

A scenic view of a lake with a wooden dock, large rocks, and lush green trees in the background. The dock is made of light-colored wooden planks and is supported by red posts. The water is calm and reflects the surrounding greenery. Large, dark grey rocks are scattered around the lake, some in the foreground and some in the background. The trees are dense and green, creating a lush environment. The overall scene is peaceful and natural.

GOALS in coaching

Glenn Martin
Ethics and Values in Business



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Introduction

Models of coaching

The “flow” of coaching

How goals get set
(how the world
“occurs”)

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Types of goals:
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Writing

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The goals for this session

- A better understanding of the role of goals and goal-setting in coaching
- An insight into the value of writing in coaching
- (developing expertise)

Goals and coaching models

Training Zone forum

GROW: Goals – Reality – Options – Will

CIGAR: Current reality – Ideal – Gaps – Action – Review

ACHIEVE: Assess – Creative brainstorming – Honing goals –
Initiating options – Evaluating options – Valid action plan –
Encouraging momentum

STAR: Situation – Thoughts and feelings – Actions – Results

GAINS: Goal – Assessment – Ideas – Next steps – Support

LADIR: Listen – Analyse – Determine goals – Implement – Review

The value of goals in coaching

The Positives

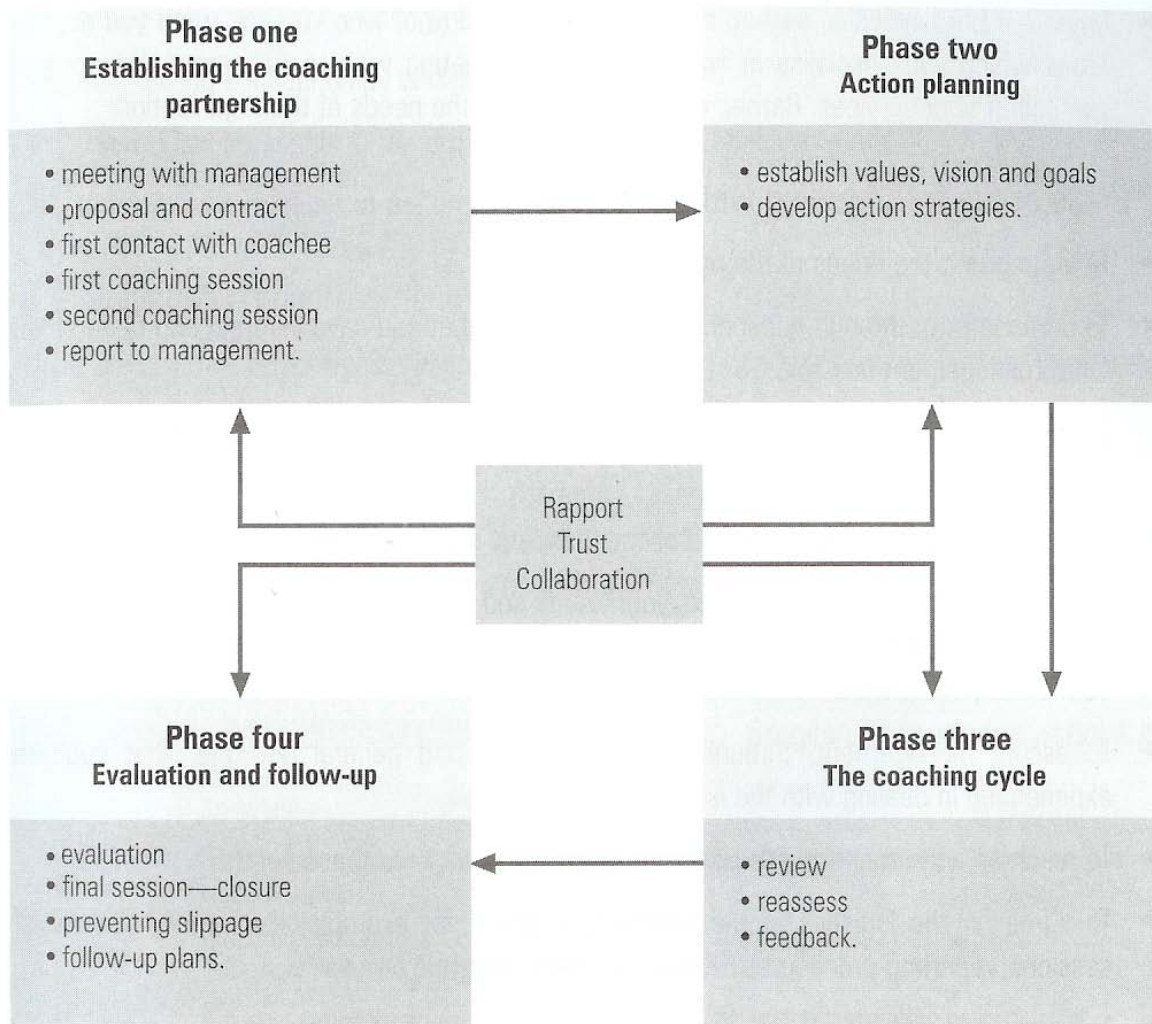
Provide direction and structure
Provide way of assessing achievement

