals.

That's why it's so important for coaches to choose empowering and delightful frameworks or philosophical principles in life and work. Thomas Leonard, a founder of the modern life coaching movement, is famous for suggesting 15 frameworks (2002) that include the following notions:

1. It's all solvable or it's not.
2. Risk is always reducible.
3. There's usually a better way.
4. Success is a byproduct.
5. Emotions are our teachers.
6. Inklings are higher intelligence.
7. The answer is somewhere.
8. Self-confidence can be arranged.
9. Problems are immediate opportunities.
10. People are doing their very best, even when they seem not to be.

Frameworks such as these empower clients in movement, growth, and connection. They undergird what Jordan (2004) describes as the "quality of presence" that leads to "growth-fostering" or "growth-enhancing" relationships.

DON'T FORGET . . .

Clients grow not only because of what coaches do for them, but also (and perhaps even more so) because of who coaches are in relationship to them. The disposition of the coach matters greatly when it comes to client outcomes.

COACHING PRESENCE AS A SYMPHONY OF STRENGTHS

All coaches bring their own unique presence to coaching relationships and conversations. Because no two coaches are exactly the same, no two coaches come from exactly the same frameworks or use the core coaching skills in exactly the same way. Who we are being influences and, in many respects, determines how we connect, move with our clients, and intuitively dance, generating new possibilities and forward momentum.

One way to think of presence is as a symphony of character strengths. These are the aptitudes or capacities that people most value and use most ably. In multiple studies, research has shown a direct relationship between the engagement of a person's character strengths and his or her effectiveness, as well as

happiness, in both life and work. That's as true for coaches as it is for anyone else. The more we play to and come from our strengths, the more powerful and effective our coaching will be.

To fully engage our character strengths, it helps to know what they are. One of the more significant contributions of positive psychology over the past 10 years has been the development of classification schemas for human strengths that are similar in both form and function to the Diagnostic and Statistical Manual of Mental Disorders IV (the DSM IV). What the DSM IV is to mental illness, the emerging models for strengths, talents, and virtues are to mental wellness. One of those models is a popular workplace model developed by the Gallup organization (Rath, 2007).

Peterson and Seligman (2004) have developed a different model, identifying 24 character strengths, grouped into six large categories called virtues that consistently emerge across history and culture. The virtues are wisdom, courage, humanity, justice, temperance, and transcendence. A free, online survey, known as the Values-In-Action (VIA) Signature Strengths Questionnaire, is available through the University of Pennsylvania (http://www.authentichappiness.com). It generates a report that identifies a person's character strengths in rank order (from 1 to 24). The top five strengths are called "signature strengths," which interact with each other and most influence a person's presence in the world. Coaches learn from completing this questionnaire by discovering their signature character strengths.

The following summarizes and organizes the 24 character strengths (Peterson and Seligman, 2004) with the addition of Coaching Style Points (that encompass who we are and how we show up for coaching).

Wisdom and Knowledge

Cognitive strengths that entail the acquisition and use of knowledge.

1. Creativity (Originality, Ingenuity)

Thinking of novel and productive ways to do things; includes artistic achievement but is not limited to it.

> *Coaching Style Point:* "I love to think outside the box with my clients, brainstorming novel and productive ways of doing things."

2. Curiosity (Interest, Novelty-Seeking, Openness to Experience)

Taking an interest in all of ongoing experience for its own sake; finding subjects and topics fascinating; exploring and discovering.

> *Coaching Style Point:* "I love to explore all facets of a situation, especially the best situations have to offer, to broaden and build on client strengths."

3. Open-Mindedness (Judgment, Critical Thinking)

Thinking things through and examining them from all sides; *not* jumping to conclusions; being able to change one's mind in light of evidence; weighing all evidence fairly.

> *Coaching Style Point:* "Instead of jumping to conclusions, I love to think things through with my clients, examining them from all sides with no sense of judgment or urgency."

4. Love of Learning

Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally; obviously related to strength of curiosity but goes beyond it to describe the tendency to add *systematically* to what one knows.

> *Coaching Style Point:* "I love to learn new things and assist my clients in learning new things, building on what we know now to master unknown skills, topics, and bodies of knowledge in the future."

5. Perspective (Wisdom)

Being able to provide wise counsel to others; having ways of looking at the world that make sense to oneself and to other people.

> *Coaching Style Point:* "I love to make sense of experience, both for myself and with my clients, in meaningful and purposeful ways."

Courage

Emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal.

6. Bravery (Valor)

Not shrinking from threat, challenge, difficulty, or pain; speaking up for what is right, even if there is opposition; acting on convictions, even if unpopular; includes physical bravery but is not limited to it.

> *Coaching Style Point:* "I am willing to speak the truth in love, holding my clients feet to the fire, even when it may be uncomfortable."

7. *Persistence (Perseverance, Industriousness)*

Finishing what one starts; persisting in a course of action in spite of obstacles; "getting it out the door"; taking pleasure in completing tasks.

> *Coaching Style Point:* "I hang in there with my clients until we get the job done. Nothing is impossible; some things just take a little longer."

8. *Integrity (Authenticity, Honesty)*

Speaking the truth and, more broadly, presenting oneself in a genuine way; being without pretense; taking responsibility for one's feelings and actions.

> *Coaching Style Point:* "I seek to be genuine in all my communications with clients, especially when I sense there may be feelings, needs, and desires below the surface that want to be spoken."

9. *Vitality (Zest, Enthusiasm, Vigor, Energy)*

Approaching life with excitement and energy; *not* doing things halfway or halfheartedly; living life as an adventure; feeling alive and activated.

> *Coaching Style Point:* "I love life and I do everything, including coaching, with excitement and energy. Life is an adventure that I seek to live and share with full engagement. People find that to be infectious."

Humanity

Interpersonal strengths that involve "feeling" and "befriending" others.

10. *Love*

Valuing close relations with others, in particular those in which sharing and caring are reciprocated; being close to people.

> *Coaching Style Point:* "I love to feel close to people and be in mutually supportive relationships. There's no lack of warmth when it comes to my coaching style."

11. *Kindness (Generosity, Nurturance, Care, Compassion, Altruistic Love, "Niceness")*

Doing favors and good deeds for others; helping them; taking care of them.

