

Module 2- *Discover*

Core Competencies: B. Co-Creating the Relationship and C. Communicating Effectively

Class 5

Objective: Learning about the magic of the “aha” moment in the area of Discover

Core Competency:

B. CO-CREATING THE RELATIONSHIP

- Establishing Trust and Intimacy with the Client - Ability to create a safe, supportive environment that produces ongoing mutual respect and trust
1. Shows genuine concern for the client's welfare and future,
 2. Continuously demonstrates personal integrity, honesty and sincerity,
 3. Establishes clear agreements and keeps promises,
 4. Demonstrates respect for client's perceptions, learning style, personal being,
 5. Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure,
 6. Asks permission to coach client in sensitive, new areas.

Takeaway: Understanding the environment to establish trust and intimacy and what that makes available in a transformational coaching conversation.

Opening Quote:

“The amount of energy you have when you’re playing small is NOT a good gauge for how much energy you have available for playing big”. ~ Tara Mohr

The Discover section of the model examines what it is like for our client to be in their world. We enquire about their past experiences, successes and opportunities. We want to know about their victories and potential.

Steps in Discover and how the questions can lead to the territory where an insight is possible. This is when the client realizes they have within themselves all that they need and begin to gain awareness.

Discover - the best of the past

1. Going back to the agreed-upon topic, ask more about how they see it unfolding
 1. Questions are about the best experiences, when they may have had success, insights or awareness in a similar situation (** pulling upon the client's resources, experience, strengths)
 2. Offer the phrase "tell me more about that", ponder with curiosity with your client

Discover - the tools of the present

1. Inquire about what is currently working, what awareness is available now, where the situation is right now.
 1. Listen for understanding, new awareness, energy and language
 2. Begin to distinguish what beliefs may be at play, how they impact the client's understanding of the current circumstance
 3. Listen to possibility beyond solving the problem

Discover - the possibility for the future

1. Go back to restate or ask about the desired outcome for the conversation, describing the possible future to transition to Design
 1. Connect the best of the past, the current strengths and the possibility of what is to come
 2. Build a vision of that future that is compelling and inspiring
 3. Determine what supports and strengths will help build that future

... Break ...

Round Robin Coaching through Discover, noticing where silence becomes important.
Debrief this exercise of "tag-team" coaching.

Homework:

Coach your partner, and share your observations in your journal.

Resources:

[International Journal of Evidence Based Coaching and Mentoring Vol. 4, No.2, Autumn 2006](#)

Class 6

Objective: A deep dive on Coaching Presence

Core Competency:

B. CO-CREATING THE RELATIONSHIP

- Coaching Presence - Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident

1. Is present and flexible during the coaching process, dancing in the moment.
2. Accesses own intuition and trusts one's inner knowing - "goes with the gut".
3. Is open to not knowing and takes risks.
4. Sees many ways to work with the client, and chooses in the moment what is most effective.
5. Uses humor effectively to create lightness and energy.
6. Confidently shifts perspectives and experiments with new possibilities for own action.
7. Demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered or enmeshed by client's emotions.

Takeaway: Recognizing fear and behaviours built from the need to be safe. How to shift that in a coaching conversation.

Quote to start –

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, Who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you *not* to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.”

~ Marianne Williamson

We will talk about the decisions we make about being safe. This relates to your capacity as a coach to be present with your client.

Have you ever experienced that truly being present with another human being?

Maria Iliffe-Wood “Coaching Presence: Building Consciousness and Awareness in Coaching Interventions”, 2014

She suggests the words ‘coaching presence’ suggest something of a higher quality and entirely different nature to just turning up and being there. It is a way of being. And this way of being will set the tone for the First of all it is being ‘in the moment’ with your client. You are not thinking about the past, or worrying about the future: you are really interested and curious about what is happening right now. You are focusing all of your attention exclusively on this coaching relationship: that is all that is within, between and beyond the two of you in the wider system that encircles you and that relates to the client and his or her topic. You notice the nuances, and you wonder about what you notice.