The risks/shortcomings

Can narrow the focus too much
Look for conventional solutions
Inhibit real challenge, growth
Performance-based only
Prevent opening doors to greater insights about self

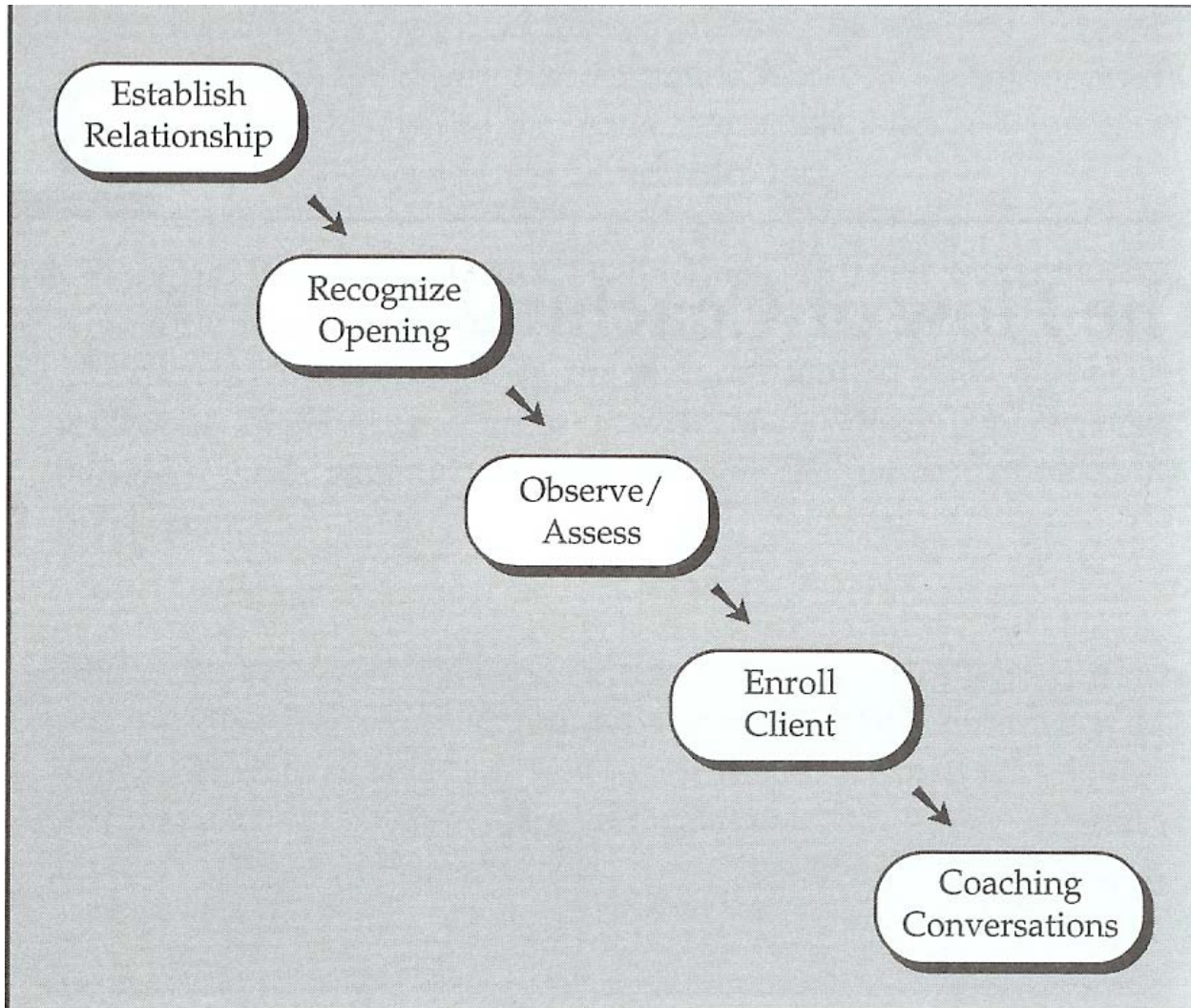
Models are maps, not the territory.