> *Coaching Style Point:* "I love to help people and do nice things for them. I often reach out to my clients in special and caring ways that touch the heart."

12. *Social Intelligence (Emotional Intelligence, Personal Intelligence)*

Being aware of the motives and feelings of other people and oneself; knowing what to do to fit into different social situations; knowing what makes other people tick.

> *Coaching Style Point:* "I can easily understand people's feelings, needs, and desires (including those beneath the surface). People say I 'connect with respect,' the hallmark of my coaching."

Justice

Civic strengths that underlie healthy community life.

13. *Citizenship (Social Responsibility, Loyalty, Teamwork)*

Working well as a member of a group or team; being loyal to the group; doing one's share.

> *Coaching Style Point:* "My clients always come first and think of me as being on their team. I love to be their partners in facilitating growth."

14. *Fairness*

Treating all people the same according to notions of equality and justice; *not* letting personal feelings bias decisions about others; giving everyone a fair chance.

> *Coaching Style Point:* "It's not my agenda, but my client's agenda, that counts. I leave my personal opinions out of the equation as I seek to model fairness in all my dealings."

15. *Leadership*

Encouraging a group, of which one is a member, to get things done, and, at the same time, maintaining good relations within the group; organizing group activities and seeing that they happen.

> *Coaching Style Point:* "I model being a leader in my work and personal lives and I demonstrate my leadership with my clients by encouraging and supporting them to be leaders in their lives."

Temperance

Strengths that protect against excess.

16. Forgiveness and Mercy

Forgiving those who have done wrong; giving people a second chance; *not* being vengeful.

> *Coaching Style Point:* "I accept my clients right where they are and just the way they are. I am never judgmental and never suggest that my client is wrong. I rather explore and appreciate the perfection in every situation."

17. Humility/Modesty

Letting one's accomplishments speak for themselves; *not* seeking the spotlight.

> *Coaching Style Point:* "Although I 'walk the talk' when it comes to my own path of development, I never call attention to myself or put myself up on a pedestal. We're all learners in my book."

18. Prudence

Being careful about one's choices; *not* taking undue risks; *not* saying or doing things that might later be regretted.

> *Coaching Style Point:* "I love to design doable strategies with clients. I want my clients to be successful, and that requires setting goals that are specific, measurable, actionable, realistic, and time-lined."

19. Self-Regulation (Self-Control)

Regulating what one feels and does; being disciplined; controlling one's appetites and emotions.

> *Coaching Style Point:* "Silence is my friend. I love to take my time, to think through my thoughts and feelings, and then say just the right thing at just the right time to move my clients forward. I also am a role model for self-regulation in my personal wellness."

Transcendence

Strengths that forge connections to the larger universe and provide meaning.

20. Appreciation of Beauty and Excellence (Awe, Wonder, Elevation)

Noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life, from nature to art, to mathematics and science, and to everyday experience.

> *Coaching Style Point:* "My clients never cease to amaze me. I love to acknowledge their beauty, excellence, and skill. No matter where they are on the journey, there is always something to celebrate and relish."

21. Gratitude

Being aware of and thankful for the good things that happen; taking time to express thanks.

> *Coaching Style Point:* "I bring an 'attitude of gratitude' to life that my clients usually pick up on and come to share. What a gift to be alive, to work together, and to learn new ways to experience well being!"

22. Hope (Optimism, Future-Mindedness, Future Orientation)

Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about.

> *Coaching Style Point:* "I always believe in my client's ability to become his or her best self. I know that self is in him or her, no matter what, and I love to bring it out in all its fullness."

23. Humor (Playfulness)

Liking to laugh and tease; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes.

> *Coaching Style Point:* "There's no shortage of laughter when it comes to my coaching sessions! I love to make learning fun, enjoyable, and meaningful. We even learn to laugh at our mistakes along the way."

24. Spirituality (Faith, Purpose, Religiousness)

Having coherent beliefs about the higher purpose and meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape conduct and provide comfort.

Coaching Style Point: "I see my clients as participating in a much larger narrative that includes the purpose and meaning of the universe. I love to make that connection with my clients and to watch the mysteries unfold."

THE PRESENCE THAT GENERATES MOVEMENT AND GROWTH

As evidenced by the Coaching Style Points, all strengths are valuable, and there is no "right" combination of "signature strengths" when it comes to masterful coaching. The style points impact everything about our coaching presence and practice, including who we are, how we show up for coaching, who we attract as clients, and how we facilitate their movement and growth.

The key to successfully using our unique combination of "signature strengths" has less to do with specific techniques than with the intentional use of our being skills in coaching. These skills include such critical qualities as mindfulness, empathy, warmth, affirmation, calm, zest, playfulness, courage, and authenticity. We describe these qualities of being as "skills" because they are qualities that can be chosen, valued, and strengthened in the course of a coach's professional development.

Mindfulness

Related character strengths: Self-Regulation, Bravery, Integrity, Perspective, Citizenship, and Social Intelligence

Masterful coaching requires mindfulness, defined as the "nonjudgmental awareness of what is happening in the present moment" (see Chapter 2). Mindfulness is a prerequisite for everything a coach does. If the coach is not mindful, he or she will not be skillful enough to assist clients in engaging in a deep coach-client relationship that will enable them to reach their positive Vision (or desired future). As coaches, it is our job not only to pay full attention to our clients, but also to suspend judgment, utilizing empathy, inquiry, and reflections instead.

Although there is no single strength identified as "mindfulness" by the VIA Signature Strengths Questionnaire, the following strengths, in descending order of correlation, were found by one study to have a significant positive relationship to mindfulness: self-regulation (19), bravery (6), integrity (8), perspective (5), citizenship (13), and social intelligence (12) (Silberman, 2007). These correlations suggest intriguing lines of research and development. For example, Silberman (2007) discusses ways in which mindfulness may "cul-

tivate a number of strengths simultaneously," perhaps by its ability to quiet "mental chatter."

The ability to practice mindfulness during coaching sessions is a core coaching skill. To offer the mindfulness gift to clients, coaches would do well to experience mindfulness on other occasions. Practices that support mindfulness include relaxation, breath work, meditation, and yoga. The key is to actually do them, rather than just study or read about them. Try the following 3-minute mindfulness exercise right now:

- Shift your body position and sit up straight.
- Notice your feelings (both physical and emotional) for 60 seconds.
- Notice your breath for 60 seconds (breathe slowly through the nose).
- Notice your feelings (both physical and emotional) for 60 seconds.

