



ÉLAN EXECUTIVE COACHING

Executive Coaching Programme

Élan Coaching 6Cs Framework

The Integrative Coaching Model

4 Coaching Case Studies

Leadership Team Coaching

Anna Sheather Coaching Profile

'What lies behind us and what lies before us are tiny matters, compared to what lies within us' Ralph Waldo Emerson



EXECUTIVE & LEADERSHIP TEAM COACHING

This brochure sets out my approach to Executive and Leadership Team Coaching.

In this fast paced world where senior managers are always under pressure to deliver more, coaching provides a highly effective space to help senior managers think and develop those leadership skills and qualities that create successful organisations.

Executive Coaching Programme	Page 3
Élan Coaching 6Cs Framework	Page 4
The Integrative Coaching Model	Page 6
4 Coaching Case Studies	Page 7
Leadership Team Coaching	Page 11
Anna Sheather Coaching Profile	Page 12



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Executive Coaching Programme

The Élan Approach

My coaching is based on the belief that the coachee (client) already has within them the knowledge and experience to answer their questions and/or to identify a route to discover the answer. I see my role as a coach as one of guiding and facilitating that discovery.

Through the use of open questions, active listening, summary and reflection, coaching enhances self-awareness and personal responsibility of coachees in achieving their goals. The skill of the coach is in shaping questions, challenging beliefs and assumptions, unlocking barriers to success and focusing attention on each stage of a coachee's journey to achieving their goals. I use Dr Jonathan Passmore's **Integrative Coaching Model** for executive coaching as the basis to achieve this.

Coaching is a privileged relationship between coach and coachee and as such it is private, confidential and non-judgemental.

As a member of the Association for Coaching, I abide by their coaching code of ethics.

Specialisms

I coach people across all disciplines and sectors. However, my clients are predominately experts in their field and I now have a particular specialism in this area; specialising in coaching people who are experts with leadership responsibilities. This includes scientists, academics, health practitioners, finance and legal experts who lead their organisations and/or lead people within their organisations.

I also, through the use of the Integrative Coaching Model, coach for transformational change; where positive long lasting changes to behaviour occur.

Areas coached include:

- Making the transition into a more senior, strategic role
- Developing new skills for new responsibilities
- Changing behaviours to enhance performance
- Improving Emotional Intelligence and managing key relationships
- Building confidence and self belief



Élan Coaching 6Cs Framework

My Executive Coaching Programmes are tailored to the needs of the individuals, whilst recognising that the client organisation wants to know that it is benefiting from the investment they are making in that person. I achieve this through the Élan Coaching 6Cs Framework© which is applied to all coaching programmes:

Connecting – the initial meeting between coach and coachee

Contracting – agreeing the goals, coaching programme and practicalities

Coaching – delivering the coaching programme

Checking – reviewing progress; monitoring success

Consolidating – embedding learning

Closing – the coaching programme completes

6Cs

Connecting

The first stage to any coaching programme is ensuring that both coach and prospective coachee feel they can work together. To do this there is an initial meeting, either face to face or by phone, between myself and coachee. This provides us with the opportunity to see if we can work together to achieve the coachee's goals.

Contracting

This can be a 2 way or 3 way contracting process. Where the organisational client is engaging a coach on behalf of an employee, I encourage **three way contracting**. Here the coaching goals and success criteria are agreed between the coach, the coachee and the client organisation. This contracting process also defines how reviews and feedback will take place, ensuring that coaching is delivering whilst, at the same time, preserving the privacy and confidentiality of the coaching relationship.

Contracting can also be solely between the coach and coachee. Here the organisational client may only want to be involved in agreeing the number of sessions, fees and how changes or extensions to a coaching programme are approved.