The “flow” of coaching



P. Zeus & S. Skiffington,
The coaching at work
toolkit, p61

The “flow” of coaching



James Flaherty,
Coaching, p40

The end state of coaching

What is the end state of coaching
(for the coachee)?

- long-term, excellent performance
- self-correction
- self-generation

Comments from coaches on goal-setting

Group A	Group B	Group C
Communication Listening Agree to coaching Clarity about skills required	Sharing skills & knowledge Active listening, not telling Rapport, trust, empathy Build relationship	Awareness of possibilities Commitment Defining issues Managing expectations Work within culture

Responses from participants in training course on coaching, conducted by Ann Whyte

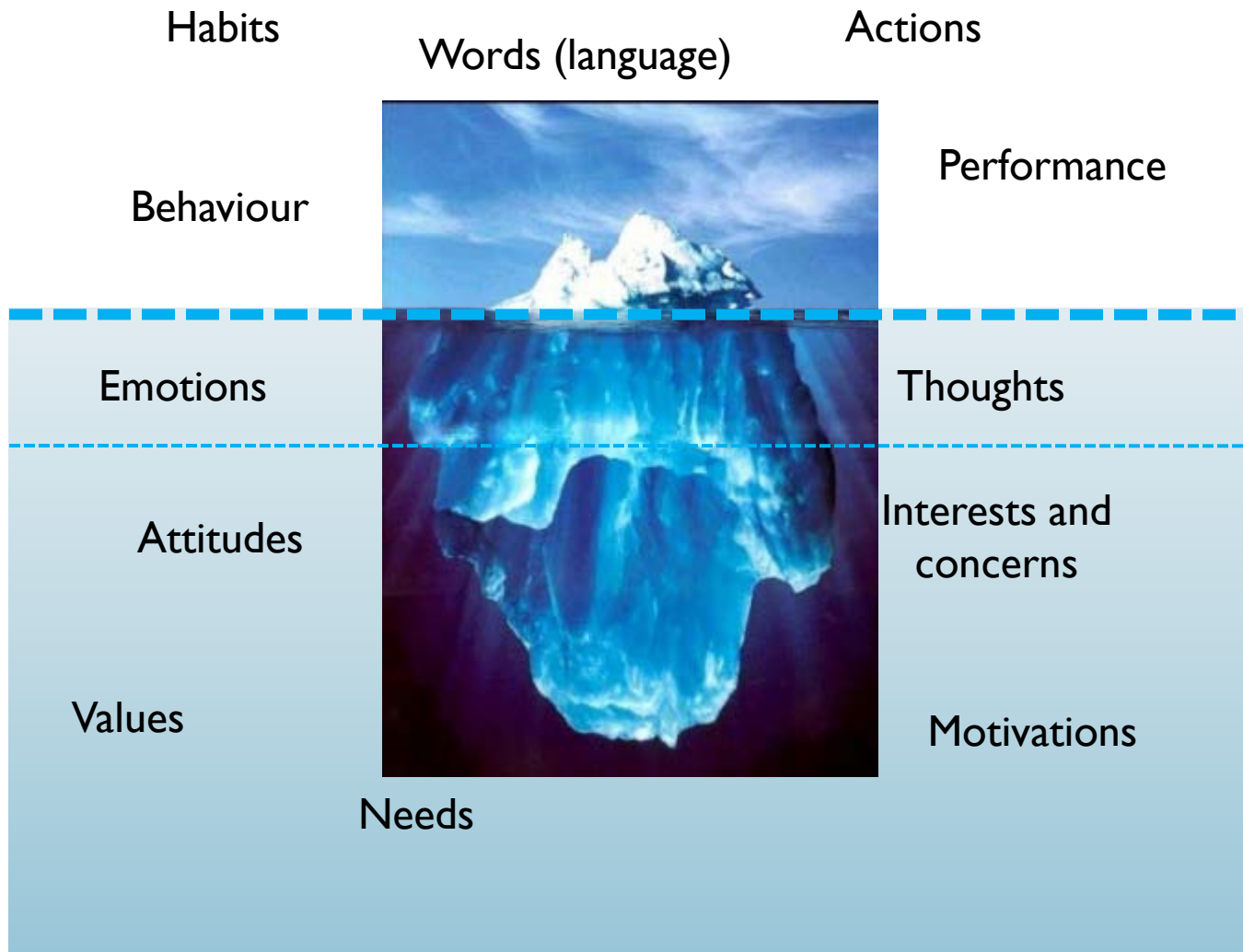
The goals you set for yourself are a product of how you see the world and yourself.