Try the same mindfulness exercise 5 minutes before a coaching session. Notice the impact it has on you and your coaching.

Empathy

Related character strengths: Social Intelligence, Self-Regulation, Love, Curiosity, Open-mindedness, Perspective, Forgiveness and Mercy, and Spirituality

Empathy is defined as the respectful understanding of another person's experience, including his or her feelings, needs, and desires. It is the core relational dynamic that leads to movement and growth in coaching.

Empathy was discussed extensively in Chapter 5, with the introduction of nonviolent communication (NVC) as one method for expressing and receiving empathy (Rosenberg, 2005; see also Patterson et al., 2002). The distinction was made between empathy (understanding and connecting with someone's experience in positive, life-enriching ways) and sympathy (sharing another person's experience by feeling his or her feelings and owning his or her needs).

The skill sets and protocols NVC gives coaches for expressing and receiving empathy will not work unless the intention of the coach is to truly respect, honor, and understand the experience of the client. As with AI and MI, NVC is an orientation as much as it is a practice.

So what is the intention or presence of empathy as a way of being with people? Like mindfulness, empathy allows us to suspend all judgment, analysis, suggestions, stories, or motivation to fix things in favor of connecting with and understanding what's alive in and coming up for another human being in the present moment. Someone who is empathetic is:

- curious without being demanding
- interested with being intrusive
- compassionate without being condescending
- persistent without being impatient

Empathy seeks solely to understand and value, with respect and compassion, another person's experience. It is the intention to "get with" where another is coming from, and nothing else (Jordan et al., 2004). When clients realize that their feelings and needs matter and that they are being heard and taken seriously by their coach, a zone of new possibilities is created.

It takes work to nurture and maintain this intention. In the interest of being helpful, coaches are especially prone to advise, educate, console, reassure, explain, correct, and solve problems. Although such behaviors may, at times, be appropriate and useful in coaching conversations, they interfere with and do not represent the posture of empathy.

An awareness of one's own feelings and needs is crucial if coaches want to be an empathic presence with clients. When coaches notice and share what's happening with them in the present moment ("My stomach is churning right now"), their clients may respond with greater awareness and openness of their own.

IMPORTANT!

When coaches find it difficult to give empathy, it probably means they are not receiving enough empathy. Because coaches cannot demand empathy from clients, we must be sure to get it from somewhere for ourselves. Both regular self-empathy and mutual empathy with significant others are essential practices for authentic coaching presence. Both empathetic processes are essentially the same. By connecting deeply with our own feelings and needs, or those of others (to the point of grieving when needs are not being met and celebrating when they are), coaches grow their empathy muscles and open the way for relational authenticity (Jordan et al., 2004).

Warmth

Related character strengths: Vitality, Love, Social Intelligence, Kindness, Gratitude, Forgiveness and Mercy, and Humility/Modesty

There is a reciprocal relationship between warmth and empathy. Without warmth, all attempts at empathy will fail. That's because empathy requires a sincere, heartfelt desire to connect with another human being.

Obligatory expressions of empathy just don't work. Likewise, without empathy, all attempts at warmth will fail. That's because warmth requires an awareness of what others are feeling and needing in the present moment.

Warmth comes from what psychologists call "positive regard." It has the power to open up clients, just as sunshine has the power to open flowers. Too little or too much warmth, however, can distress clients, just as too little or too much sunshine can damage flowers. Warmth has to be tailored appropriately for every situation. The key is to radiate just the right amount of warmth, in just the right way, so our clients warm up and the coaching process becomes energized.

Warmth generates full engagement. It is a contagious quality of being that enlivens conversations, relationships, and circumstances. When people warm up to each other, their energy elevates, ideas come, light bulbs go off, and new possibilities get created.

IMPORTANT!

To increase our warmth as coaches, it helps to remember our best experiences with people. Similar to the work we do with clients in the Discovery phase of appreciative inquiry (Chapter 5), remembering past warm moments makes us more ready, willing, and able to extend warmth in the future.

Affirmation

Related character strengths: Appreciation of Beauty and Excellence, Gratitude, Kindness, Hope, Creativity, and Perspective

Just as empathy is different from sympathy, affirmation is different from affiliation. Affirmation implies acceptance and appreciation, whereas affiliation implies alignment and agreement with someone's interest and purpose. Masterful coaches extend unfailing affirmation to both themselves and others because they come from a framework that recognizes perfection in every situation.

How can each and every situation be perfect, even when it obviously isn't? By virtue of the fact that every moment is the only moment that can be happening at any moment. There's no way to arrive at any future moment other than through the present moment. Nor is there any way for the present moment to be any different than it is, given all the past moments. Affirmation and acceptance have to do with mindfulness and empathy. If we see every situation as perfectly designed for our own movement and growth, then we can embrace every situation for where it comes from and where it leads us. Living fully in the present moment makes perfection easy to affirm.

That is the posture masterful coaches generally take in life, particularly with their clients. They neither disparage themselves nor others. Instead, they continuously come from the transactional framework of "I'm OK, you're OK" (Harris, 2004).

The notion that things are not OK is dissipated by recognizing (with NVC; see Chapter 5) that all life-alienating thoughts, words, and actions are expressions of unmet needs. By hearing the needs that underlie thoughts, words, and actions, masterful coaches can remain unfailingly affirmative in relationship to both themselves and others.

Such perspectives enable coaches to reframe negative energy and challenging circumstances as positive opportunities for movement and growth. Carol Kauffman, PhD, Assistant Clinical Professor at Harvard Medical School and co-creator of the "being skills" concept with Margaret Moore, tells the story of a young Asian woman with an eating disorder who came to a session feeling very down. She shared that she had spent $40 on food for lunch, which she had vomited up in an alleyway. (This was not the first time she had done this.) When she lifted up her head, she noticed a homeless person not far away, sitting on the ground. Mortified and totally ashamed, she thought, "My goodness, this person doesn't have $40 to spend on food, and look what I've just done."

