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* The purpose, role and application of coaching
* Submission date: 6th Sep 2018

Introduction

Throughout history, humans have sought help in becoming more powerful in their lives to follow their dreams and reaching their goals. This help has been through religious clergies, philosophers and even shamans have helped people to find their inner capacities to choose new aspects of the life. In the last century, different traditions and methods have arisen in society to contribute to such issues. Psychotherapy, mentoring, training; supervision, counselling and coaching are the best examples of advanced ways to help the human mind to be empowered and to cope difficulties and, achieve overall well-being and better self-development in different aspects of life work.
Each of the above has its discipline and methodology which is essential to consider when choosing the appropriate option for a specific goal.
This short assignment will try to evaluate "coaching" as one of the fastest developing industries in the world of social skills and traditions for self and other types of development. Coaching is estimated to involve about two billion dollars in the USA, annually as an Executive Director at The University of Virginia Darden School of Business, claims in her article in Forbes (Whittaker, 2017). She also refers to the surveys of the international federation of coaching to state that North America and Western Europe had about 36000 professional coaches at the end of 2016 which is considerable (Whittaker Dunlop, 2017). So, it is interesting to look more closely at the theory behind this desirable new career option from the last 50 years
The purpose of coaching will be summarised, while the main differences between coaching and mentoring will be explored. Coaching requires certain qualities and skills, to be able to deliver high standards of coaching services to clients. An emphasis will be put on "active listening and good questioning" as one of the most competitive advantages a good coach will have.

Describe the purposes of coaching

Literary related to coaching shows that the discipline has come along from what was traditional coaching which was used to take place dominantly in sports fields, to the current modern discipline of coaching which uses most developed psychologic approaches and tools and methods not specifically in sports but in a broad spectrum of different parts of life. It also provides many different definitions and purposes for it. To find out where this variety comes from, we need to consider that coaching, theoretically is categorised according to approach and context. There are many theories to direct coaches on to how to coach, most of them originate from the theory of psychology. To mention but a few theoretical approaches used in coaching, there are psychodynamic, cognitive behavioural, the solution-focused, the Gestalt, existential, Narrative and transpersonal and many others frameworks. (Palmer and Whybrow, 2008).
However with regards to application and context, coaching is used in different areas, for instance, it has contributed significantly to the workspace (Cox, Bachkirova and Clutterbuck, 2014),

coaching in the workplace provides plenty of purpose for this discipline, and different contexts of coaching lead to different goals and objectives which could be tailored to the diverse needs of different employees.

Regarding different application and context, coaching is used widely in different areas, for instance, developmental coaching, transformational coaching, executive and leadership coaching, peer and team coaching; and family, parenting and marital coaching.

Coaching can help people to unlock their inherited potentials through learning (Whitmore, 2017). A coach uses different methods to facilitate the process that clients go toward desired goals. The coach's role is to raise the client`s self-awareness so they can discover their hidden capabilities, options and competencies.

Johari window is a technique for increasing self-awareness which divides the personal awareness into four areas. `Public knowledge` stands for the parts that he knows about himself, and so do the others. `The blind spot` is the part that people know about him, but they are unknown to him. `Hidden` is the part that he knows but hides from others by intention, and `unknown` part is the part that he and others are not aware.

Coaching increases the abilities and develops skills by showing the client the blind spots of their life by using the right kind of feedback and effective reflection. (Palmer and Whybrow, 2008, p.179)

If a person has a problem with information technology and they feel very unable to deal with it, the quickest solution which may be suggested by colleagues is to attend some online course in IT or request that the IT department solve the problem. However, this pattern of not being able to self-help is repeated in other aspects of their job and stops the employee working; it may suggest that the employee needs a coach to review their problem-solving approach and the perception of the obstacles they faced. Here, a coach can enable him to see his problematic patterns, and at the same time, the coach can help the employee become aware of their strengths and weaknesses. Therefore, coaching is a learning process that the client is empowered through having new tools to develop themselves and reach their targets. If the employee becomes stuck in a deeper repetitive severe pattern, for instance, a general anxiety disorder this, in turn, will need further psychologic investigation, counselling and psychotherapy as a treatment option.

