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Integrative coaching

Jonathan Passmore

The integrative coaching model explained

Previous chapters in this book have offered frameworks based on single models. These models are often derived from psychological schools of thinking such as behaviourism (GROW) and cognitive psychology (cognitive behavioural coaching) or from theories of human behaviour and behavioural change (NLP and solution-focused). The integrative model seeks to depart from this approach. It offers a model that has been designed exclusively for executive coaching. The integrative model consists of six streams that flow together to form an integrated model for use by the coach. The first two streams work collectively and are concerned with the formation and maintenance of the relationship between the coach and coachee. The next three streams are the focus of the work between the coach and coachee. They are concerned with the coachee's behaviour, their conscious thought and their unconscious thoughts. While working in each of these three streams, the coach maintains attention on the relationship and works to sustain the relationship without which progress cannot be made. The final stream is systemic.

Streams 1 and 2: The coaching partnership

Before any coaching to enhance performance can begin, the coach needs to build a working relationship with the coachee. It is this work that I have called stream 1 (developing the relationship). The potentially close and affirming relationship of coaching demands mutual respect and trust. To create these, the coach needs to invest in the relationship. However, once established this work on the relationship cannot stop, although less effort may be needed. It is at this point the coach moves into stream 2 (maintaining the relationship).

What are the key ingredients to create an effective working relationship?

This question has in part already been answered by writers within the counselling tradition, such as Carl Rogers (1961). Rogers suggested that a series of elements need to be in place for a successful 'therapeutic alliance' to be formed.

Table 1: Summary of model

Streams	TITLE	Aims & actions
1	DEVELOPING THE COACHING PARTNERSHIP	Unconditional positive regard Non-possession Deeper understanding of self Stronger motivation to act Improved self regard
2	MAINTAINING THE COACHING PARTNERSHIP	Awareness of coachee Adaptation of behaviour Awareness of self More effective behaviour
3	BEHAVIOURAL FOCUS	Aim: deepen problem-solving and planning behaviour Actions: objectives, assessment, option-planning

4	CONSCIOUS COGNITION	Aim: deepen understanding of relationship between thoughts and behaviour Actions: explore thoughts and beliefs, dispute irrational thoughts, reference
5	UNCONSCIOUS COGNITION	Aim: Deepen awareness of self Actions: Draw unconscious thought and motivation into consciousness
6	SYSTEMIC	Aim: Deepen awareness of connections, relationships and environment in which coachee operates. Actions: drawn from above streams

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These relationship elements are of importance to any work with individuals in the consulting world. However, the one-to-one nature of coaching demands a stronger investment in the relationship by the coach than training or consulting.

During the first and possibly the second coaching session the coachee is evaluating the coach: Do I trust them? Do I like them? Do I value what they are offering me? If the coachee reaches a conclusion that he or she does trust, like and value the coach, the real work can start. However, if coachees reach the conclusion that they do not trust or respect the coach, it is unlikely they will reveal much during coaching, even though coaching may continue, at least over an initially agreed set of sessions. If they don't like the coach, the relationship is most likely to come to an end.

Rogers' six conditions provide an excellent starting point to help in the formation of a coaching partnership:

1. The first of these six elements Rogers called 'positive self-regard'. This is the coach's belief that he or she is able to work constructively in an adult relationship with another person. This maybe typified by the 'I'm ok' part of the transactional analysis (TA) model (I'm ok, you're ok) – a belief that he or she, the coach, is a worthwhile and valuable person.
2. The second feature is 'unconditional positive regard' of the coachee by the coach. It is an acceptance of him or her as a whole person. This can be regarded as the 'you're ok' part of transactional analysis. It is a belief that the coachee is a good person, even if the coach may disagree with or dislike aspects of the coachee's behaviour or values.
3. The third element is empathy. This is the ability of the coach to show understanding of the coachee's situation; 'to see their world, as if it was our

own'.