Upon hearing this, Dr. Kauffman responded, "We all have a dark alleyway. That happens to be yours, but we all have one. We all have things in our lives we're ashamed of. You're not alone and you're not terrible. You're human." Instead of allowing her client to wallow in her guilt and shame (her place of "not OK"), Dr. Kauffman positively reframed the incident and affirmed her client.

Extending unfailing affirmation, regardless of the situation, is about helping clients respond to life's experiences without catastrophizing. Until we can accept every situation as perfectly designed for our own movement and growth, there is no way to be happy and productive in life.

Taken together, empathy, warmth, and affirmation foster an important quality of being necessary for masterful coaching. It doesn't happen through our dispensing expert advice, teaching, consoling, explaining, or correcting. It only happens through connection and presence.

Calm

Related character strengths: Spirituality, Bravery, Integrity, Open-Mindedness, Perspective, Self-Regulation, and Prudence

The word "calm" comes from Greek and Latin roots that refer to "burning heat" or the "heat of the day." To find a resting place in those contexts is the energy of calm, demonstrated and exercised by masterful coaches. It's an energy that comes from connecting with and trusting the unfolding of life, whether on the most personal or universal of levels. In the spring of 2003, with worrisome drumbeats of war in the air, Bob Tschannen-Moran noticed the energy of the forest at sunrise. He wrote a poem, titled "Awake," that speaks to the connection among calm, mindfulness, and wonder:

> The world comes back to life
> Tiny buds burst into flower
> Drab and barren branches
> Dance to a symphony of becoming
> Like a painter's palette
> We see the colors laid out
> And smell their intoxicating aromas
> This too shall pass
>
> But for now
> There is hope
> In a world that knows too much fear
>
> But for now
> There is faith
> In a world that knows too much despair
>
> But for now
> There is love
> In a world that knows too much hate
>
> But for now
> We dance to this symphony of becoming
> We twirl and laugh
> We trust and believe
> As though nothing could ever silence the music
>
> But for now
> We are pleased to dwell
> On planet earth
> And do call ourselves
> Awake

This poem reminds us of our way in the world when we connect with our values and come from our purpose. Undaunted by circumstance, even by dying, we celebrate both the beauty and certainty of each and every moment. "My certainty is greater than your doubt," to quote Dave Buck of CoachVille, represents not only an approach masterful coaches take with clients, but also their way of being in the world. Calm energy, in the fire, is the strength that comes from knowing that it's never too late to make a difference. That's what makes it possible for first responders to handle emergencies effectively. Instead of dissolving

in the midst of chaos and distress, they maintain perspective and poise in the moment.

Masterful coaches do the same in their life and work. They set aside those inner voices—those gremlins and jackals that interfere with feeling at peace with ourselves, the world, and our work. At the start of every day, before every coaching session, and in many other moments in life, they claim the calm energy to make a difference, and perhaps even to generate a breakthrough. They believe in and are confident of who they are and what they do. Through being present and open to the unfolding of things to come, they add meaning, purpose, and value. It isn't necessarily easy but it can be done.

Zest

Related character strengths: Vitality, Humor, Gratitude, Curiosity, Love of Learning, Bravery, Persistence, and Appreciation of Beauty and Excellence

This energy is very different from the energy of calm. It is optimistic and hopeful. It anticipates the best and, as a result, often generates the best. You may remember this energy from childhood, when you were looking forward to doing something special (such as going to the zoo or getting on an airplane). As the time approached, you could hardly wait to get out of bed in the morning. You were excited and filled with the energy of zest.

In their book *The Art of Possibility* (2000), Rosamund Stone and Ben Zander write about the importance of "shining eyes" in determining people's level of engagement. Zest looks and feels like eyes shining and smiles sparkling. In spite of life's obvious challenges, masterful coaches radiate zest in ways that generate conversations for change. It's almost impossible for coaches who are filled with zest not to infuse that energy into coaching conversations.

It may not be possible to radiate this energy every minute of every day, but masterful coaches come from it more often than not. That is what makes their coaching practices successful! Zest is an incredibly attractive energy that people want to get close to and build on. It is self-reinforcing and upward spiraling. Zest supports resilience and self-efficacy in the service of coaching outcomes.

One simple strategy for elevating zest, without a total life makeover, is to cultivate gratitude. Noticing, remembering, and celebrating good things that happen are powerful antidotes to the patina of bad things that tends to build up over time. Understanding this, masterful coaches stoke their own attitude of gratitude

through daily positive practices that build happiness, balance, and self-esteem (see Chapter 12).

When we live and experience life as an adventure, it's easy to approach our work with clients in much the same way. There's no telling what our clients will come up with!

IMPORTANT!

Just as there is a reciprocal relationship between giving and receiving empathy, there is also one between giving and receiving zest. The more things we do that fill up our tank with zest, the more zest we will have to share with others. This is one area where self-care clearly and directly translates into coaching effectiveness. It is not possible to coach masterfully in a state of feeling overwhelmed, fatigued, stressed, burned out, or in despair. Without doing the things that make life worth living, including adequate time for rest and recovery, it is hard, if not impossible, to share zestful energy with others.

Playfulness

Related character strengths: Humor, Curiosity, Creativity, Vitality, Hope, Spirituality, and Perspective

Just as empathy, warmth, and affirmation go together, so do playfulness and zest. They may be distinct energies, but they nevertheless support one another. Indeed, it's impossible to sustain zest without playfulness. Playfulness ignites our energy for and engagement with life.

Just as playfulness underlies zest, humor and curiosity underlie playfulness. Without the ability to laugh, especially in the face of life's ironies, incongruities, and adversities, one would seldom find the energy to play. Young children laugh hundreds of times per day; older adults average about 17 times per day. Masterful coaches, and other healthy adults, know how to laugh and have fun (Wooten, 1996; Balick & Lee, 2003).

Perhaps that's why laughter clubs, which started in India, have turned into a global movement. These groups, which typically meet in the morning, run through a series of laughter patterns that eventually give way (after an initial warm-up) to an epidemic of spontaneous giggles, chuckles, and guffaws. Participants

report feeling refreshed, relaxed, revitalized, and reju-venated by the experience.

IMPORTANT!