All contracting processes cover:

- The purpose of and outcomes from the coaching; the coaching goals



- Success criteria
- The number of coaching sessions
- The review process; enabling all parties to check the progress of the coaching programme whilst maintaining the confidentiality of the coaching relationship
- The approval process for any changes to the coaching programme. Coaching inevitably widens a person's thinking and insights into the issues at hand and this may result in a need to change the coaching programme to ensure it continues to focus on the right journey
- Closing out the programme
- Administration requirements and fees

Coaching

Each coaching programme is tailored to the individual and their coaching needs. Programmes normally consist of a series of monthly one to one sessions of between 1.5 & 2 hours in duration. Sessions can occur at shorter intervals and this is often the case at the start of the programme or at a critical point in a programme, when the process can be very dynamic. Sessions can also be run at longer intervals and this is common towards the end of a programme when coachees may need occasional support whilst embedding changes.

In addition to one to one sessions, coaching programmes can also include observation in the workplace, psychometrics and 360° feedback.

Checking

During the course of the coaching programme progress is reviewed to ensure the programme is meeting the expectations of the coachee in achieving their goals; realigning where necessary. This is done at each session and more formally at agreed points in the programme. The contracting stage will have established the goals, the measures of success for the coaching programme together with any formal review process and how changes are approved.

Consolidating

During the course of the programme actions, changes and learning need to be embedded for lasting change and independence of the coach. Care is taken through the use of the Integrative Coaching Model that the individual feels committed, confident and able to continue with their programme of development or action on their own.

Closing

All coaching programmes should come to a positive end. At the closing stage, the final session to a programme allows the coachee to reflect on their journey; think through how they are going to continue, how they are going to build on their coaching outcomes and what support they may need to do this.



Integrative Coaching Model

I use the Integrative Coaching Model as the basis for my coaching. This model was designed by Dr Jonathan Passmore exclusively for Executive Coaching. It consists of six streams that come together to form an integrated model for the coach to use.

1 Developing the coaching partnership	<i>Formation and maintenance of the coaching relationship</i>
2 Maintaining the coaching partnership	

3 Behavioural focus	<i>The focus of the work between coach and coachee</i>
4 Conscious cognition	
5 Unconscious cognition	

6 Systemic	<i>Focus on the wider environmental and cultural context</i>
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The model allows for the fact that during the coaching journey a coach may use and touch on a variety of psychological, behavioural change and analytical models depending on where their coachee is in their journey. Models and techniques such as Cognitive Behavioural Therapy (CBT), Neuro Linguistic Programming (NLP), Emotional Intelligence (EQ) and solutions focussed approaches can be used.

This model gives the coach the flexibility to develop and use techniques and models as appropriate to the coaching situation and the individual. It also recognises that senior managers may view psychological models with some scepticism and the Integrative Coaching Model allows for coaching to be approached in a more collaborative and flexible way.



[For more information see Jonathan Passmore's paper: *Integrative Coaching* 2006]



4 Coaching Case Studies

Joanne – a health practitioner promoted into a strategic role within the Health Sector

Following the restructure of her directorate, Joanne was promoted to Assistant Director and engaged a coach to help develop into the role. Through three way contracting between myself, Joanne and her line manager it was agreed that Joanne's coaching goals were to:

- Delegate more and operate more strategically
- Manage her personal impact on others
- Increase her political awareness and operate more effectively with peers and senior colleagues

Through a programme of monthly one to one sessions we worked together using classic coaching methods as well as:

- The ACE model to help Joanne reflect on her impact and practices as a leader. This enabled her to become more self-aware and modify behaviours that were holding her back as well as develop new ones to enhance her effectiveness
- Talking through particular case studies, using reframing and reflecting back, to understand the political dynamics of the organisation; increasing Joanne's understanding and awareness as well as how she would operate in that environment

- Observation of Joanne in team meetings to feedback on impact; raising her awareness and increasing her effectiveness as a leader

Over the course of the 18 month programme Joanne made the shift from operational manager to strategic leader; feeling confident leaving the detail to others. Joanne became more skilled in reading the politics of a situation and modifying her behaviour to create a more effective impact. Feedback from her line manager and colleagues supported the success of the changes that Joanne had made.