Some areas in life can be improved and developed through coaching. Peltier points out some of them for instance; capacity for empathy, self-concept and self-esteem, capacity for introspection (Peltier, 2011).

As an outcome, coaching helps people to achieve their goals by increasing their clearance about their internal difficulties and taking appropriate action plans to overcome them and get closer to their objectives one coaching session at a time.

Different coaching approaches provide different purposes and outcomes for clients.

But there are some distinctions between the two disciplines. Most of the time, A mentor is a senior expert in the field who transfers their experience to the client with some advice and professional tips, but a coach does not necessarily need to be directly in the same area. He needs to be an expert in the developmental process rather than having a direct involvement (Alred et al.,1998; Cox, Bachkirova and Clutterbuck, 2014, p363)

How does coaching differ from mentoring?
When comparing historically mentoring has a longer tradition of coaching, both coaching and mentoring discipline share similar features and are linked educationally. They share the same practices, skills; process and values (Cox, Bachkirova and Clutterbuck, 2014, pp.362-363) Mentoring and coaching are similar in the one-to-one learning process and developmental activities, and there are also overlaps between both areas however there are some distinctions between them which are useful to mention. Mentoring uses long-term relationship, and coaching works with a shorter period divided by scheduled timetable, it also worth mentioning that mentoring mostly works on the career and work role development, however, coaching concentrates on development in general. In mentoring, the mentee is preparing for a future role in the organisation while in coaching, agenda set by coachee by focusing on achieving specific goals session by session. One of the best contrast between them could be that a coach has some good questions for your answers while a mentor has some great solutions for your problems (Bernham, S. & Fielding, R. & Stevens, G, 2018, Garvey and Langridge, 2006).
Generally speaking, a mentor is a senior expert in the field who transfers their experience to the client with some advice and professional tips, but a coach does not necessarily need to be directly in the same area as the clients. A coach is an expert in the developmental process rather than having a direct involvement (Cox, Bachkirova and Clutterbuck, 2014, p363, Alred et al.,1998)
Rosinski adds that coaches act as facilitators. They listen and ask questions to enable the clients to find out what is the best for the client's needs, but mentors share their own experiences (Cox, Bachkirova and Clutterbuck, 2014, Rosinski, 2003).
One crucial distinction between mentoring and coaching is about the working structure. Coaching is more structured with regular sessions, but mentoring can be more informal and based on where the mentee needs it. (Cox and colleagues 2014) Point out some distinctions between mentoring and coaching. The first of which is the importance of the relationship and the emotional bond in mentoring characteristics. Most of the results come from a long time relationship; coaching outcomes also grow based on the relationship but for a shorter period and without the need for the intimacy and friendship. However, in some specific coaching approaches like Rogerian and humanistic disciplines, this barrier does not exist distinctively. By theory, coaching literature is more likely to use psychologic materials in compare with mentoring.

Critically assessment of Listening and Questioning as a coaching skills

These two skills were chosen for analysis as they are so closely related and used tangibly to two skills complement each other and work together. The concept is that the coach responds with powerful questions once they have actively listened to the coachee. It means the coachee has to respond almost like tossing a ball around and when it is done competently, it can result in understanding, discovering and so forth. As listening naturally leads us to both need to be explored Interpersonal communication is seen as an essential component of any coaching process (Gegner 1997, Bush 2004). Language and its use can be a vital tool and skill used to coach, not only that but the clarity and brevity of speech are also important factors. Effective coaching requires various skills and qualities, one of the essential skills and qualities to have and develop is active listening and effective questioning.