4. The fourth element is the establishment and maintenance of a non-judgemental mind. This means the coach is slow to judge. If judgements are made these are restricted to behaviours outside of society's norms, such as murder. However, the person is never judged and categorized. An example of this is to challenge the behaviour of a murderer, but continue to value the person.

5. The fifth element is congruence. This is the idea that the coach should express what he or she feels. The coach, if angry, should appropriately express this anger with the coachee, in a way that is helpful to him or her, rather than pretend he or she is happy. The key aspect in this is to reveal material for the benefit of the coachee, rather than to satisfy the needs or desire of the coach.

6. The final element that supports the development of a coaching partnership is non-possessive warmth. This is the idea that the coach views the coachee as a capable person, who knows the solution to his or her own problem. The role of the coach is to act as a guide, helping them along a path until they discover this solution for themselves. This ability to maintain a non-possessive relationship means the coach can be free from responsibility for the coachee's actions. The coach is neither a 'super-hero' if the coachee succeeds, nor a 'villain' if the coachee fails.

The result of these elements is the development of an appropriate, warm, trusting and open relationship, a relationship in which the coachee is able to share the full truth of his or her perception and feels accepted rather than judged. It is a relationship where coachees accept responsibility for their success. It is also a relationship in which the coach is able to gradually increase the level of personal challenge without devaluing the affirming nature of the relationship. Once a relationship has been formed, the role of the coach is to maintain this relationship. The maintenance of the relationship is the second stream, and flows on directly from the work of building the relationship.

To maintain the relationship an effective coach needs to pay attention to three further aspects: their own emotions and behaviours, the emotions and behaviours of the coachee, and managing their emotions and adapting their behavioural responses appropriately to remain professionally detached while offering personal intimacy. These components make up the building blocks of emotional intelligence (Caruso and Salovey, 2004; Stein and Book, 2000). In addition to emotional intelligence, the highly effective coach also needs to consider transference and counter-transference issues. These aspects are of particular importance in the executive boardroom where power and role modelling are key features. However, these aspects can be relevant to the close working relationship between any coach and coachee.

These two aspects, building and maintaining the relationship, form a ring around the three remaining streams. Without this coaching partnership the coach is unable to begin to work in the three streams that will facilitate change.

Stream 3: Behavioural focus

The third and most popular stream in which the coach works is that of behavioural coaching. Whatever the coach's theoretical orientation, a focus on external behaviour and how this is developed is a central feature of almost all coaching relationships.

The popularity of behaviourism is rooted in the 1920s, with the work of Pavlov (1927). Pavlov uncovered the concept of conditioned reflex: a response

to a situation that is an adaptation to environmental conditions. While human motivation is more complex and broader than that of other species, the use of appropriate rewards or punishments is still a common feature within the workplace.

This view informed much of subsequent management writing during the pre- and post-war period, with a belief that, with an appropriate stimulus, behavioural change could be brought about. Much of management writing has not acknowledged its behavioural basis, but in management today, performance-related pay, performance management, goal setting and the use of competency frameworks all have links back to behavioural thinking.

In the 1970s, the work of Bandura (1969) took thinking into a new arena by adding social learning to the mix of stimulus–response models. Bandura argued that learning can take place not only in person, but also by observing others' successes and failures. The use of role models in organizations, as well as mentoring schemes, provides further support for the extent of behaviourist thinking.

Perhaps the most interesting concept identified by Bandura was self-efficacy: a person's belief in their own abilities. The concept is based on a self-perception; how well the individual believes they perform a task. Bandura (1977) argued that people with high self-efficacy perform better, as they are able to persevere longer without corresponding increases in stress. Subsequent research (Gist and Mitchell, 1992; Locke and Latham, 1990) has shown a strong relationship between high self-efficacy and high work performance. Also key to performance is the use of goals as a focus for measuring behavioural output and for rewarding success.