Three laws of performance

1. How people perform correlates to how situations occur to them.
2. How a situation occurs arises in language.
3. How we articulate the future transforms how situations occur to people, and how they perform.

The internal context for goal-setting



Rules for goal-setting

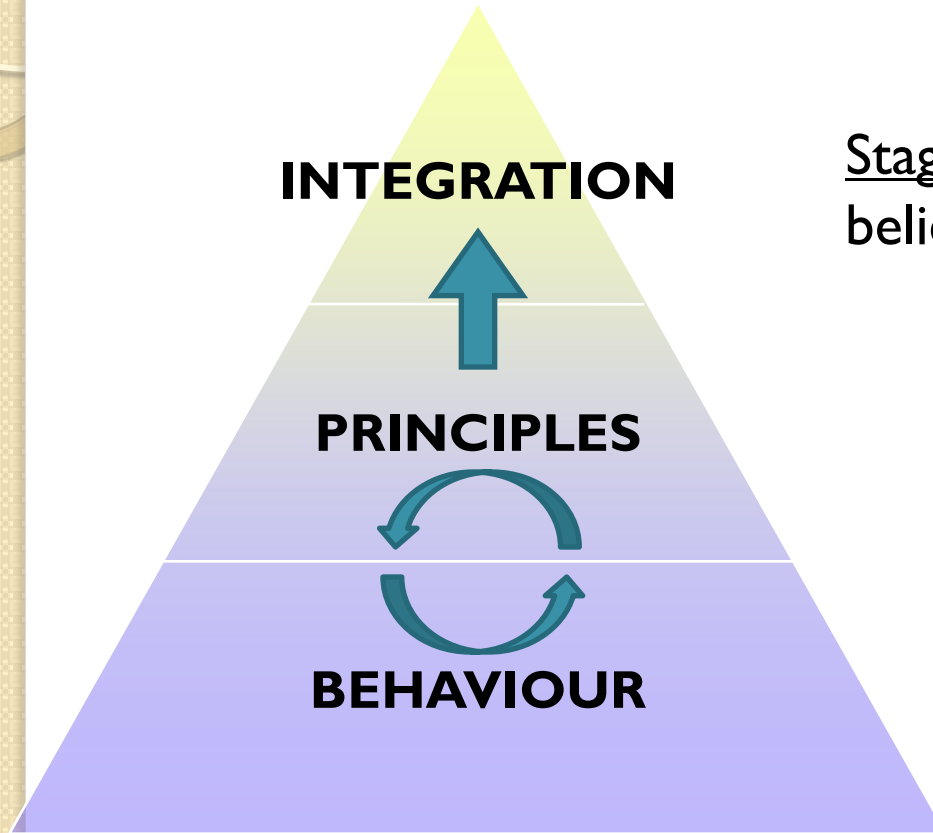
- Don't leap to the solution too quickly.
- The first solution is not always the right solution.
- Get in touch with what matters to you/the coachee emotionally.