Coach maturity

Coach maturity is intertwined with coaching presence: you are unlikely to develop one without the other. Coach maturity is not about age or length of service; it is having a strong sense of ‘who I am’; a strong sense of your own identity, particularly in the context of the coaching relationship. Mature coaches have a strong sense of purpose in the relationship and this is firmly embedded in the clients’ learning. They work intuitively with their clients and they can draw on a wide diversity of interventions that come from a range of sources.

... Break ...

Student coaches another student

Debrief

Homework:

Coach your partner, and share your observations in your journal about what you noticed about presence in that conversation, for yourself, and your client. As the coach and the client.

Class 7

Objective: Learning about listening

Core Competency:

C. COMMUNICATING EFFECTIVELY

- 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

1. Attends to the client and the client's agenda, and not to the coach's agenda for the client.
2. Hears the client's concerns, goals, values and beliefs about what is and is not possible.
3. Distinguishes between the words, the tone of voice and the body language.
4. Summarizes, paraphrases, reiterates, mirrors back what client has said to ensure clarity and understanding.
5. Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
6. Integrates and builds on client's ideas and suggestions.
7. "Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long descriptive stories.
8. Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps.

Takeaway: Stepping up to the next level of listening

Opening Quote: "As you think, you shall hear." ~ Sydney Banks

Levels of Listening

1. Negative Listening

When our listening mostly consists of negative assessments and judgements of others. It is most common when we have a preconceived idea of what the person is going to say and we don't feel we are interested or the person is qualified. We all listen at this level.

Evidence that you are listening at this level is you could not recap what the other has been saying because you are too busy listening to your own opinion.

2. Automatic or Internal Listening

Sometimes, although we hear the words that are spoken, the focus is on what it means to us. When we listen at this level means we allow the words to trigger our thoughts and only wonder what this means to us.

Evidence of this level of listening can be observed when we interrupt or finish sentences or we begin to tell a story of our own based on we have heard.

3. Focused

This level is when you are laser-focused on the other person, using listening skills. It is actually noticeable in how you are physically - usually leaning in, maintaining eye contact and tracking the posture of your client. With that awareness, you notice the tone, pace and feelings that are expressed.

Evidence for this type of listening is that you are genuinely curious and allow your thoughts to simply go by.

4. Contextual

A very specific type of listening that is invaluable for coaching. This is about being fully present and hearing the words spoken plus actually being able to hear what is in the background of the words that are said. It could be described as knowing what is going on around what the client is saying. It is much more effective in relating to a client. When we can listen for the context of a conversation, we express interest in the client's view of the world and how they fit into that view. As Robert Hargrove noted, this is about the client's interpretation of their world view.

This very powerful level of listening allows you to hear the values that shape the client's view of the world. As we have learned, the information we gather about our client's values allows us to listen effectively when our clients complain (a common occurrence in coaching, as you probably have seen). Complaints can be heard as a request based on a value that is important, or feedback, rather than something negative.

Evidence that you are listening contextually is being able to extract the values and feed them back to your client, getting their positive agreement.

5. Global

When we are able to grasp our client's model of the world, we are substantially listening to what is happening in their environment and how our questions or their answers impact others in their life. We are listening from the perspective of the whole system of a client's life, rather than a part of the system. Here we begin to understand the impact of coaching on, not only our clients but the people around them. Listening from this place creates a rich understanding of one another and how we can partner with our clients. Often, global listening occurs for us, as coaches, in moments when we are moved and inspired and these moments can be unexpected.

Evidence of this level of listening is experiencing a spark, an insight on your part, your own "aha" moment, inspiration and an unanticipated connection. There is energy, warmth - sometimes laughter and tears.