To cultivate the energy of playfulness, laugh even when you're not in the mood, laugh out loud, and laugh often. It's not enough to chuckle inwardly at a joke or cartoon. We have to get our bodies involved to experience the full benefits of laughter.

What makes you laugh out loud? Whatever it is, do it! If you enjoy comedians, funny movies, or jumping on trampolines, be sure to get your fill. If you have friends who make you laugh, be sure to spend time with them. And don't be afraid to laugh with clients. It's never too late to lighten up, change perspective, and remember "Rule Number 6." As Rosamund Stone and Ben Zander tell the story:

> "Two prime ministers were sitting in a room dis-cussing affairs of state. Suddenly a man bursts in, apoplectic with fury, shouting and stamping and banging his fist on the desk. The resident prime minister admonishes him: 'Peter,' he says, 'kindly remember Rule Number 6,' whereupon Peter is instantly restored to complete calm, apologizes, and withdraws."

> "The politicians returned to their conversation, only to be interrupted yet again twenty minutes later by an hysterical woman gesticulating wildly, her hair flying. Again the intruder is greeted with the words: 'Marie, please remember Rule Number 6.' Complete calm descends once more, and she too withdraws with a bow and an apology."

> "When the scene is repeated for a third time, the visiting prime minister addresses his colleague: 'My dear friend, I've seen many things in my life, but never anything as remarkable as this. Would you be willing to share with me the secret of Rule Number 6?' 'Very simple,' replies the resident prime minister. 'Rule Number 6 is: Don't take your-self so g—damn seriously.' "

> " 'Ah,' says his visitor, 'that is a fine rule.' After a moment of pondering, he inquires, 'And what, may I ask, are the other rules?' "

> " 'There aren't any.' " (2000, p. 79)

This is, indeed, a fine rule that applies both to our way in the world and our way with clients. Coaching is serious business, but that doesn't make it the business of serious-ness. Unless we carry ourselves and show up with a cer-tain lightness of being, clients will dread coaching and fail to move forward as they otherwise might.

Courage and Authenticity

Related character strengths: Integrity, Bravery, Social Intelligence, Fairness, and Persistence

Perhaps the most challenging way of being for many coaches involves courage and authenticity. The word "courage" may conjure up images of judgment, conflict, and pushiness. But being courageous is not about being mean, cruel, or threatening. It's about nam-ing what is there to increase client awareness, create connection, and generate movement.

Masterful coaches who understand the difference between being nice and being authentic are able to boldly express their observations, feelings, needs, and requests in the service of client outcomes. They have a genuine way of stepping up to the plate and making conversations real.

In concert with all the other coaching strengths, mas-terful coaches have a fearless, conversational prowess that shakes things loose and stirs things up without offending, violating, blaming, shaming, or demeaning people.

Approaching clients with courage and authenticity may be difficult and intimidating at first, such as when you asked someone in high school to dance. Back then, your heart might have been pounding and your palms may have been sweating, but somehow you got through it and eventually it got easier. You may have even con-vinced a classmate to dance! That's the way it is with courageous and authentic conversations. By shining a light on what "wants to be said," coaches can move clients forward in dynamic and powerful ways.

That's because truth is contagious and resonant. As long as we stay with accurate observations, free from evaluations, and honestly reflect back what we are experiencing and seeing, we enable our clients to hon-estly gain new awareness and understanding of who they are and what they are facing. As a result, clients can muster the courage to more fully meet their needs.

Guy Corneau expresses this dynamic in the intro-duction to *Being Genuine: Stop Being Nice, Start Being Real* by Thomas d'Ansembourg (2007), a communica-tion guide for courageous and authentic conversations through NVC:

> "Expressing one's truth while respecting others and respecting oneself . . . that is the journey (this book

invites us to take) by suggesting that we plunge straight into the heart of how we enter into dialogue with ourselves and others. In it we learn how to reprogram the way we express ourselves. Once that has been done, there comes the joy of being closer to others and closer to ourselves. There is the joy of being open to others. And at the heart of this process lies the possibility of giving up the familiar, even comfortable, confusions with which we so often content ourselves, instead of gaining access to a universe of choice and freedom" (from d'Ansembourg, 2007, p. 1).

Such is the key to courageous and authentic conversations in coaching—and in life, in general. It's not about telling people what we think or believe. Rather, it's about courageously sharing with people what we notice, feel, need, and want. It often takes time to make this deeper level of connection, but it's worth it. Respectful and genuine interactions with our clients can provoke the change they seek.

DON'T FORGET . . .

The following being skills are central to coaching presence: mindfulness, empathy, warmth, affirmation, calm, zest, playfulness, courage, and authenticity. The more coaches develop and play from these skills, the more clients will experience movement and growth through connection.

THE BEING SKILLS OF COACHING PRESENCE

Figure 11.1 illustrates how the being skills of coaching presence relate to each other around a 360-degree wheel. Surrounding the core of coaching presence is mindfulness, which determines how we show up for coaching and how we engage all the other skills. Around the perimeter, the being skills are arranged in ways that show the connections as well as the distinctions between them. Reviewing Figure 11.1 before coaching is an excellent way to prepare oneself for masterful coaching.

CONVEYING COACHING PRESENCE

Coaching presence is conveyed in many ways, including word choice, phrasing, pace, body language, facial expressions, and intonation. A variety of factors combine in different ways for each person to make coaching effective.
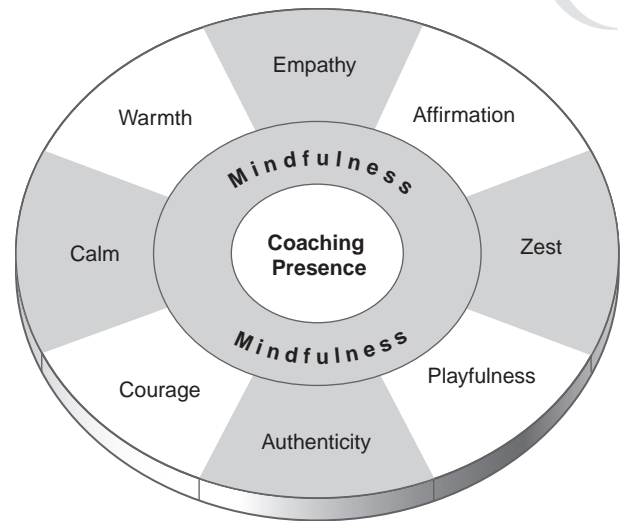
Figure 11.1. This 360° wheel shows how the being skills of coaching presence relate to one another.

