



THE ART AND SCIENCE OF COACHING PROFESSIONALS
Authentic Success Strategies for Working with Dynamic, Knowledgeable, and
Coachable Clients

David Krueger, M.D.

I. The Coach as Catalyst of Change

A. Process versus content in the coaching exchange

1. Our clients will tell us several things:

- What is important
- What their needs are
- What is beneficial
- What is not

2. We gather as information:

- Self statements
- Wish or fear
- Disappointed recognition
- Hope
- Feelings
- Encoded communication

3. We listen to communication:

- Carefully, simply, literally
- What is said the first time
- Literally and symbolically
- The message contains the message

4. Two kinds of memories activated as process in coaching:

- Explicit (factual)
 - Implicit (procedural)
5. Don't take it personally, the client is always showing you exactly it's like to be him or her
 6. It takes two real people for a co-created immersion and the process

B. What do clients want from us?

1. Unself-conscious participation
2. Acceptance of everything they offer
3. Full immersion coupled with objectivity
4. To see a thought, feeling, or behavior as an answer to a question its creator is not consciously there to ask
5. The silent intent imbedded in the compromised result
6. That the coach will not be awkward, self-conscious, or distracting
7. To help the client mourn the old story while creating the new
8. To believe in the client until they can believe in themselves

C. Three Foundation Components of Coaching

1. Neutrality: Do not choose sides in the client's ambivalence, dilemma or paradox
2. Empathy: a listening position from inside the experience and point of view of another.

3. Change: insight, understanding, and action.

- The prerequisite to change is not necessarily insight and understanding
- Someone does not have to be motivated to begin doing something.
- Change requires ownership of a person's story.

D. How we facilitate change and coaching: 12 caveats

1. Each person's life story is created.
2. Understanding begins with examinations of which storylines work and which do not.
3. Knowing what not to do is at least as important as knowing what to do.
4. Distinguish what to change, accept, let go, and enhance.
5. When people create their own answers, they have signed on to invest in the outcome.
6. Someone has to change an internal model of assumptions to sustain the new story.
7. We don't see things as they are; we see things as we are.
8. Change is constant and inevitable; it is the resistance to change that generates most problems.
9. Small changes lead to big changes.
10. Solutions, causes, and problems are not always related or even inner-connected.

11. Collaboration keeps both individuals on the same side, looking at the same scene together.

12. The benefit of doing more of what is working and less of what is not will become evident and self-perpetuating.

E. Create new experiences

1. Ben Fletcher study

2. Change also occurs from the outside in

II. The Science of The Art of Change

A. The Psychology of Change

1. Repetition as familiarity
2. Personal plot loyalty
3. Motivation for effectiveness

B. The Neuroscience of Change

1. Established neuronal connections and grooved neural networks
2. New experiences create new neuronal pathways and neural networks.
3. The coach as guide in new territory
 - Help the client tolerate risk in departing the familiar
 - Hold a belief of success filling a new space
 - Read present anxiety as validation of progress without familiar landmarks
 - Contrast anxiety as danger in the old model with present new model of uncertainty
 - Clients retranscript--reprogram--their minds and brains

C. Principles of change: the **ROADMAP** system

Recognize authorship of your story

Own your story

Assess the story lines and plot

Decide what to change

Map changes

Author new experiences

Program new identity

What neuroscience teaches us about mentoring:

1. Everyone has prior knowledge that affects how new information is heard and responded to.
2. The prior knowledge is physical, real, and persistent as neuronal pathways in the brain.
3. If we ignore reality, it will get in the way of new information and change.
4. Partly because it is complex and personal, and partly because it is subjective reality, someone is not always aware of his or her prior knowledge.

Some specific ways we can help our client change their minds and brains:

1. Began where the client is.
2. Help them learn more about what they already know.
3. Highlight positive attributes – existing neuronal networks – to encourage their practice.
4. Don't focus on mistakes.
5. Correct mistaken couplings
6. Let sleeping dogs and old unuseful networks lay.
7. Encourage clients to develop their own metaphors, stories, and connections.

D. Coaching interactions for professional clients

Four necessary feedback components

- Empathic resonance
- Bridging statements
- Steps to move forward
- Mirroring

E. Coaching interventions for professional clients

- Brainstorm
- Strategize to achieve goals
- Explain
- Advise
- Story-bust
- Give information
- Train and redirect
- Regulate state of mind

III. Regulating States of Mind

A. Understanding States of Mind

1. State of Mind: A mind-body state like a specific software program
2. Within each state of mind we perceive, remember, feel, think, behave, and respond in a consistent mode.
3. Feelings always come first and trigger state change.

B. Access to Mind States

1. How to access states of mind
2. Regulation of feelings and states of mind is the primary determinant of mastery.

C. A coaching application

D. Choice enhancement

- Increased tension produces emotional regression
- Increased emotion narrows perspective
- In a state of upset first regulate feelings to restore balance
- Lump tasks according to states of mind required
- Learn the optimum state of mind for a particular task
- Protect your time for an endeavor of a particular state of mind

E. How to Regulate States of Mind

1. Grounding and centering exercise

2. A brief, on-your-feet grounding exercise

- Focus attention on your body
- Evenly balance your weight and posture
- Relax arms, legs, shoulders
- Breath evenly and deeply
- Relax jaw, tongue, face
- Eyes look forward, aware of all fields of vision, including periphery
- Rub your feet on the carpet
- If possible, jump up and down in place a few times

F. Self-control and self-regulation

1. Self-control: conscious, willful, intension with tangible, short term goals

2. Address self-control with a client by:

- Establish intension
- Set an immediate, concrete goal
- Focus on a short time range for the specific response

3. Self-regulation:

- Creating an optimum state of mind to access all information in each state of mind

G. Management of State Specific Issues

1. Chokes, slumps, and blocks

- Chokes: thinking too much, reverting instinct to cognitive observer
- Slumps: sustained blocks or chokes

- Blocks: panic or anxiety narrows perception, analogous to thinking too little.