From "Results: Coaching Next Steps" by Kathryn Kee, Karen Anderson, Vicky Dearing and Frances Shuster

The next level of listening that goes beyond what we normally experience involves listening **for**:

- Story
- Metaphor
- Contradictions
- Limiting Beliefs

Story

- Listening for the client's story gives you data about the who/what/when/where/why
- Listening for the language in the story gives you insight about the unconscious level - how the client positions themselves and others in the story

Metaphor

- For example "I have reached a turning point" if you hear this as significant, it informs your next question - "Something happened, a turning point, as you see it, what do you mean by that?"
- Remember the strong metaphors, they can replace abstract thinking with concrete examples
- Practice in weaving a negative metaphor into a positive one. Eg, hitting a brick wall can become climbing over a brick wall

Contradiction

- Listen for consistencies and inconsistencies, for example, if your client says “I’m okay” when they are clearly not okay. You can inquire - “your words say you are okay but you tell me the same story as if it is not okay”.
- Listen for leaders who portray themselves as victims
- Ask about reconciling the difference

Limiting Beliefs

- Observe the impact of limiting beliefs

What gets in the way of listening?

You may catch yourself in one of the modes of listening we described where the focus is on you, not your client. We are human, after all, and this will happen. Bringing awareness to that moment and coming back to being there for your client will clear that up.

... Break ...

Coaching another student led by curiosity, having a conversation thinker to thinker, listening beyond their words, listen to how they understand their own experience. What do you hear? What is revealed to you?

Homework:

Practice this level of listening in coaching a client outside of the course, write your observations in your reflection journal.

Resources:

Video of Strangers Listening without words - <https://www.youtube.com/watch?v=f7XhrXUoD6U>

Class 8

Objective: Learning about the most effective tool of a coach - questions.

Core Competency:

C. COMMUNICATING EFFECTIVELY

- Powerful Questioning - Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client
1. Asks questions that reflect active listening and an understanding of the client's perspective,
 2. Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client's assumptions).
 3. Asks open-ended questions that create greater clarity, possibility or new learning.
 4. Asks questions that move the client towards what they desire, not questions that ask for the client to justify or look backwards.

Takeaway: Processes in coaching that build on questions

Quote to start -

Every human person is inevitably involved with two worlds: the world they carry within them and the world that is out there. All thinking, all writing, all action, all creation and all destruction is about that bridge between the two worlds. All thought is about putting a face on experience... One of the most exciting and energetic forms of thought is the question. I always think that the question is like a lantern. It illuminates new landscapes and new areas as it moves. Therefore, the question always assumes that there are many different dimensions to a thought that you are either blind to or that are not available to you. So, a question is really one of the forms in which wonder expresses itself. One of the reasons that we wonder is because we are limited, and that limitation is one of the great gateways to wonder.

~ Irish poet and philosopher **John O'Donohue** (January 1, 1956–January 4, 2008) • Power of questions and wonder and curiosity

Learning to ask intelligent and effective questions means that we undertake a conscious effort to override our automatic responses by paying attention to our desire to fix and take charge of a situation.

Doug Krug and Ed Oakley wrote in “Enlightened Leadership” that compelling questions work because they can accomplish several outcomes for both coach and client:

- Demonstrated willingness on the part of the questioner to actually listen for the answer
- Respect for the client
- Helping clients discover their own answers, rather than waiting for an expert to respond
- Clarification of goals, direction, purpose and expectations
- By soliciting a client’s ideas, input and recommendations, a higher level of participation and involvement can be created
- Assisting clients comprehend the roles they play in their lives
- Creating space for curiosity and wonder in the exploration of possibilities

The qualities of effective questions:

- Typically open-ended - cannot be answered with “yes” or “no”
- Appropriately place in the conversation to bring clarity and illumination
- They are authentic - coming from a sincere desire from the coach to learn more
- Effective questions are often followed by silence
- Questions that are supportive in their tone will minimize the possibility of triggering a defensive reaction
- Creating a much higher level of participation and engagement
- Enabling clients to consider their own thinking process
- Spiralling up (à la Ben Zander) to focus on positive possibilities