It has been agreed by theorists that listening "multidimensional process" (Brownell 1985; Stiel, Barker and Watson 1983). Empirical demonstrations have proved that consists of three dimensions (Ramsey and Sohi 1997), *sensing, processing,* and *responding. Sensing is the receipt of the message*; *processing is what the listener's mind does with the message once received* while *responding is the* acknowledgement of the message received. These stages occur simultaneously but in this sequence. Therefore, for a response to occur the message must be sensed and processed. This shows that is it essential for the coach to have the ability and skill to listen in this way to be able to respond effectively with a follow-up question which will seek to explore and discover what the coachee is communicating.

Whitmore explains that active listening skills can be broken down into the following sub-categories reflective/mirroring this involves repeating the exact words back to the coachee or client, paraphrasing and summarizing where the words are changed slightly and or made brief without change the essence of what was said. The coach can also clarify this to express the core message with, and the addition of something valuable that was observed by the coach as a result of body language or by intuition this is to generate insight. The coach can also find opportunities to encourage self-expression. It is to build trust and promote openness; the coach needs to be non-judgmental and refrain from criticism as this will hinder the dialogue.
 Listening with potential, this means to focus on the strengths and capabilities and not dwell on the past. Finally listening with a heart that is listening for non-verbal cues this could be voice tone, facial expression, body language. Listen to the feeling and meanings, and the core message being spoken (Whitmore 5th edition, p93).

A systematic review of the practice of psychology in coaching by (Yi-Ling Lai, Dr Almuth Mcdowall, 2014) suggests that the communication process is an essential ingredient for a successful coaching relationship. He features included active listening and questioning, mutual feedback, and story sharing while assessing verbal and body language. Not surprisingly in the two survey studies (Gregory & Levy, 2010 and 2011), they found that listening and effective feedback are the central dimensions for evaluating a positive employee coaching relationship. A case study by Robinson (2010) looked at how to apply theoretical techniques such as metaphors, story-telling and analogy to make sense and understand the conversations in coaching and assist in insightful questioning, interpretation and reflective practice. The study concluded that there is a positive correlation between applying literary techniques and the relationship between coach and coachee. The review into coaching narratives and devices used in practice, also found that to enhance the understanding between coach and coachee communication must be maintained and this can be done through highly developed listening, questioning and feedback.

According to the fundamental skills analysis in 32 studies by (Longenecker & Neubert, 2005; Maritz et al., 2009; Passmore, 2010; Griffiths & Campbell, 2008 and Dagley, 2011, Yingling et al,2014) that the critical competence identified as being the most important is communications skills (Longenecker & Neubert, 2005; Maritz et al., 2009; Passmore, 2010; Griffiths & Campbell, 2008 and Dagley, 2011). This included as with other findings in other studies active listening and reflecting powerful questioning and establishing an overall constructive relationship (Longenecker & Neubert, 2005 and Maritz et al., 2009).

However, listening is not merely just listening for coaching and similar professions. There are clear divisions in levels of listening as explained by Whitmore (Whitmore, 2017) and others; level one is seen as the waiting to speak where we wait for our turn to reply; Level two is the basic listening here there is a pure focus on the words being spoken. We call level three attentive listening this is where the words and tone are considered by the listener to comprehend.

Level four is where the coaches need to apply this level of listening which is Active listening here the words must be comprehended the tone and body language and what the speaker intends to communicate what is in the unconscious mind.

The final level five is interpretive listening – this is where the listener comprehends and interprets intended and unintended communications from the speaker.

Listening as aforementioned naturally leads to a response and in the coaches situation, this is naturally to question the client. The type of questioning and the approach, of course, are significant; effective questioning should raise the client's self-awareness, challenge and provoke their thoughts. A simplified framework and model developed by Graham and Whitmore in the 1980's used for coaching conversations is GROW an acronym for GOAL-REALITY-OPTIONS-WILL. The goal, what are your goals? The reality, what is the reality? Options, what are your options? And finally Will, what will you do? The type of questions asked could add success to this framework method so asking open, closed, probing, leading, neutral, hypothetical and reflective questions can all lead to different outcomes (Whitmore, 2017).