The development of these behavioural concepts has contributed considerably to our thinking and practice in management, human learning and, more recently, executive coaching. The most popular example is the ubiquitous GROW model. The model initially developed by Alexander (Alexander and Renshaw, 2005) has been popularized by many coaching writers (Whitmore, 2009), and is used in many of the blue-chip institutions as their own in-house coaching model. GROW is a four-step coaching model, and has traditionally been viewed as a non-psychological model, suitable for coaches without psychological training. The coach adopts a Socratic learning style, using open questions to help the coachee move through the four steps. It aims to help coachees achieve enhanced performance or a stated goal.

The first of the steps is the identification of a goal. The second is a review of the current reality, the third a consideration of options, and the fourth a conclusion and the agreement on a way forward. There is considerable debate about the nature of goals, and this is covered in more detail elsewhere (Passmore, 2003). While rejected by some coaching psychologists as a non-psychological model, GROW is a simple and useful tool that can easily be taught to coachees during the coaching process. More sophisticated behavioural models have been developed that complement the essence of GROW (Passmore, 2005; Skiffington and Zeus, 2003). These add elements such as explicit statements about contracting, the ground rules of the coach–coachee relationship and the more legal contractor aspects of times and fees, or have been developed for the coaching manager.

The behavioural approach is of greatest value at the start of a relationship.

However, adopting a single methodology limits the coach's ability to facilitate change. Around half of coaching interventions stay in this stream, once a 'coaching partnership' has been established. As experience grows, either through participation in training events or through intuitive awareness, the more experienced coach broadens his or her approach.

Stream 4: Conscious cognition

The effective coach, having established the relationship and explored behaviours, is able to explore the cognitive patterns that sit behind the visible behaviours. In this stream the coach will typically draw upon cognitive behavioural techniques, initially developed by Beck (1991) and Ellis (1998) but refined by coaches (Neenan and Dryden, 2001; Peltier, 2001) to make them more suitable for the work of the coach than the counsellor.

Cognitive-based counselling interventions have grown significantly in popularity in the UK, and are now the most popular approach within government-funded counselling services. While this popularity has yet to extend to coaching, the growth in coaching training suggests that cognitive behavioural approaches will become the most popular approach used by experienced coaches.

In the integrative model, coaches would typically begin to explore thought patterns when they judged that the coachee was displaying or holding irrational thoughts that might inhibit successful performance, and they have already explored behaviourally based solutions. Such irrational thoughts might be harsh judgements about themselves as coachee or judgements of their current or future abilities. The key feature is that the judgement is irrational, that is, it is not substantiated by facts. One danger is that irrational is confused with 'negative'. So the coach seeks to help the coachee challenge all negative views or perspectives. This is not CBC. Such an approach, if always looking on the sunny side, is naïve and lacks any evidence of being an effective intervention.

Working in this stream shares many of the principles that are applied to the other four streams: a dynamic process where both the coach and the coachee are constantly changing, a collaborative process between the coach and coachee, a focus on solutions and particularly on an agreed goal, an emphasis on the present, and a desire to use the process to give the coachee the ability to act independently in the future. Each of these principles is important to maintaining the working relationship and using coaching in a way that builds the coachee's ability to become a self-sustaining learner rather than increases his or her dependence on the coach.

The central concept within this stream is encouraging coachees to identify the irrational beliefs and then helping them to challenge these. This two-stage process is supported through the diverse range of cognitive behavioural and rational emotive behavioural techniques used within counselling. However, these need to be grounded within the appropriate context or focus of the coaching relationship. Michael Neenan provides some excellent examples of tools in his chapter, and a few of these are described below in 'Tools and techniques'. It is recognized that many of these techniques can be used equally successfully in the fourth stream.

Stream 5: Unconscious cognition

For some people the fifth stream has echoes of the psychodynamic tradition because of its explicit 'unconscious' label. This is deliberate, and reflects a belief that unconscious thoughts influence our daily lives and behaviours, and that elements of the psychodynamic tradition can help the coach address these issues. However, this positive start also carries with it a warning. While many of the psychodynamic techniques may work well in the counselling room, they

lack face validity for work with coachees, particularly with executives, and are less appropriate for the short and more focused work of coaching.

