



EXECUTIVE COACHING AT TRANSCEND

Overview

1. EXECUTIVE COACHING AT TRANSCEND

1.1 WHY ENGAGE A TRANSCEND EXECUTIVE COACH

In summary, Transcend Executive Coaching creates broad outcomes that we term “the 3-selves” as follows:

- **Self-Awareness.** This is the moment by moment knowing of our mental, physiological and emotional state and how it may be driving our thoughts, feelings and behaviours. As well as this it also involves a flow of understanding, or discovery of, of our authentic and skillfully determined motives, values, preferences and goals together with that which takes us “off track”.
- **Self-Management.** This is “recognizing and adjusting” when going “off track”. With the understanding cultivated by self-awareness, the Client will then work on self-regulatory strategy to use this information to the benefit of themselves (and their organisation) rather than just being caught up in the “flow” of experience. In this way instead of reacting to stressors or other external events with “patterned responses” which may create derailment, Clients will practice, using multiple methods, different ways of responding which are constructive and productive.
- **Self-Transformation.** This relates to the ability not only to change in the AOCs but to acquire abilities which will create long term positive change. This occurs through self-observation of ones “Structures of Interpretation” or “narratives” and how they are impacting on reactions, behaviours and (self-limiting) assumptions. This information is obtained through developing a passion to obtain feedback, particularly “disruptive” feedback, and to set aside defensiveness when challenged or disagreed with. Self-transformation provides the foundation for long term development of specific competencies underlying leadership and management skills and without it, performance development may not be sustained.

1.2 INSIGHT, PROFESSIONAL GROWTH AND SUSTAINED, ADAPTIVE, BEHAVIOURAL CHANGE

Specifically, results are created through conversations that lead to insight, professional growth and sustained behavioural change by creating long-term motivational balance and attention to their well-formed goals. Transcend coaches are highly trained with cutting edge and evidence based adult learning methods and tools. They have the background, skill, credibility, presence, experience and independence to hold conversations that challenge and stretch counterparts in a way that others cannot, inviting them not only to stretch competency in their AOCs but also to alter their “ways of thinking, feeling and being” as needed to support sustainable change. **Additionally and importantly, all Transcend coaches have a strong leadership background, are trained in mindfulness and in integrating mindfulness and related practices into their work and must submit to regular “supervision”, professional development and ongoing assessment.**

The end result is coaching goals are met and exceeded and organisational results improve at the same time as perceived stress (dis-tress) is being reduced for the client. **Clients learn to bring their best to more and more moments of their work and their life, at the same time helping others to do the same.**

Specific Outcomes

Individuals who commit to Transcend executive coaching typically achieve **outcomes** such as:

- The ability to better influence peers, seniors and direct reports through developing “presence” and balance
- A clear understanding of areas needed for development together with a clear plan for such development
- Clarification and establishment of a strong leadership legacy and “signature presence” as a leader

- Increased ability to think strategically in terms of outcomes and the capability to deliver those outcomes
- Ability to be aware of and manage bias
- Optimisation of goal setting skills enabling effective prioritisation and resource management
- Improved delegation and empowerment behaviours
- Increased knowledge and insights into themselves and the organisation which allows flexibility, versatility and self confidence
- Improved ability to know when to coach, when to “advise” and when to direct, thereby leading to enhanced people development capability
- Enhanced ability to set appropriate boundaries in their professional (and personal) relationships
- Enhanced communication, collaboration and influencing capability, including more effective listening skills, and the ability to have different and appropriate types of conversations across the organisation
- Exceptional focus and attention to actions which lead to desired results
- Exceptional emotional and mental balance in the midst of stress and “busyness”
- Overall ability to better utilize their learned knowledge and skill in “real world” rather than simply “classroom” conditions
- Long term improvement in the creative insight, innovative capacity and “out of the box” thinking (reduction in cognitive rigidity)
- Improvements in self-efficacy and the creation / strengthening of “growth mindsets”
- Move from an “I” to a “We” mentality – the key to influence and executive presence
- Improvements in self-efficacy and the creation / strengthening of “growth mindsets” both within self and others
- Significant improvement in a number of other critical leadership skills (particularly in the “soft skills” or “cognitive meta-skills” domain, and in particular, to bridge the gap between “knowing” and “doing”).

Leaders and managers are increasingly expected to coach, **but.....**

Most of what happens when managers think they are coaching **is not** coaching.

To get the results coaching promises, competencies must be not only developed but embodied, and default behaviours must change.

The reasons senior people in organisations are not effective are rarely technical, and more often adaptive. Coaching, and certainly learning coaching skills, builds adaptive capacity, the key to success in the modern world of work.

1.3 RECOMMENDED APPROACH FOR COACHING ENGAGEMENTS

1.3.1 THE BRIEF

Transcend’s Consultant and/or Client services team will extend the briefs to further understand the organisational drivers for the provision of individual coaching. We will, during this phase, clarify, from the organizational perspective, desired outcomes.

1.3.2 RECOMMENDING COACHES

Transcend recommends coaches who are suited to working within organisational environments and are experienced in addressing the aforementioned coaching objectives. We would continue to work with you to select the most appropriate coach for each counterpart.

1.3.3 CHEMISTRY MEETINGS

The coaching relationship is extremely important. The effectiveness of the collaborative relationship is built on trust and the willingness of the coaching counterpart to be appropriately challenged by the coach. Prior to the first session the proposed coach meets with the counterpart to confirm the fit. If the selected coach is not considered appropriate, an alternative coach is offered at this point.

After this phase, the “best fit” coach is selected for the engagement.