Masterful coaches use their voice well, both in face-to-face and telephone coaching. Sometimes they use their voice to build excitement with stimulating energy. At other times, they use their voice to calm things down with soothing energy. Either way, coaching presence is conveyed when their voice is used in just the right way, at just the right time.

Silence, too, is an important part of coaching presence. It conveys comfort, respect, and spaciousness for client experience. Feelings, needs, and desires can take a while to surface and become clear. When coaches are comfortable with silence, their presence becomes more evocative.

One universal trait of coaching presence is the dance between intention and attention in the present moment. Although coaching presence may appear graceful, and even effortless, in the hands of a masterful coach, it never happens by accident. It takes clear intention and lots of practice. The more coaching we have under our belt, the stronger our conveyance will be.

IMPORTANT!

None of this works unless coaches are ready, willing, and able to engage. When coaches are exhausted, their strengths desert them. When coaches are rested, all strengths come into play. Paying attention to the rhythm of work and rest, of energy out and in, is an essential part of self-management for conveying coaching presence.

A key factor to consider is the flow of energy in the field between coaches and clients. When presence is conveyed artfully, coaches and clients lean into each other with full engagement. This leaning in can be seen in the eyes and heard in the voice as one thing leads spontaneously to another. If one or the other is leaning out or pulling away, then something isn't working. It's time for the coach to try a different approach.

DON'T FORGET . . .

Coaching presence is communicated in many ways. Body language and voice are two critical elements. Clients resonate in response to the way coaches come across. Ideally, coaches come across in ways that promote mutuality and involvement.

REVIEW AND DISCUSSION QUESTIONS

1. Define coaching presence.

2. Define being skills.

3. Distinguish between the doing and the being skills of coaching.

4. What are character strengths? How are they related to coaching?

5. What are signature strengths (Peterson and Seligman, 2004)?

6. List the six virtues (Peterson and Seligman, 2004).

7. List three character strengths and illustrate with Coaching Style Points how each strength relates to coaching.

8. List eight being skills of coaching and the related character strengths for each skill.

9. What factors communicate coaching presence? Select two factors and describe how they can be used to promote mutuality and involvement.

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SELF-CARE AND PROFESSIONAL DEVELOPMENT

Gloria Silverio, Jessica Wolfson, Kate Larsen, Margaret Moore,
Bob Tschannen-Moran, and Juli Compton

"Coaching is not a service profession; it is a modeling profession."

—JAY PERRY, MCC

AFTER READING THIS CHAPTER, YOU WILL BE ABLE TO:

- Describe the role of modeling in coaching
- Describe why it is important for coaches to practice self-care
- Discuss various ways to practice self-care
- Distinguish between standards and boundaries
- Define and discuss the five steps for setting and enforcing boundaries
- Identify strategies to prevent burnout
- Explain the importance of self-development as a coach
- Discuss how to create an individual development plan
- Demonstrate how to develop a coaching career vision

Throughout this manual we have focused on how to structure the coach-client relationship so that it generates life-changing movement, learning, and growth on the part of the client. That is, indeed, the point of coaching: to assist clients to clarify and reach their goals and to enjoy developing and strengthening their true selves in the process. As we learned in the last chapter, however, this takes more than just the masterful use of coaching techniques. It takes a presence—a way of being in the world and with clients—that brings out the best in people through the quality of the connection itself. It's not just what we do, but who we are that determines our effectiveness in coaching and in life.

For health, fitness, and wellness coaches to manifest this presence and to generate this quality of connection, we need to "be the change we seek." In other words, we need to model in our own lives the very attributes of health, fitness, and wellness that we assist our clients to create. That doesn't mean we have to be perfect, but we clearly have to be on the way. The more we experiment with and put into practice the wisdom that we develop with our clients, the more transformational our presence will be. Clients respect coaches who "walk the talk."

To put on the mantle of role model, without being boastful, coaches need to take care of themselves on all levels: physically, emotionally, intellectually, socially, and spiritually (to mention only five biggies). Whenever we do this, wonderful things happen. Everyone benefits on all levels. Clients feed off the energy of a well-cared-for coach, experiencing greater movement and change than they otherwise might. The better coaches attend to their own needs, the better they can attend to the needs of their clients.

SELF-CARE

Taking care of ourselves on all levels, or self-care, is an important part of optimal wellness. In fact, mastery of wellness can be considered mastery of self-care. Self-

care can be defined as a way of living that incorporates behaviors that enable one to maintain personal health and balance, replenish energy and motivation, and grow as a person.

We all know the importance of eating a healthy diet and engaging in regular physical activity. But self-care goes beyond these basics and can include the following activities: improving your physical surroundings; developing a practice that exercises your mind and soul; balancing your family, social, and work demands with time to unwind by spending time in nature; soaking in a hot bubble bath; watching a beautiful sunrise; and listening to your favorite music.

Practicing self-care does not come easily to many people who work in the "helping professions" because they are so accustomed to taking care of everyone else. It may feel selfish to "put yourself first" and take care of your own needs when so many other things demand your time, energy, and attention.

However, nurturing your body, your environment, your relationships, and your spirit is a vital part of maintaining good health and a vibrant life, and it is a key factor in having the strength and motivation to continue to give to others.

It is valuable to build up a repertoire of habits that positively affect your well-being and quality of life. Start by making a list of ways you can practice self-care. Include both small things that don't take a lot of time or money (e.g., a soothing bubble bath) and others that might need more time and planning (e.g., a week at a spa). Pick one or two activities you want to start with and put these activities into your schedule, just like another appointment. And treat it as though breaking this appointment is not an option!

PERSONAL WELLNESS FOUNDATION TOOL: SIX FACETS

To strengthen your own personal wellness foundation, it's helpful to assess a set of life domains, and there are many assessments to choose from, as noted in Chapter 7 on Client Assessments. Here's a simple, basic set of life domains to consider that include self-care.