A second technique that can be drawn upon is EMDR (Eye Movement Desensitization and Reprocessing), which can be a valuable intervention to explore unconscious thoughts, particularly involving traumatic stress (Passmore and Pena, 2005). EMDR has to date been primarily used in the treatment of post-traumatic stress disorder, although there are limited references to its use in coaching (Foster and Lendl, 1996). Given the limited space in this chapter, the focus is on exploring unconscious aspects of motivation, drawing on motivational interviewing (Miller and Rollnick, 2002).

Motivational interview (MI) is a technique that has been developed in addiction counselling to help address low motivation to change. The approach helps the counselling client bring into conscious awareness the consequences of his or her behaviours and thus stimulates a stronger motivation to act. For coaches, MI offers an additional tool that is particularly useful where the coachee is resistant to change, but is unclear why initial efforts to change stall before they take off (Passmore, 2007).

As with humanistic, behavioural and cognitive streams within the integrative coaching model, MI has a track record of evidence-based application. This ranges from alcohol and substance abuse counselling (Burke *et al*, 2003; Miller and Moyers, 2002; Solomon and Fioritti, 2002) through management of chronic illness (Channon *et al*, 2003; Prochaska and Zinman, 2003) to working with teenage contraception counselling (Cowley *et al*, 2002). Despite this track record, the use of MI in the coaching sphere to date appears to be limited (Passmore and Whybrow, 2007).

The MI approach requires the coach to recognize and understand ambivalence as a natural part of the change process (Miller and Rollnick, 2002) and to move from using cognitive grounded questions to exploring beliefs and thinking patterns. A starting point for the coach is identifying which stage the coachee is at in his or her personal change journey. To identify this, the coach could ask the coachee to rate his or her perceived readiness to change on a scale of 0 to 10, with 10 being that he or she has already made the change, and 0 being not at all interested in changing.

The coach then works with the coachee to help build arguments for change. Traditionally, in managing change the coach might offer counter-arguments that support change, effectively arguing against the coachee. MI takes a different perspective of change. It seeks to work alongside the person, to help him or her to more fully understand the consequences and benefits of his or her actions. In this sense it draws on aspects of rational thinking. One model for doing this is the balance sheet or decisional balance model.

As fits the our overall integrative coaching model, there is a strongly collaborative approach, with the coach being an ally of the coachee, rather than being an expert into whose hands the coachee casts his or her troubles, or an authority issuing advice.

I would most typically step into the unconscious cognition stream where the coachee has been referred by others concerned about his or her work performance, or when the behaviours are having a significant impact on others and which the coachee feels pressure from others to address, although he or she may unconsciously be resistant to doing so.

Stream 6: Systemic

The last and final stream that the coach and coachee work within is the environment and cultural context. In some respects this stream captures and surrounds all of the preceding streams.

The coach may work simultaneously in this stream and in one of the three action streams of behavioural, conscious cognition or unconscious cognition. In this stream the task for the coach is to help coachees to understand the wider system within which they work, and how this system influences their behaviour and the behaviour of others they work with, including the coach. In this level the coach seeks to bring these individuals into the coaching room. These may be individuals whom the coach works alongside, such as members of the team; it may be individuals from suppliers or customer organizations; it may include individuals and organizations from the wider environment that create legislation or influence the way work is conducted or people behave.

As well as helping the coachee to draw upon the influences of these individuals, the coach needs to make explicit their influence, as the coach too is part of this wider system.

When does integrative coaching work best?

It can be argued that the integrative model has almost universal application within the coaching environment. However, it is particularly suited to executive coaching and sports coaching. Its suitability for use in other areas of coaching such as health and life coaching is due largely to its use of a wide range of elements from other coaching traditions. The approach pays attention to the coachee's need to form a relationship. Without a relationship there is likely to be little progress in coaching.