Five Levels of Questions

Closed-ended - simple yes or no. Powerful in specific circumstances

Clarifying - clarifying, understanding or drawing out

Directing - used with caution to bring a client back to a point or to converge after diverge

Open-ended - that comes from the coach's conscious mind (use of a question bank or questions that have worked before)

Open-ended - coming from beyond the coach's conscious mind

Questions that can be changed to be more powerful:

- What is one way? To: What are some further ways? How might you begin?
- How do you view that? To: Using your instincts, how might you experience that opening up?
- How could you do it? To: How else might you do it?
- Is there a way? To: Let's discuss some great ways.

... Break ...

Student coaching another student

Homework:

Take a look at the Question Bank - start to develop your own questions. Complete the Powerful Question Assignment for the next class. Coach your partner, and share your observations in your journal.

Resources:

Question Bank in the Student Materials folder of your classroom, Powerful Questions Assignment is in the Assignments folder of your classroom.

Class 9

Objective: An understanding of how we are impacted by our beliefs

Core Competency:

C: COMMUNICATING EFFECTIVELY

- Direct Communication - Ability to communicate effectively during coaching session, and to use language that has the greatest positive impact on the client.

1. Is clear, articulate and direct in sharing and providing feedback.
2. Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about.
3. Clearly states coaching objectives, meeting agenda, and purpose of techniques or exercises.
4. Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon).
5. Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.

Takeaway: Tools for revealing beliefs and use of metaphors in coaching

Opening Quote:

“Beliefs have the power to create and the power to destroy. Human beings have the awesome ability to take any experience of their lives and create a meaning that disempowers them or one that can literally save their lives.”

(Tony Robbins)

"One can't believe impossible things."

"I daresay you haven't had much practice," said the Queen.

"When I was your age, I always did it for half-an-hour a day. Why, sometimes I've believed as many as six impossible things before breakfast."

Lewis Carroll, *Alice in Wonderland*, 1865



How to become aware of our beliefs?

From pathwaytohappiness.com

Self Awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self Awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.

We might quickly assume that we are self-aware, but it is helpful to have a relative scale for awareness. If you have ever been in an auto accident you may have experienced everything happening in slow motion and noticed details of your thought process and the event. This is a state of heightened awareness. With practise, we can learn to engage these types of heightened states and see new opportunities for interpretations in our thoughts, emotions, and

conversations. Having awareness creates the opportunity to make changes in behaviour and beliefs.

Why Develop Self Awareness?

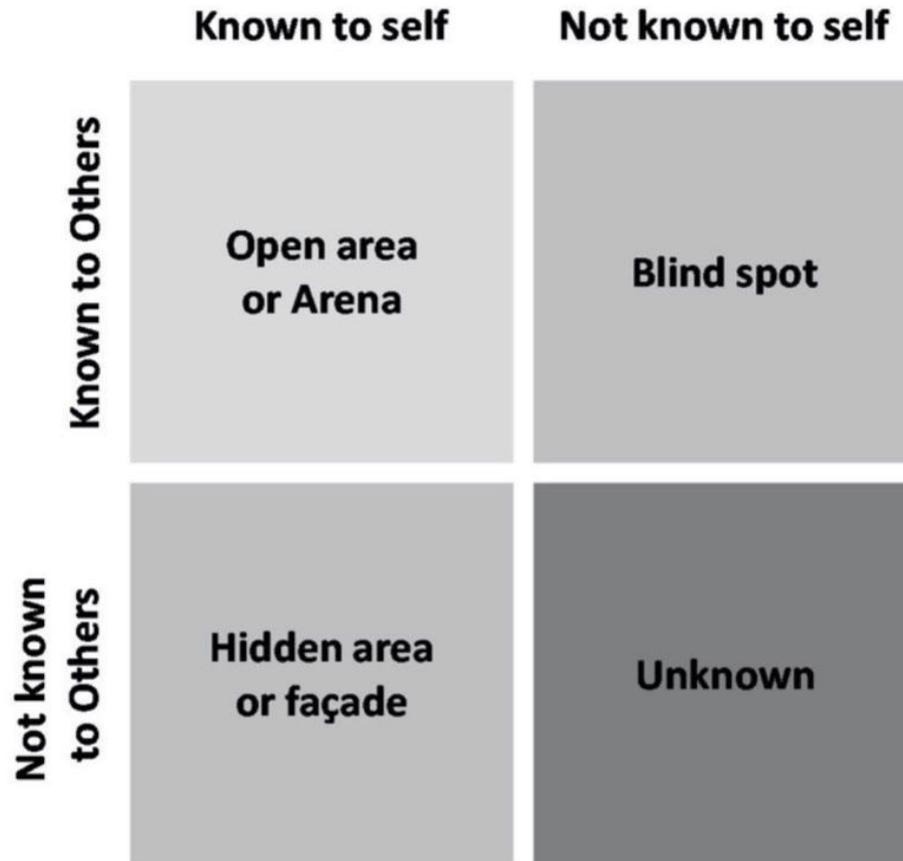
As you develop self-awareness you are able to make changes in the thoughts and interpretations you make in your mind. Changing the interpretations in your mind allows you to change your emotions. Self-awareness is one of the attributes of Emotional Intelligence and an important factor in achieving success.