How do you get clear about your goals?

Describe a situation in your life that you are currently processing. Some examples:

- getting used to my new boss
- actually living with my boyfriend/girlfriend
- having a disagreement with a colleague
- worrying about my mother's health
- whether I should buy a new car.

Levels of change



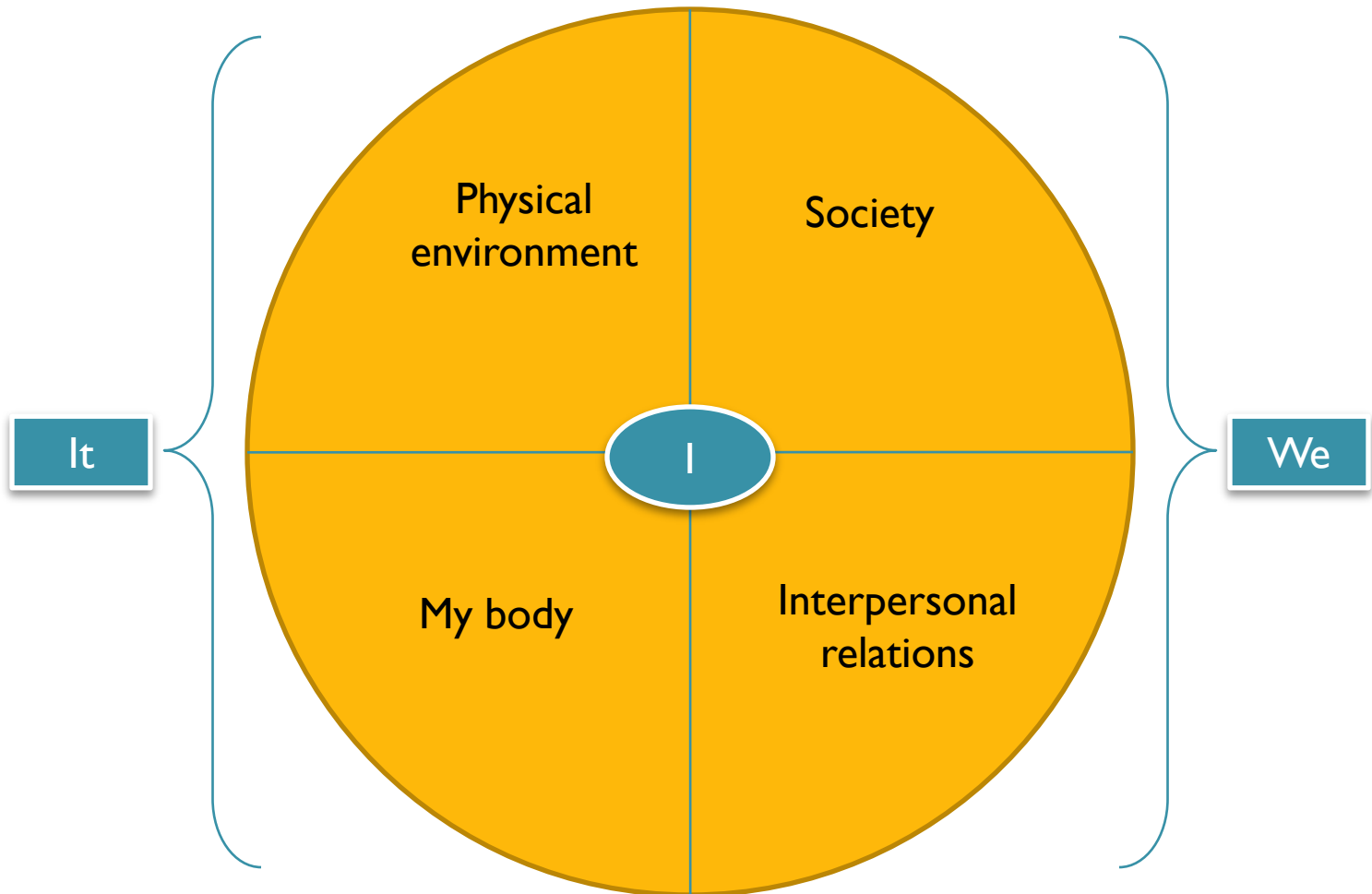
Stage 3: Internalised values, skills, beliefs and habits