Integrative coaching acknowledges that most people are, at least initially, drawn to coaching to be different. This difference may be being more successful at work or more successful in forming relationships. For some it may be about developing and refining a skill, or stopping a habit they have developed. In most cases this 'being different' involves behaving differently. The approach's use of behavioural elements enables it to contribute towards this behavioural goal.

Coachees, however, sometimes want something more. They recognize that their ineffective thinking or 'negative thoughts' get in the way of them succeeding. By addressing thinking styles, with a focus on developing more rational thinking, the model too can meet these needs.

For the most experienced coaches there is a recognition that addressing behaviour and thinking style is not always enough. To achieve the outcomes the coachee wants, the coach also needs to work at an unconscious level, sometimes with thinking styles, thoughts and beliefs that are outside of conscious awareness, and sometimes with motivation. In these cases the coach needs to help deepen self-awareness. The integrative model recognizes the role of the unconscious and seeks to integrate this into its pattern of working through drawing on elements from within the psychodynamic and motivational interviewing.

It may begin to feel as if integrative coaching is a magic bullet, a one-shot solution. The reality is that as an integrated approach it takes what works best for coaching from a series of previously evidenced-based approaches and

blends them together. Arguably most experienced coaches probably do this already, and the model simply describes what they are doing.

The integrative model has its areas of weakness. These are inherent in its development within the executive coaching arena. The first of these weaknesses is that the model lacks a spiritual dimension. The desire to deepen one's spiritual self is a healthy and arguably central aspect of life. Where this is an explicit goal of the coachee, the coach would be better advised to work with models such as the transpersonal model.

A second weakness of the model is that it assumes that behavioural change is what is being sought. Again, this is an outcome of its executive coaching focus. However, if the coachee is seeking a more general model to explore his or her experience of life and the future, a humanistic framework could arguably serve exclusively as a tool to achieve this objective.

Tools and techniques

The integrative model as described draws on tools and techniques from a range of approaches, including behavioural, cognitive behavioural, psychodynamic and motivational interviewing approaches. In this section some suggestions are made for each stream: building and maintaining the partnership, engaging in behavioural change, developing performance-enhancing thinking and deepening self-awareness.

In each case, the reader may wish to review the chapters on GROW (behavioural), cognitive behavioural coaching and stress coaching where more detailed examples illustrate the techniques within these models. This section provides more of an overview for each area.

The first of these is the process of developing and maintaining the relationship. Here the coach is concerned with the relationship. A key tool at this stage is to set out the ground rules. In doing this the coach helps the coachee understand what is 'in' and what is 'outside' the coaching relationship. It sets out the conditions for confidentiality: largely everything is confidential with the exception of risk of self-harm and illegal activities where the coach has a duty to protect others. The ground rules also provide an opportunity for the coach to set out his or her credentials, providing reassurance to the coachee that the coach is a competent and reliable person. A second technique to help build the relationship is to provide space for the coachee to talk at length during the early period of the first session. This opportunity for the coachee to tell his or her story is not primarily to gather information, but to listen and show that the coach values what the coachee has to say. In listening, the coach may be summarizing and reflecting back to check understanding. Once the relationship has been built, the coach needs to continue to invest in it. However, the investment is contingent upon their coachee's needs. This draws the coach to deploy emotionally intelligent responses.

The second set of techniques is within the behavioural focus stream. While there is a range of models, the GROW model offers a four-stage process. The coach encourages the coachee to set a clear SMART goal, which can be more difficult than first thought (Passmore, 2003). Once established, the coach works to help gather evidence on current performance. A useful technique for doing this would be to ask the coachee to bring or review behaviour evidence from colleagues and peers. A 360° competency questionnaire is an excellent tool for doing this. Outside of the workplace, the coach may ask the coachee to go and talk to others about how he or she is perceived, either generally or in relationship

to the skills or behaviour and its impact on others. This development of a holistic picture provides the coachee with stronger evidence of his or her current reality than a personal perspective.

