

Module #11/Week #21/Pod Call #11: Bringing It All Together

Upon completion of this module, participants will be able to:

- Recognize/reinforce what they already know and have learned so far in the Certification Program.
- Identify the development needed to be confident and grounded in their use of the whole Co-Active® Model.
- Have a Co-Active® Strategy in place to lock in what they need to know to complete the Program.
- Demonstrate their knowledge and ability to apply the Co-Active® Model and Co-Active® Coaching tools and skills in different situations; for example:
 - assist and support Pod mates in their learning.
 - have colleague conversations with their Podmates and CPL where they are able to integrate different feedback received and varying points of view.

Time	Activity	Notes
0:00-0:10 10 min.	Welcome Possible questions: <ul style="list-style-type: none"> • We are on the home stretch of the Program. Where in the model are you confident and grounded? • What do you love about the model now? 	<ul style="list-style-type: none"> • CPL may want to take notes so you can call on these students later if other students are stuck in these same places. • This call is conversational and collegial rather than informational. Have them answer each other's questions where possible.
0:10-0:15 5 min.	Introduction to Bringing It All Together Context for the call: <ul style="list-style-type: none"> • We have covered so much at this point, and of course there are still places that need more practice and understanding. • The pre-reading included some examples of challenging client situations. Today we are going to review and play with aspects of the model that will support you in those, or close any remaining gaps you have Identified. 	

Time	Activity	Notes
0:15-0:30 15 min.	Discussion <ul style="list-style-type: none"> Where are you stuck in/about the model or with your clients? What parts have you chosen not to include for whatever reason? What don't you like or think just isn't "you" in the model? What are your assumptions about what you have to sound like, be like (or behave like?) or do as a Co-Active® Coach? The model is also full of paradox... like take charge and dance in this moment... what are you learning about holding two concepts that seem at odds? What concepts do you hold now as paradoxes? Coaching is somewhat subjective... you may have heard conflicting feedback from different people along your journey so far. How do you integrate conflicting information that you have received? 	<ul style="list-style-type: none"> You are gathering information that you can use to create this call so you may want to take notes about who says what. See Resource Page at end of timeline for Skills and Tools list and definitions.
0:30-1:15 45 min.	Practice/Play/Discussion What will help you close the gaps on this call today? Create/choose what is next depending on what they say: <i>Some Options:</i> <ul style="list-style-type: none"> Facilitate a conversation about the different tools/skills mentioned and have students 'in the moment' give examples of any skill discussed and how they impact the cornerstones and contexts. Create Skill Drills to practice the tool/skill and students debrief about the impact. Link to cornerstones and contexts. Role-play how to interact with the situations where they feel stuck with their clients. Ask them what is the most outrageous thing they would say or do in this situation. (expands their range) Have them coach you or one of their peers and look for places to bring in the pieces they want to practice. 	<ul style="list-style-type: none"> You have several options for how to use this time. Choose what is needed based on this Pod, and trust your intuition if it's not something listed here! Whatever you create, find ways expand their range along the way. Examples: <ul style="list-style-type: none"> — Playing with their tone of voice — Geography — Asking them to take on a particular archetype or character while they practice If they are not stuck anywhere, these are skills that often need more practice: <ul style="list-style-type: none"> — Metaview, Making Distinctions, Clearing, Inquiry

Time	Activity	Notes
1:15-1:30 15 min.	What's Next and Wrap Up <ul style="list-style-type: none"> • Take a moment to take in the whole model now... share one example of an area you want to develop and what you support you need. Your Triad Calls next week are a great place to practice. • Champion and/or acknowledge them and send them off. 	

Bringing It All Together Resources

Glossary

Articulate What's Going On

This skill involves telling the client what you see them doing; it may be what you're hearing with your Level 2 Listening, or you may speak what has not been said by the client based on your Level 3 Listening and awareness. Sometimes, it is powerful to simply repeat the client's words back to the client so they can really hear themselves.

"Debbie, I know how much you want to change your relationship with your dad, yet I hear you are interacting with him the way you always have."

"It sounds like you're annoyed that your manager didn't consider your workload when she assigned you to this new project."

"We're really stuck here in this coaching session."

Acknowledgment

Acknowledgment addresses the Self and who the client had to be in order to accomplish whatever action he or she took or awareness he or she achieved. It is the articulation of your deep knowing of the other.

"I acknowledge the courage it took for you to show up for this session, knowing that you had difficult things to share with me today."

Bottom-lining

This is the skill of brevity and succinctness on the part of both the coach and the client. Bottom-lining is also about having the client get to the essence of his or her communication rather than engaging in long descriptive stories.

Challenge

Challenging involves requesting that a client stretch way beyond his or her self-imposed limits, AND SHAKES UP THE WAY THEY SEE THEMSELVES. Frequently, in the face of a challenge, clients will respond with a counter-offer that is greater than they initially would have allowed themselves to make otherwise.

A client WANTS a high level position that has just been posted in another department. He thinks he will be ready for it in about a year. You challenge him: "I challenge you to apply for this position now." The client counteroffers with "I will meet with my manager and ask her to recommend me to the department head."

Like a request, a challenge includes a specified action, conditions of satisfaction and a date or time by which it will be done. There are three possible responses to a challenge:

1. Yes,
2. No,
3. A counter-offer.

Championing

When you champion clients, you stand up for them when they doubt or question their abilities. Despite the client's self-doubt, the coach knows clearly who the client is and that he or she is capable of much more than the client thinks. CHAMPIONING IS OFTEN FUTURE FOCUSED. When the client is in the valley, the coach is on the next hill, waving a flag and saying, "Come on. You can make it."