Stage 2: Insight, changing action rules, generalisation

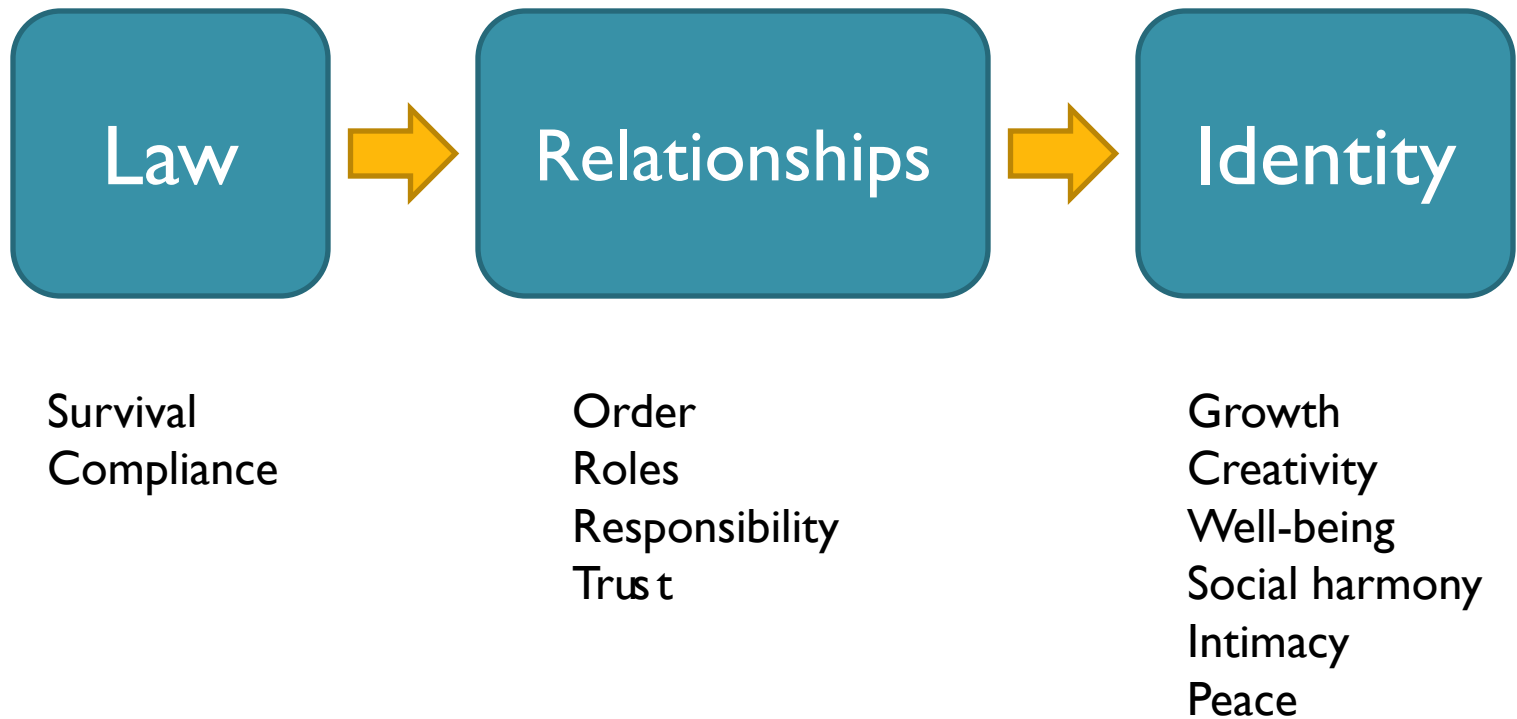
Stage 1: New practices, language, skills