Another technique in the behavioural focus stream is to help the coachee to get specific on his or her action plan. Typically the coachee offers a vague action plan, with little regard to when, how or what gets in the way. The use of effective and robust challenge at this stage will help the coachee to make the goal real. The third set of techniques is within the cognitive stream. Typical techniques in this stream include reframing, emersion, visualization and the use of homework tasks to support activities within the coaching process. In reframing, the coach engages in a process of moving the coachee from a view of the world that lacks rational evidence to one that is based on evidence. Questions might include: 'How would your boss, mentor or colleague view this situation?', 'How might Gandhi tackle this problem if you asked him?', 'What other possible outcomes are there?', 'How likely is each of the possible outcomes?'

A second approach is the use of emersion. This technique is used in counselling as a way to gradually overcome irrational fears. This is in contrast to flooding, which is a rapid and immediate process of encounter. To illustrate the contrast between the two, emersion is gradually getting into the pool from the shallow end, flooding is jumping in the deep end. While flooding is generally to be avoided, emersion can help the coachee to test his or her new behaviours or skills gradually.

Visualization is a technique that is commonly used in sports coaching. References to it are pervasive throughout sport, such as Daley Thompson's visualization for a quick start, leaving the starting blocks at the 'b' of the bang. These examples help the coach to improve the face validity of this technique for the coachee. One area in which visualization can be of real value for the coach is helping coachees visualize the task they have set themselves, and particularly to identify potential barriers, and then overcoming these barriers. The last example of techniques from the cognitive stream is the use of homework. While in other streams I would encourage the coachees to reflect on the session, and maybe to practise new behaviours, in this stream the homework task is a useful component. This may be encouraging coachees to monitor their automatic thoughts. An alternative is to ask coachees to practise the skill or activity in a controlled way, so using emersion, and at the next session reviewing its impact or the feedback that they have received.

The final selection of techniques is from the unconscious cognitive stream. In this stream the coach may encourage the coachee to examine patterns. This may involve patterns of working over many jobs, and even patterns of behaviour back to childhood. The assumption is that such patterns may reveal unconscious processes about beliefs or thoughts.

A second way within the unconscious cognitive stream is to explore these patterns and their meaning. One technique is to use a metaphor for exploring the mind, such as the technique of the old house. In this technique the coach may ask the coachee to visualize an old house in which he or she lives, and like most of us, stores stuff in the loft or cellar. In this house, however, there are a series of rooms in the loft. The idea is that the coach helps the coachee through the visualization to explore deeper into past events, stored in these rooms.

The third technique is drawn from motivational interviewing. This is the use of the balance sheet. The balance sheet can help coachees explore their motivation for change by listing the benefits and costs of the two options they are evaluating. One option may be to stay as they are; a second option would be for change. The aim of the coach is to help coachees to build up stronger benefits for change, where the current behaviour is destructive or damaging to them or others. The coachee, when evaluating the costs and benefits, may only have identified the immediate benefits to him or her of the behaviour, and tends to ignore or minimize the impact of his or her behaviour on others. By bringing these elements into active consideration the coachee can begin to reflect consciously on a wider range of costs and benefits.

Ten key questions to guide your way

The first four questions are based within the behavioural focus stream, questions 5 to 7 are questions from the cognitive stream, and 8 to 10 from the unconscious cognitive stream.

1. What do you want to achieve?

This is a typical question for use within the behavioural GROW model. The aim of the question is to help the coachee to explicitly state his or her goal. Frequently, less experienced coaches take at face value the first statement and move on, and thus need to return to this at a later stage. More experienced coaches recognize that time spent at this stage, exploring the features of the goal, will save time later.