Self-awareness is the first step in creating what you want and mastering your life. Where you focus your attention, your emotions, reactions, personality and behaviour determine where you go in life. Having self-awareness allows you to see where your thoughts and emotions are taking you. It also allows you to take control of your emotions, behaviour, and personality so you can make changes you want. Until you are aware in the moment of your thoughts, emotions, words, and behaviour, you will have difficulty making changes in the direction of your life.

From: <http://paulsohn.org/my-favorite-coaching-tool-to-help-improve-your-self-awareness/>

Coaching around this... using the Johari Window

The **Johari window** is a technique that helps people better understand their relationship with themselves and others. It was created by psychologists Joseph Luft (1916–2014) and Harrington Ingham (1916–1995) in 1955 and is used primarily in [self-help](#) groups and corporate settings as an exercise. Luft and Ingham named their model "Johari" using a combination of their first names.



The Johari Window Model

1. **Open Area** – what is known by the person about himself and is also known by others.

The aim should always be to develop the 'open area' for every person, because when we work in this area with others we are at our most effective and productive, and the group is at its most productive too. The open area can be seen as the space where good

communications and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding.

- **2. Blind Area** – what is unknown by the person about himself but which others know
 - This blind area is not an effective or productive space to be in. This blind area could also be referred to as ignorance about oneself, or issues in which one is deluded. It's the broccoli in your teeth. A blind area could also include issues that others are deliberately withholding from a person.
- **3. Hidden Area** – what the person knows about himself that others do not know
 - The hidden area could also include sensitivities, fears, hidden agendas, manipulative intentions, secrets – anything that a person knows but does not reveal, for whatever reason. This might come from walls of self-preservation. People are asking themselves: Is there anything to hide? to prove? afraid of losing?
 - When you actively engage in disclosure, you tell others how you feel and other information about yourself which will reduce the hidden area. This will increase the open area which enables better cooperation, trust, and team-working effectiveness.
- **4. Unknown or Unconscious Area** – what is unknown by the person about himself and is also unknown by others
 - Large unknown areas would typically be expected in younger people, and people who lack experience or self-belief.

... Break ...

Student coaches another student.

Homework:

Coach your partner, and share your observations in your journal. Review the following article, and answer his Points to Ponder and wrap-up questions.