Socratic questioning is a type of questioning technique used widely in cognitive behaviour therapy CBT when used in coaching known as cognitive behaviour coaching it applies an element of psychology and practicality (Palmer et al. 2007). CBT/CBC can be used in coaching other such professions to raise self-awareness, invoke reflection and improve problem-solving skills (Padesky,1993). The characteristics of right Socratic questions are enumerated, the pitfalls of experienced coaches' over-reliance on intuition to guide their questioning is discussed and how continuing deliberate practice through, for example, providing the logical basis for sequencing questions can correct this 'intuition bias'. Socratic questioning is demonstrated in some coaches–coachee dialogues with accompanying commentary. Finally, it is emphasised that asking right Socratic questions is indispensable to the practice of effective coaching.

In conclusion, building a trusting relationship with the client though having a two-way communication process based on listening and responding effectively to understand the client better and ultimately provide the coaching they require. Effective listening to the client which leads to better questioning and therefore better insight into the client's needs. The two way communication is based on the client being able to talk to the coach openly which requires trust, and in turn, the coach should be listening actively to read into what is openly being said and what is suggested through what is being said. This is then likely to lead to appropriate questioning which will lead the client to self-explore and open up.

A reflective self-analysis of your coaching competencies at the start of this program.
Having a background in medical services and learning schema-therapy provides me with quality to be self-reflecting during my all activities to prevent any transference and counter-transference issue with my clients. Psychoanalytically, transference means the emotions that client projects to

the therapist and counter-transference indicate to the emotions, thoughts and feelings that therapist projects to the client and by exploring the way that these projects take place, a therapist can find new aspects of himself and clients unconscious parts (Samuels, Shorter and Plaut, 2005, p.17).

The idea that I use in this paper to show my self-reflection exercise comes from Gibbs' reflective cycle which I accessed in the VLE material. It explicitly encourages the reader to learn by doing in all parts of the process which they involve. It starts with a description of what has already happened then feeling then goes to evaluation then analysis and conclusion and action plan Gibbs G (1988).

In our peer coaching exercise which I started with a 30 years old lady about her difficulties in a relationship, I noticed from feedback exercise that I give communication advice and tips to solve the problem quickly in a session which is more mentoring rather than coaching; It gives me the anxiety to cross the boundaries of coaching. I realised that my background role of therapist and mentor makes a serious interfere with taking my new role as a coach

The lady of the first co-coaching exercise angrily mentioned that my tips come from my point of view as an Iranian man and it reminds me of being aware of gender and cultural differences during my activity in coaching.

I also find out that my mind keeps searching for deeper patterns of negative feelings and cognition tilts in my clients which could originate in my medical background. So, my biggest challenge is to let my client find the way without my induction .it means that regarding the skill of listening and questioning, I have to inhibit my mind to go to the therapeutic mood.

This manner repeated in the rest of the workshop, but I was much more aware of its danger.

Regarding managing self and maintaining coaching presence, I find that my mental occupation to avoid mentoring by giving tips is decreasing my performance, so, I have to encounter my new skills of indirect questioning as a serious action plan.

Learning T-grow model is a considerable advantage to design a strategy and action that I acquired in the first unit (Whitmore, 2017). It helped me to set structure for the coaching sessions, and I used it in my co-coaching exercise and felt very well about its well-structured entity.

Having a session with an observer from the lecturers was stressful especially when I had to do it by ignoring his presence, but it helped me to use the theory in real practice

Regarding communication effectively, I need more focus on being more indirective than directive.

Conclusion

Coaching as a valuable helping one-to-one helping system is a rapidly growing industry which needs different skills and qualities to be distinct between other similar disciplines like mentoring, supervising, training, counselling.

It uses a lot of psychological theory to support its application in many areas like organisations, relationships and they all together focus on self- development.

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