1. **Self-Care**—practicing regular self-care routines that support your best energy
2. **Environment**—designing environments that support your best self, with no tolerations
3. **Relationships**—connecting with self and others in relationships that support your best intentions
4. **Thoughts**—adopting attitudes, values, integrity, and self-talk that support your best presence

5. **Time**—managing your energy over time to support your highest priorities
6. **Finances**—handling the money and building reserves to support your ability to give and receive freely

Using the wheel in Figure 12.1, rate your level of satisfaction in each area using a scale of 0–10, with 10 being total satisfaction. The center of the wheel represents 0 and the outer edge as 10. Draw a curved line to create a new perimeter to represent your rating. The more bumpy the shape the more work you may have to do to balance things out and be who you want to be as a coach.

SETTING STRONG PERSONAL STANDARDS AND BOUNDARIES

Another way to practice self-care is to learn to set strong personal standards and boundaries. Standards are those things you hold yourself to, while boundaries are those things that you hold others to. Here is an example: if you refuse to use illegal substances on principle, that's a standard. If you refuse to allow others to use illegal substances in your home or in your presence, that's a boundary. High standards and clear boundaries are essential parts of self-care.

While property boundaries are marked on maps and staked out by surveyors, personal boundaries are not immediately evident to others. Personal boundaries are more like imaginary lines created to protect a person's body, mind, and spirit from the unhealthy
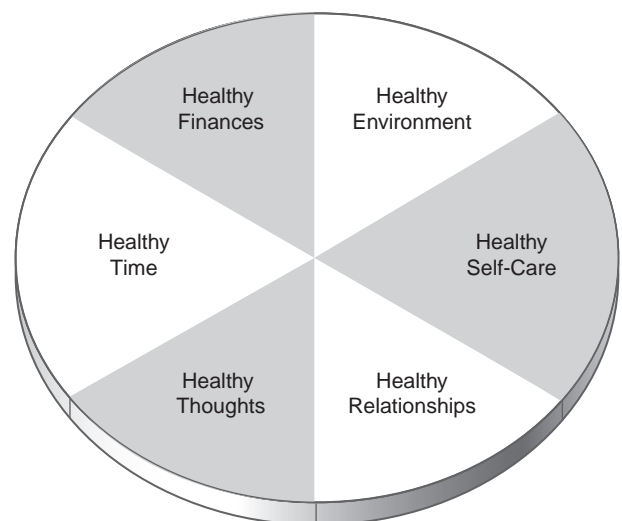
Figure 12.1.   Use this wheel to rate your level of satisfaction in each area on a scale of 0–10, with 10 being total satisfaction.

or damaging behavior of others. Such lines are not intended to shut people out; they are designed to keep unwanted behaviors from intruding on and negatively affecting your well-being. Setting strong personal boundaries is essential for personal health and allows you to protect and take care of yourself.

The first step in setting boundaries is to identify those behaviors of others that are not acceptable to you. For example, most people have a boundary that others may not hit them. Other examples of boundaries are:

- Others may not yell at me.
- Others may not speak to me rudely.
- Others may not enter my office without knocking.
- Others may not call me at home to discuss office matters.
- Others may not gossip in my presence.

Once you have identified the behaviors that you will not tolerate, it's important to communicate your boundaries to others. People will not know what you expect from them unless you teach them how to act in your presence. Be direct when you assert your boundaries and expect that it will take several requests before others "get" that you are serious about enforcing your boundaries.

STEPS TO ENFORCING BOUNDARIES

1. *Inform* by pointing out the behavior that is unacceptable: "Do you realize that you are speaking to me in an extremely loud voice?"
2. *Make a request* to let the other person know what you expect: "Please do not speak to me in such a loud voice."
3. *Give a warning* to let the person know what you will do if they continue with the unacceptable behavior: "If you continue to speak to me in such a loud voice, I will leave the room."
4. *Follow through with the stated consequence.* It is crucial that you follow through with the consequence if the person ignores the warning: "What you are doing is unacceptable to me, so I am leaving the room. You may come and find me when you are ready to discuss this without speaking in such a loud voice."
5. *Let go of the outcome.* Another person's offensive behavior is not about you, even though it may feel personal.

Asking and expecting others to treat you appropriately is a necessary step in learning to take care of yourself,

and it allows you to develop healthy relationships, exhibit self-respect, and become a role model for others.

PREVENTING BURNOUT

Burnout is a stress syndrome that is prevalent among those working in health and helping professions. It happens when people try to reach unrealistic goals and end up depleting their energy and losing touch with themselves and others in the process.

> Burnout mainly strikes highly committed, hard working people—and can be experienced by those who care passionately about the work they do.

According to psychologist Herbert J. Freudenberger, PhD, who coined the term in 1974, burnout is "the extinction of motivation or incentive, especially where one's devotion to a cause or relationship fails to produce the desired results" (1980). Because burnout is a condition caused by good intentions, it is easy to see how preventing it is very important for coaches.

IMPORTANT!

It is important to watch for the signs and symptoms of burnout in yourself, as well as to recognize them in your clients. However, keep in mind that each person is different in how he or she exhibits and responds to burnout.

Signs of burnout can include:

- Emotions such as anger, frustration, depression
- Impatience
- Feeling tired, fatigue
- Melancholy
- Ambivalence
- Lack of interest
- Short-term memory loss
- Dreading an event
- Anxiety or panic
- Self-medication
- Nightmares
- Health issues
- Difficulty making decisions
- Working at 120%, then dropping to nothing
- Not caring

Burnout prevention strategies may include:

- Know yourself—Watch for your particular signs of burnout (whispers, yells, two-by-fours) and develop strategies for relief.
- Have a support system—Engage friends, family, and others to help you avoid or manage burnout.
- Maintain a calendar that works for your lifestyle—Make sure that you book time and activities that recharge your batteries.
- Set and maintain boundaries following the above guidelines.
- Follow your wellness program—It's not about perfection but building in activities and choices that minimize burnout or enable quick recovery.
- Stay stimulated with learning—Recall the wonderful zone of flow—challenge yourself to stretch yourself but not so far as to generate stress.
- Take time off (vacations, moments, hours) to recover.
- Get 15 minutes of sunshine each day.
- Home office tricks—Take breaks, schedule time out of the office, socialize, meet with colleagues, and network.
- Practice ten daily habits that give you pleasure.