2. Explicit and implicit learning and performance

- a. Explicit learning: conscious, specific, factual, and focused learning.
- b. Implicit learning: learning outside awareness such as a body memory or procedural memory.

H. The intoxication of extreme success in professionals

1. Escalating success creates difficulty with regulation of emotion and groundedness and values

2. Some questions to assess potential success intoxication

- What is the finish line?
- Who do you want to be when you cross it?
- Who do you want to be there when you cross it?
- What is enough?
- How will you know when you get to enough?
- What are your specific metrics for success?
- How much of your identity is determined by these benchmarks of success?
- Have you wondered if this is all there is?
- A decade or two from now, will you have any regrets?

IV. Special Topics in Coaching Professionals

A. Sense of self

- The bedrock of personal success: A positive, cohesive sense of self and clear, attainable internal ideals
- Coaching from the inside out

B. Strategies with the resistant client

- Motivated avoidance
- Consistency of default mode
- Passive aggressive behavior
- Voluntary behaviors that are difficult to change
- Systemic resistance
- Brain resistance
- Strategies of dealing with change in challenging clients

C. Strategies of dealing with change with challenging clients

- Remember that you cannot determine what anyone else does.
- You can only offer suggestions. The suggestions made from a collaborative, collegial position are most likely to have impact.
- The relationship is the change agent.
- Don't take anything personally.
- Remember that clients are the experts of their lives. Remember how adaptive their authority role has been.
- You are most likely to create action in the resistive client if you do not attempt to do so.

- State your understanding of the client's *experience* as best you can.
- State your understanding of the client's *intention* as best you can.
- Check with the client to see if both understanding and intention are correct.
- Find out from your challenging clients what they have managed to do a little that they would want to do more.
- Find out what the clients have not done yet that they would like to do in a future similar situation. .
- Highlight solutions that do not work, along with an empathic resonance of how frustrating it must be.
- Find out if the client is willing to try something different -- to redirect efforts and pursue a particular goal.
- Ask how the client may want to redirect efforts toward the goal.
- Invite the client to try something different that would be simple and specific in the beginning, that would actually be the easiest thing to do.
- Clarify the client's SMART goals and co-create a specific strategy or system to address the task.
- Any pattern can be changed with a different interaction. Someone can change a pattern by changing the what, where, when, who, or how of the pattern.
- Have the client visualize arriving at the goal. This visualization begins with the destination, so you can work backward to see the steps necessary to arrive.

D. Life mission statement

1. Meaning
2. Use
3. Value
4. Purpose

E. Patterns of new learning: four phases

1. The art
 - Initial confusion
 - Increasing confidence
 - Mastery
 - Entropy
2. The science
 - Foster attitudes that promote curiosity, openness, and new learning
 - The paradox of expectation versus actuality

F. Emotional intelligence in success

G. Decision clarification

1. Script changes
2. Limit and clarify options
3. Leading reasons people resist change:
 - Ambiguity aversion: the risk of change is seen as greater than the risk of standing still

- People feel connected to other people identified with the present situation.
- There may be no new role models for the new activity or mentors who have been there before.
- You cannot know you have the competence for a new situation that you've never been in before.
- The proposed change threatens not only people's notions of themselves, but how they are perceived by others.
- Narrow the choices.

H. Change and transition

1. The change is the event.
2. The transition is the process.

I. Four components of transition

1. Every transition begins with an ending.
2. People in transition will create new ways to return to the old story.
3. The new beginning involves changing how you see yourself – even aspects of your identity.
4. Never underestimate the change-back pressure from the system.

J. Commitment devices

1. Collaborate with clients to construct commitment devices.
2. Create commitment devices to emphasize performance as a converses work ethic.

K. Adaptation to success

1. Be very clear about needs and ideals.
 2. Failure and success are both stories. Either story can change.
 3. Immobilization and distress can be created by:
 - Prolonged planning
 - Continuing to align yourself with the universe
 - Focusing only on wish boards and daily affirmations
- L. A new operating system

Coaching Professionals: A Summary Overview

Professionals often subjugate their true selves to their roles: the expectations of others that the professional is the expert. Professionals live into that perception. They feel they have to always be right. And, someone's life, lawsuit, tax payment, finances, shelter, or career pivots on their rightness.

- Remember how adaptive their authority role has been.
- Don't take anything personally
- Always keep the professional client as the point of reference
- Set a mission statement with expectations for coaching.
- Balance art and science. Practice the science of the art by entering the engagement with your left brain: linear thinking, reason, and intellect. And follow with your right brain: creativity, intuition, and emotion.
- Hold a mirror up to the professional: to see what he or she knows and has not yet seen.
- Be accountable to the professional: A sounding board to say what they are not hearing from anyone else
- Focus on outcomes. Emphasize behaviors, not intentions.
- Remember that the professional has little or no training in marketing or business. For this, you may need to act as advisor and consultant.
- Even more important than coaching: collaboration and brainstorming.
Work together in a joint intellectual effort.

- Roles: coach, collaborator, mentor, brainstormer, advisor, Dutch Uncle
- Beliefs drive behavior. Behavior drives performance.