Clarifying

When a client is unable to articulate clearly what he or she wants or where he or she is going, the coach clarifies the client's experience. Clarification may be used in response to the client's vague sense of what it is that he or she wants, confusion, or uncertainty. This skill represents a synergistic application of questioning, reframing, and articulating what is going on. It is particularly useful during the discovery process.

Clearing

Clearing is a skill that is a benefit to both the client and the coach. When the client is preoccupied with a situation or a mental state that interferes with his or her ability to be present or take action, the coach assists the client by being an active listener while the client vents or complains. Both client and coach hold the intention of clearing the emotionality from the situation. This active listening allows the client to temporarily clear the situation out of the way and focus on taking the next step. When a coach gets hooked by a client interaction or is preoccupied with issues that do not pertain to the client, the coach can clear. The coach clears by sharing his or her experience or preoccupation with a colleague or a friend in order to show up and fully be present with the client.

Inquiry

When a powerful question is given as homework to the client, it is intended to deepen the client's learning and provoke further reflection. The intention is for the client to consider the inquiry between sessions or over a longer period of time, and to see what occurs for them. The inquiry is usually based upon a particular situation that the client is currently addressing. An inquiry has multiple answers, no one or two of which are "right."

"What are you tolerating?"

"What is it to be undaunted?"

"What is challenge?"

Intrude

On occasion, the coach may need to intrude, to interrupt or wake up a client who is going on and on, or who is kidding himself or herself. When you intrude, it is for the sake of the client's agenda, often pointing the client in a specific direction, "Stop a moment. What's at the heart of this?" Intrusion is considered rude in some cultures. The Coaches Training Institute views intrusion as being direct with the client, allowing the client to honestly assess and immediately deal with situations. Sometimes the intrusion is a hard truth such as "You are kidding yourself." Sometimes the intrusion is simply stating what is going on, such

as “You are skirting the issue.”

Intuition

Intuiting is the process of accessing and trusting one’s inner knowing. Intuition is direct knowing, unencumbered by our thinking mind. The process of intuiting is non-linear and non-rational. Sometimes, the information received through intuiting does not make rational sense to the coach. However, this information is usually quite valuable to the client. Intuiting involves taking risks and trusting your gut. The coach remains unattached to the accuracy of their intuition.

“I have a hunch that...”

“I wonder if...”

Level 3: Global Listening

- Attention is soft focus; listening at 360 degrees.
- Awareness includes everything: What you see, hear, smell, and feel.
- Gives greater access to your intuition.
- Coach is aware of their impact on the client and can dance with it.

Making Distinctions

One way to help clients see a situation from a fresh perspective is to help them distinguish between two or more concepts, facts or ideas. In this case, two facts have been blended together into one disempowering belief. The belief appears to be a fact of life and it is not.

The separate facts need to be distinguished in order for the client to become more resourceful. Examples of where it is useful to make distinctions are:

- Failing & failure (“Since I failed, I am a failure.”)
- Money & success (“If I make money that means I’m successful.”)

Meta-view

Meta-view is the big picture or perspective. The coach pulls back (or asks the client to pull back) from the client’s immediate issues and from the clarity of that expanded perspective reflects back to the client what they see.

“If your life were like a road, and we were to take a helicopter ride up above it, what would we see?”

People are naturally creative, resourceful and whole.

Nothing is broken or needs fixing. People have a natural ability to resolve the challenges they face.

Powerful Questions

A powerful question evokes clarity, action, discovery, insight or commitment. It creates greater possibility, new learning or clearer vision. Powerful questions are open-ended questions that do not elicit a yes or no response. Powerful questions are

derived from holding the client's agenda and either forward the client's action or deepen their learning.

"What do you want?"

"What's next?"

"How will you start?"

"What does that cost you?"

"What's important for you to remember?"

Reframing

Reframing involves providing a client with another perspective. When a coach reframes a situation, he or she takes the original data and interprets them in a different way. For example, a client has just been informed that she was selected as second choice for a high-powered position in a very competitive market. She is disappointed and is questioning her professional competence. A reframe of the situation is: To be selected as second choice in such a competitive market indicates the high quality of your expertise and experience.

Request

One of the most potent coaching skills is that of making a request of the client. The request, based upon the client's agenda, is designed to forward the client's action. The request includes a specified action, conditions of satisfaction and a date or time by which it will be done. There are three possible responses to a request:

1. Yes,
2. No,
3. A counter-offer.

Take Charge

The coach chooses and directs the path of the coaching in service of the client's agenda. Sometimes clients lose their way in their circumstances, and forget what matters most to them. That's when the coach needs to take charge and direct the coaching back to what is most meaningful to the client.

Cornerstones	People are Naturally Creative, Resourceful & Whole Coaching Addresses the Whole Person Coaching Evokes Transformation Dance in THIS Moment
Principles	Fulfillment and/or Balance and/or Process
Contexts	Curiosity Forward the Action/Deepen the Learning Intuition Listening Self-Management
Empowered Relationship	Empowered Relationship/ Designed Alliance Coach's Presence/Range
Tools of the Co-Active Model	Bringing Values to Life Build Resonance Captain and Crew Co-Active Strategy Establishing the Session Agenda Life Purpose Name It Resonant Choice Saboteur Awareness Use of Balance Formula
Co-Active Coaching Skills	Acknowledgment Articulate What's Going On Championing Embodiment Holding Accountability Holding Client's Agenda Intrude Metaphor Powerful Questions Request/Challenge Take Charge Witness/Be With e.g., metaview, clearing, making distinctions, inquiry
	Other _____ Other _____ Other _____

Notes:

Bottom Line