1.3.4 COACH BRIEFING

If appropriate, the coach will meet with key stakeholders to take a detailed and up to date brief on the program context and coaching objectives. If available, existing performance data, for example, **360-degree results and any other relevant behavioural information** and feedback on the individual counterparts would be shared at this point. Transcend would also take advice at this point on any other relevant parties to be involved in the coaching. For example, input may be sought from the line manager or HR professional.

Assessments may be suggested and agreed by the coach and coaching counterpart if they would add value to the coaching process.

1.3.5 COMMUNICATIONS WITH COACHING CLIENTS (“COACHEES”)

We have prepared an optional comprehensive document entitled “**What To Expect from Your Executive Coaching Engagement**” which is designed to inform the client what the process looks like what to expect from the coach and what role they are expected to play in their own development.

1.3.6 PRE-COACHING QUESTIONNAIRE

The expectations from the coaching are established via a short standard questionnaire. A coaching agreement is signed.

1.3.7 DEVELOPMENTAL ACTION PLANNING

According to our “best practice”, the initial sessions concern finalizing “well-formed” coaching goals and expressing them in a way that is capable of inspiring movement. This is often done through an formal integration of

- 360 Data (either by interview or by on line survey)
- Psychometric assessment data (for leaders, we recommend the Hogan Assessment but we are certified in a number of tools including WB5, FIRO-B, MBTI, Hogan, Genos EI Inventory, PRISM etc)
- Other available data
- Client’s emergent reflections
- Coach’s observations

From the above data, the client and coach co-create a “DAP” (Developmental Action Plan) with specific behavioural change goals, milestones and timeframes.

1.3.8 COACHING SESSIONS

Coaching sessions are usually scheduled to be 1 ¼ hours in duration. They are typically scheduled on a fortnightly to monthly basis over a 4-6 month period, or longer depending on the number of sessions and the coaching objectives. Coaching is often face to face, but Transcend’s executive coaches are also experienced in phone and video coaching using web-based conferencing tools if required. During coaching, the coach and the client (possibly including key stakeholders) determine the most useful and desired outcomes and work on the areas identified for development.

The coach structures each stage of the coaching on key adult learning principles. This includes applying the individual’s past knowledge and experience to reframe what they already know into a new set of thinking and behaviours. The Client is invited to become aware of their own “conditioning” and to explore and practice with alternative narratives and practices which may lead to different behaviours.

The coaching focus is practical and related to workplace realities. The focus is also on experiential learning, because adults learn best by doing and then reflecting on their experience. During the coaching the coach may identify the most appropriate articles, books, etc to support the learning and will guide the executive to these sources.

Successful coaching requires a collaborative approach, with the coach as a facilitator of change. Between sessions, it is the executive's responsibility to enact change and implement actions that have been agreed to.

Summary of Flow of Coaching

1. Coach helps client decide what are some outcomes the client would like to “achieve” in their work or life. These are honed into “well formed” outcomes which are skillfully determined, aligned with values and are capable of inspiring action.
2. Coach helps client determine what needs to change (normally behaviourally) so that these outcomes might have a higher probability of occurring. These become the “well-formed coaching goals” for the work.
3. Coach helps client to work out what narratives, cognitions, ways of making meaning, ways of thinking and feeling need to be developed or strengthened so that these behaviours can be consistently applied despite distractions, including those arising from thoughts and emotions resulting.
4. Coach helps client determine what behaviours, thoughts and feelings are “limiting” the expression of behaviours which might lead to desired outcomes.
5. Coach assesses, with the client, readiness and willingness to do what it takes to change in the above areas, adjusting goals as necessary.
6. Coach helps client design practices to resolve the interference resulting from the above, often involving the strengthening of foundational competences of attentional, cognitive and motivational balance leading to moment by moment emotional and mental balance. This leads to the client being able to “stay on track” despite distraction or emotion.
7. Coach reviews, session by session, progress with practices and helps client deal with interference preventing practice or progress.
8. Practices may include, *inter-alia* :
 - a. Formal and informal mindfulness practices (progressive practices)
 - b. Self-reflective, self-observational and self-remembering practices and exercises
 - c. “Behavioural activation” practices (practice with new or modified behaviour)

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1.3.9 PROGRESS REVIEW (OPTIONAL)

Mid-point reviews are held for programs of 8 sessions or more (if appropriate). The outcomes achieved are compared to the goals set. The lead coach will also oversee the coaching panel (where appropriate) and collect feedback from coaches throughout the project. The main idea behind the mid-point review is to give feedback on the process and commitment of the client and most importantly to obtain input from the sponsor and stakeholders about what progress is noted and what needs further work.

1.3.10 PROJECT MANAGEMENT. LOGISTICS AND REPORTING

At Transcend, we focus almost exclusively on providing services to large organisations. We are experienced in working with major organisations who demand a high quality product and a high level of customer service. We would work with your representatives to define from the outset the most

appropriate working relationship. We would work with the representatives to understand the culture, strategic direction, business plans and the type of coaching required.

Transcend is supported by a strong project management and client service team who ensures that the logistics and management of the programs are of an equally high standard. Our system provides for a single contact point between the client and Transcend, regardless of the size of the project.

If required by the Client, we routinely provide monthly status updates, customised billing, and high level overviews.

1.3.11 CONFIDENTIALITY AND ETHICS

The coach will work within the professional ethics guidelines designated by the International Coaching Federation. Copies of the ethical guidelines are available on request.

Any specific information discussed or issues raised during the course of coaching will be on a strictly confidential basis, and will not be communicated with persons outside the coaching relationship.

Transcend will maintain file notes on the progress of the coaching sessions, and will ensure complete confidentiality of this information, except in rare circumstances where decreed by law or as agreed by the Client for a specified purpose. In cases where a diagnostic is used Transcend will not share the results of any report with any person other than the report subject i.e .the coaching client, without the express written consent of that client.

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