Peter Senge, *The fifth discipline*

Types of goals: four domains

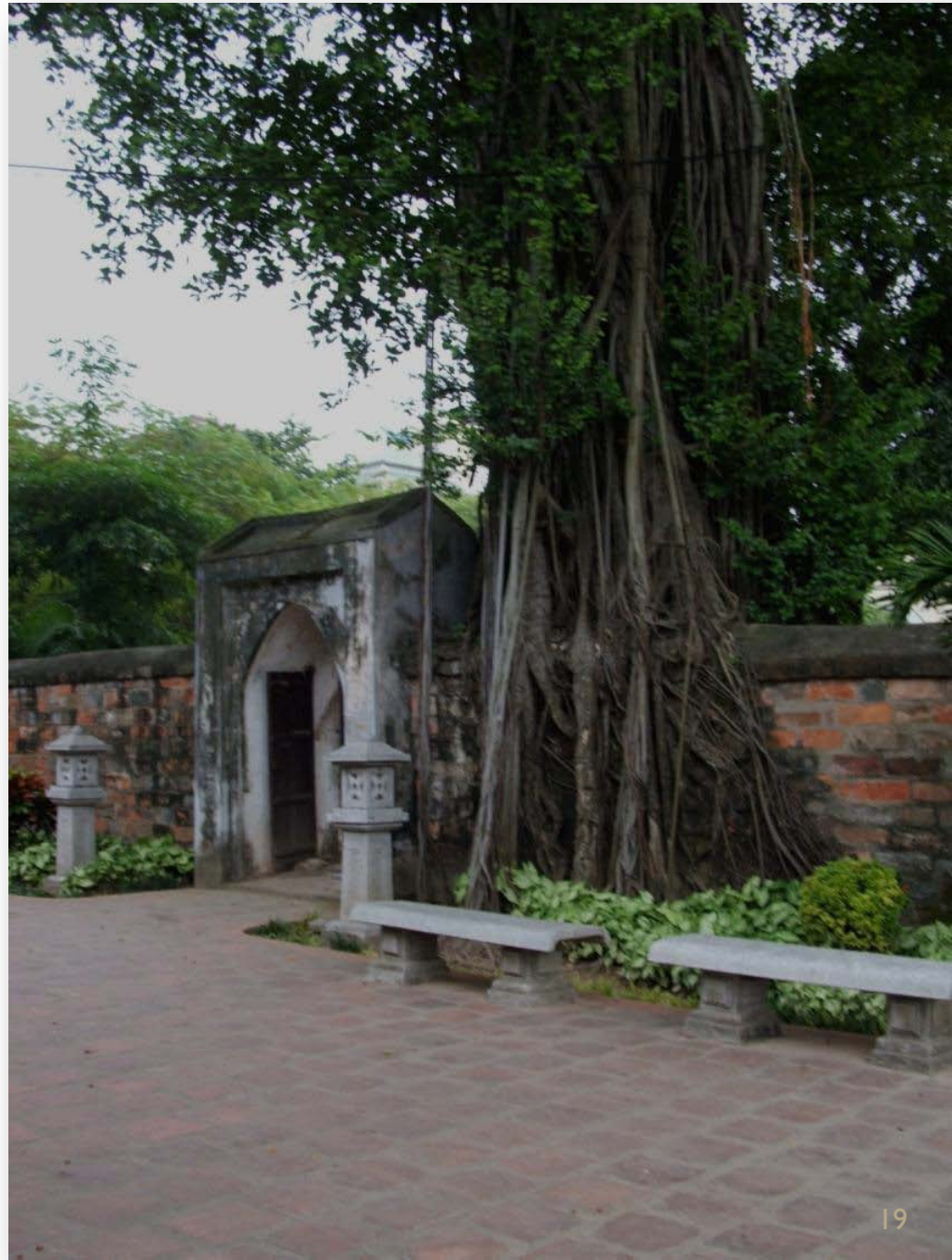


World views



The Book of Changes says:

The revolution is only
believed in
after it has been achieved.