<https://www.thecoachingtoolscompany.com/5-powerful-playground-metaphors-coaches-ben-doolley/>

Resources:

<https://www.coachingoutofthebox.com/coaching-resources/blog/how-to-use-metaphors-when-coaching>

Class 10

Objective: Introduction to Appreciative Inquiry

Core Competency:

C. COMMUNICATING EFFECTIVELY

- Powerful Questioning - Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client

Opening Quote:

“We need to discover the root causes of success rather than the root causes of failure” ~ David Cooperrider

Take away: A tool for the step of Discovery

Appreciative Inquiry

- 1- Looking at the best as what has happened in the past
- 2- Create an image as a preferred future
- 3- Defining that possibility and describing” let’s craft that on a sticky note/image” what would that be.

Definition of Appreciative Inquiry

From the *Handbook of Appreciative Inquiry*, here’s a comprehensive definition:

Appreciative Inquiry is the co-evolutionary, co-operative search for the best in people, their organizations, and the relevant world around them ... AI involves the art and practice of asking questions that strengthen a system’s capacity to apprehend, anticipate and heighten positive potential ... AI practice focuses on the speed of the imagination and innovation. Instead of negative, critical, and spiraling diagnoses commonly used in our organizations ... there is discovery, dream, design and destiny.”

From the AI Commons – the 5 Steps of Appreciative Inquiry - notice the commonality of language with our 3D Model.

1. Define – What is the topic of inquiry? – It is important to define the overall focus of the inquiry (what the system wants more of). Definition is used to clarify the area of work to be considered. In spite of being the starting point of the cycle, it's a recent addition – the 5Ds were originally the 4Ds, including discover, dream, design and destiny. Definition defines the project's purpose, content, and what needs to be achieved. In this phase, the guiding question is, "What generative topic do we want to focus on together?"

2. Discover – Appreciating the best of 'what is' – Discovery is based on a dialogue, as a way of finding 'what works'. It rediscovers and remembers the organization or community's successes, strengths and periods of excellence.

3. Dream – Imagining 'what could be' – Imagining uses past achievements and successes identified in the discovery phase to imagine new possibilities and envisage a preferred future. It allows people to identify their dreams for a community or organization; having discovered 'what is best'. They have the chance to project it into their wishes, hopes and aspirations for the future

4. Design – Determining 'what should be' – Design brings together the stories from discovery with the imagination and creativity from dream. We call it bringing the 'best of what is' together with 'what might be', to create 'what should be – the ideal'.

5. Deliver/Destiny – Creating 'what will be' – The fifth stage in the 5Ds process identifies how the design is delivered, and how it's embedded into groups, communities and organizations. In early appreciative inquiry development, it was called 'delivery', based on more traditional organizational development practice. The term 'destiny' is more prevalent now.

This goes to re-framing a conversation... From: Kathryn Cox

Put simply, in sociolinguistics, a "frame" is the preconceived role a person sets another person into when engaging in a conversation. A frame dictates how two people interact, and works insofar as both people agree and understand which frame they have for each other.

Changing your expectations of responsibility

Framing is an important aspect of social interactions, but it can also be a great pitfall, especially in our most intimate relationships. We often frame our family members into certain roles and don't realize that we jump to conclusions about what they mean without looking at what they are actually trying to express. Our family members often get under our skin in a way that no one else can, and we feel helpless to change it.

Most of the time, when we have problems with other people, we see it as their fault. "My mom is annoying," we say. But the fact is, we have much more control over our reactions to people than we think. And we certainly have more control over our own reactions than we have over someone else's actions. While you can ask your mom to change her actions, perhaps to quit asking so many questions about your personal life, she probably won't, especially if her frame is "I need to ask my child what she is doing with her life".

Reframing means taking responsibility for how the conversation goes and changing your understanding of the conversation from the other person's actions to your own reactions. It changes from "my mom is annoying" to "I have an annoyed reaction to my mother; I am going to change that to a different reaction".

... Break ...

Student coaches another student, using AI as a tool.

Homework:

Coach your partner, try using AI questions, write your observations in your Journal.

Resources:

AI for your own toolbox - The AI Commons

<https://appreciativeinquiry.champlain.edu>