PROFESSIONAL DEVELOPMENT

Create a Professional Development Plan

Becoming a great coach is a lifelong journey; the learning and professional growth never stops. So, it is extremely important that you make a deliberate and organized effort to continue to develop your skills as a coach. In the same way that an employee has an annual performance review and creates a plan for career development and skills improvement, you can implement a professional development plan for yourself. This plan can follow a simple process—one that is similar to how we coach our clients—to improve their health, fitness, and wellness.

Process to Develop a Professional Development Plan

1. Assess your coaching skills on a scale of 0–10 (review earlier chapters to identify the most important coaching skills for self-rating).
2. Set up your intended outcomes—where you want to be in 6 months and 1 year. Choose a couple of skills to work on at a time in 3-month increments. This helps you focus.
3. Develop an action plan to get there—what you are going to do. Use books, others, skill practice, role-plays, classes, conferences, etc. in your plan.

4. Set up a review time and make revisions.
5. Celebrate all of the good things in your life, as well as your milestones as a developing coach!

Note that you can apply the same process to knowledge that you wish to acquire in the health, fitness, and wellness arena. You can also assess your coaching while working with a client. For example, after you end a call (or after you terminate your work with a client), ask yourself the following questions.

1. What am I learning about myself and others in coaching?
2. Am I modeling wellness? If not, how do I see my role as a coach?
3. What ideas of mine are being challenged in the coaching process?
4. What am I discovering about myself?
5. What are my strengths and weaknesses in working with this client?
6. What mood works best for me to facilitate my coaching?
7. What stops me from saying what wants to be said?
8. What don't I understand about my client, and what does this show me about myself?
9. In what ways am I flexible, rigid?
10. In what ways am I being supportive or critical?
11. What judgments am I making about my client's life?
12. What surprises me in coaching?
13. What did I learn about the coaching process?
14. What in coaching makes me the most uncomfortable?

EXPERIENCE COACHING AS A CLIENT

IMPORTANT!

To be an effective coach, it is important to experience being a client. It helps you understand the perspective, position, and feelings a client goes through. It also allows you to personally experience the results that can occur from working with a coach. This enthusiasm for the power of coaching will be present when you market yourself. You can find a coach through the International Coach Federation (ICF) or Wellcoaches, depending on the area of life you want to work on with a coach. Working with a mentor, who may provide more advice and training than a coach, and developing a buddy or peer coach relationship are other avenues to help grow your ability as a coach.

TABLE 12.1.	**Coaching Career Vision Tool**
First Picture	What is my vision for my coaching career? Paint a picture. What kind of person do I want to be (be, do, think, feel, look like) when it comes to my coaching career? (Clarify until it's reasonably succinct.)
Key Elements	What are the most important elements in this vision?
Best Experiences	What have been my best experiences to date with the key elements of my vision, times when I felt alive and fully engaged? Recall one or two stories in detail.
Core Values	Without being modest, what do I value most about myself? What values and priorities does my coaching career vision support?
Motivators	What makes this vision really important to me? Why do I really want to reach this vision? What good will come from my doing so?
Gap	How large is the gap between where I am today and my coaching career vision? Clarify both the starting point and the destination point for the vision.
Confidence	On a scale of 0–10, with 10 being really confident and 0 being no confidence, how confident am I that I can close this gap and realize my vision?
Challenges	What challenges do I anticipate overcoming on the way to reaching my vision? What else? Which challenge concerns me most?
Strengths	What strengths can I draw on to help me realize my vision and meet my challenges? How can the lessons from my successes in life carry over to my current challenges?
Supports	What people, resources, systems, and environments can I draw on to help me realize my vision and meet my challenges?
Strategies	What strategies may be effective to help me realize my vision and meet my challenges? (Brainstorm and clarify multiple possibilities before focusing.)
Summarize	Summarize my values, outcomes, motivators, strengths, supports, and strategies in a succinct statement.
Ready, Confident, & Committed	On a scale of 0–10, how ready, confident, and committed am I to take the first steps toward my coaching career vision?
3-Month Goals	What new behaviors do I want to be doing consistently 3 months from now that would move me toward my coaching career vision?
First-Week Goals	What will I do in the next week to take the first step toward living this vision?

PARTICIPATE IN ADDITIONAL TRAINING OPPORTUNITIES

Attending conventions or professional meetings, taking classes, reading books, and using self-study techniques are additional ways to improve coaching proficiency and stay informed of advances in the industry. Be sure to budget both time and money for these ongoing opportunities.

COACHING CAREER VISION

There is no better way to start your coaching career than with a vision! Table 12.1 is an adaptation of the Vision Coaching Tool modified to developing a vision for your coaching career. Work with a buddy or mentor coach to develop a powerful vision and revisit it frequently.

REVIEW AND DISCUSSION QUESTIONS

1. What does Jay Perry mean when he writes that "coaching is not a service profession; it is a modeling profession"?

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2. How is self-care defined?

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3. Why is it important for coaches to practice self-care?

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4. Name the six facets of personal wellness as outlined in the Personal Wellness Foundation Tool.

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5. What are some things you can do to practice self-care?

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6. Why is setting strong standards and boundaries an important part of learning to practice self-care?

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7. Describe the five steps to enforce boundaries.

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8. What are some things you might notice if you are suffering from burnout? What can you do to prevent burnout?

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9. Why is it important to create a personal development plan? Describe the process.

_____

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_____

10. Why is it recommended that coaches work with their own coach?

_____

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SUGGESTED READING

Allen, D. (2001). *Getting things done: The art of stress-free productivity.* New York: Penguin Group.

Charlesworth, E. A., & Nathan R. G. (2004). *Stress management: A comprehensive guide to wellness.* New York: Random House.

Freudenberger, H. J. (1980). *Burnout: The high cost of high achievement.* New York: Bantam Books.

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Lewis, M. (2002). *Break free from burnout in 30 days! Secrets of a burnout survivor.* Scotts Valley, CA: The Marketing Clinic.

Perry, J. (2005). *The fan club game. Tap your most powerful resource; Enjoy a full-filling practice.* Laguna Hills, CA: CreativeU Publishing.

Note: Page numbers followed by *f* and *t* indicate figures and tables, respectively.

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