On writing....



An exercise: self-observation

Stop twice a day – midday and at the end of the day and ask yourself these questions. You may write down your thoughts in a journal.

- What is occupying my thoughts?
- What judgements have I made about myself?
- Whom do I feel close to now? Why?
- What is my most important goal right now? Why?
- What did I learn from this exercise? How will I take what I learned into action?

Sources

Coaching and development

James Flaherty, *Coaching: evoking excellence in others* (Elsevier Butterworth-Heinemann, 2005)

Steve Zaffron & Dave Logan, *The three laws of performance* (Jossey-Bass, 2009)

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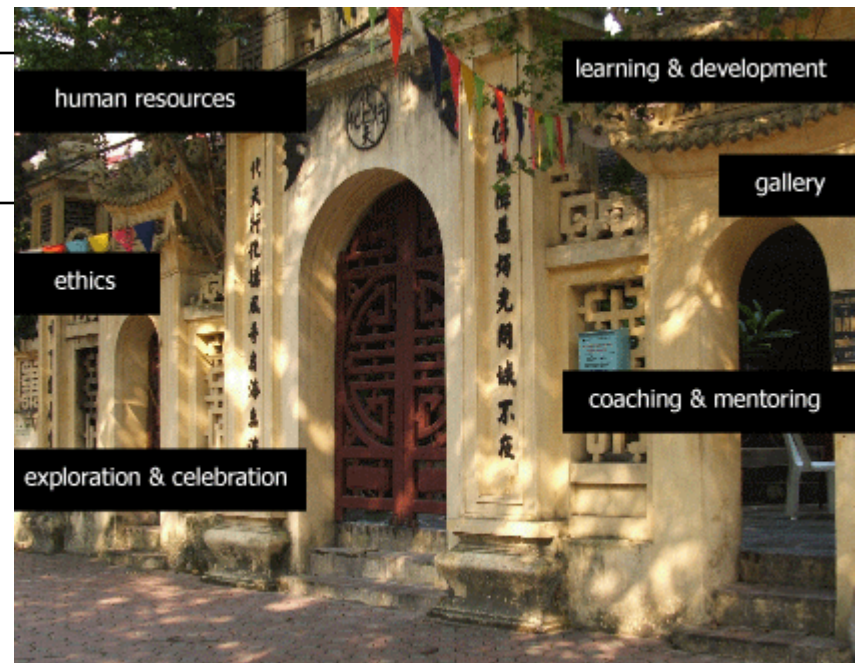
Oriah Mountain Dreamer, *What we ache for* (Harper, 2005)

Gillian Bolton, *Reflective practice* (Sage, 2005)

David Whyte, *Crossing the unknown sea* (Riverhead Trade, 2002)

Materials available

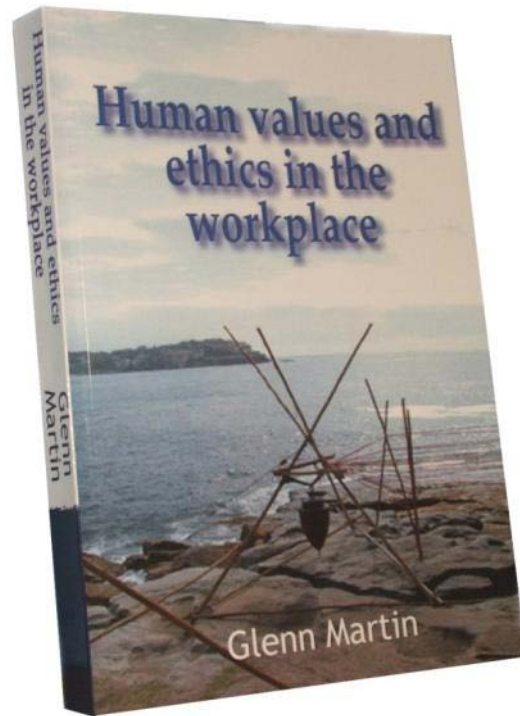
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