2. What is happening?

This question aims to help the coach and coachee gather evidence on what is the current situation. How close or far is the coachee to or from his or her goal? In gathering evidence, the less experienced coach can be tempted to accept at face value what the coachee provides as evidence. It is wise for the coach to challenge initial claims, and seek third-party evidence for these. A 360° questionnaire, psychometric questionnaire and appraisal feedback all provide such evidence, and help ensure that the coach and coachee are working with a rounded view, not a single perspective, whether this is the coachee's or their manager's.

3. What options do you think there are?

Exploring options is a valuable process in all coaching, if there is a belief that the coachee already has the answer to his or her own question. Reviewing options is a two-part process. The coachee needs to be clear what criteria he or she is evaluating the options against. As a result the coachee needs to generate the criteria first, before he or she can start a process of generating or evaluating options.

4. Can you summarize what you going to do and by when?

This question is concerned with action planning when working in the behavioural focus stream. The question encourages coachees to take responsibility for reviewing their process, summarizing what has been discussed and to formally state what they intend to do. This is a useful question to ask towards the end of a coaching session, even if the coach has been working with cognitive and unconscious cognitive aspects. The coach may then encourage the coachee to document this, and develop an action plan that includes a series of sub-goals or steps that take him or her to this goal over the coming week, month or year.

5. How would your boss, mentor or colleague see this situation?

This question encourages the coachee to begin to explore the issue or challenge

that he or she faces from a number of different perspectives. Often an issue looks to be an insurmountable problem to us, but when considered from the perspective of another person, either solutions can be found or a deeper understanding of the issue gained. A parallel type of question is asking the coachee to consider the challenge as if he or she were a famous person. For a management issue, the coach may ask the coachee to consider how Richard Branson would deal with the problem, followed by a question on how Ronald Reagan would deal with the challenge. For a relationship issue, the coach might select two different characters offering different perspectives: Marilyn Monroe and Nelson Mandela. Initially the coachee typically provides a short or flippant remark, but the coach needs to focus the coachee's response and ensure that he or she fully explores the issue and provides a what, where and when descriptive answer.

6. I would like you to close your eyes and describe to me what would happen if the event went perfectly

This visualization technique gets coachees to engage with a visualization and explore what they see and, with follow-up questions, what they feel, smell and think. Evidence has shown in the sports psychology arena that visualization not only builds self-confidence but also creates physical changes in the brain structure that aid subsequent muscle movement and thus enhance performance.

7. Can you summarize for me the task that you will try out before we meet again?

The summarizing task that has already been discussed is applied in this context to focus the attention of the coachee on a homework task. The use of the task provides an opportunity for emersion: gradual exposure to the challenging behaviour. Follow-up questions might be, 'What would stop you achieving this?', 'What could you do to overcome these barriers?' These questions enable the coachee to prepare for the real world of competing priorities and stakeholders who may need to be persuaded.

8. Tell me about a time when you have felt a similar feeling before

This may be a useful question to explore patterns. Preceding the question the coach will have encouraged coachees to talk about the current issue or problem, and in particular to draw out the feelings within their body which they experience. Using these bodily sensations the coach may then ask the pattern question that may help coachees to identify similar events, but to access these from bodily feelings rather than events.

9. How would others, such as your partner or family, be affected?

This question within motivational interview is drawn from work around the balance sheet. The coach may be exploring with coachees the costs and benefits of their behaviour. Coachees can underestimate the effect of their behaviour on others, and thus fail to include this in the calculation. The coach can focus the coachee's attention on this through the question and often build up the costs side of the equation for the coachee.

10. How ready do you feel you are to change on a scale of 1 to 10; where 10 is that you have already made the change, and 0 that you are not at all interested in changing?

This question refers to the motivational interviewing approach. This is a complex technique and suggests that the developing coach would benefit from training before making use of the technique. However, questions such as this provide clues to whether the coachee is likely to change, or if he or she needs more help to explore the benefits of changing. A low score of 1 to 7 would

suggest that focusing on change tools would be a wasted effort; instead the coach needs to invest time exploring motivation and helping the coachee to develop the intrinsic motivation to change.

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