David – appointed to turn round and lead a department with legacy issues in a science led organisation

David was appointed from a subsidiary council into the group organisation to refocus and lead a department that had been leaderless for two years. David had been doing a similar role and now needed to bring his experience and knowledge to this more strategic and much more high profile role. David engaged a coach to work with him to:

- Act as a sounding board and challenge to his decision making
- Think through and make organisational changes
- Develop his leadership skills both with his team and with the wider organisation
- Manage challenging people issues

We contracted on a 4 session by 4 session basis. This enabled us to put in place a formal review and re-contracting process every four months. This was important, given the amount of change David wanted to bring about, as it ensured we could monitor progress and review David's coaching goals for their continued relevance and priority.

Through the coaching programme David restructured and refocused the department resulting in him rewriting job descriptions, moving people on, re-grading people and recruiting new people. This longer term coaching relationship enable David to become more fully aware of behaviours that were holding him back as patterns emerged and were fed back to him through the sessions. David could then work on those leadership qualities that he felt were important for the success in his role. These included:

- Managing difficult conversations
- Performance management
- Managing people opposed to change
- Managing upwards





Susan – a senior scientist with responsibility for managing an underperforming member of staff

Susan engaged me as a coach to help her manage an underperforming member of her staff. Something she had never done before. As a senior scientist Susan didn't feel that scientific leadership meant managing these sorts of people issues. We contracted for 3 two hour sessions.

The initial session was establishing the coaching relationship and understanding the issue at hand. We did a lot of exploration and many conscious and unconscious facts emerged including:

- What Susan felt about this individual
- The history between them
- The assumptions Susan was making about this individual and their performance
- The approach she had taken so far and the outcomes from that approach
- Susan's under confidence in dealing with this issue and how that made her feel and behave

This first session started to alert Susan to her impact and she left with some fact finding of her own to do and a lot to reflect on.

The second session concentrated on how Susan was to build her confidence in dealing with the situation and ideas as to how to manage this person. This session included;

- Using the 'Meta-mirror' technique to help Susan see things from the other person's perspective, and
- Rehearsing conversations, constructing approaches and scenario planning for different outcomes, enabling Susan to build her confidence in managing the situation

Our third and final session looked at how Susan had progressed with the individual, what was working and why, what wasn't working and why. The final session closed out ensuring that Susan felt she had the confidence and tools to continue with managing the performance of this individual. At the start of the programme Susan scored her confidence in this area as 'around a 3'. By the end 'around a 7'.
resounding much more performance



she scored it as
Although not a
10, Susan felt
able to manage
in her staff.



Peter – a partner in a professional organisation managing key relationships internally and externally

Peter's organisation provided Executive Coaches to senior members of staff as part of their development package. Peter contracted to use coaching as an ongoing space to talk through leadership challenges that he faced from time to time in his role. The approach was to contract on a 4 session by 4 session basis and to meet every 2 to 3 months. This approach to contracting ensured that it wasn't open ended and the organisation, Peter and the coach could review the coaching before contracting for future sessions.

The way Peter used coaching meant that the coaching was predominately solutions focussed. This included;

- Solving relationship issues with key clients and external parties covering contract negotiations, communication and confidence
- Managing relationships with peers including building skills around influencing and persuading
- Working as a team with colleagues on high profile client projects
- Preparing for and responding to appraisals
- Following up on 360° feedback

However, the longer term nature of the coaching relationship enabled Peter to start to see common themes in his behaviour that would work well or not so well for increased self and self-learning. particularly when Peter's organisation and he had new team.

him. This Peter's awareness reflected This was valuable role in the changed to lead a





- Agree how the team is to work together including communication, decision making, conflict resolution and creative strategic thinking
- Monitor their success as the leadership team for their organisation

Team coaching builds trust, increases the acceptance of difference, improves communication and enhances performance.

Team coaching is particularly valuable for any leadership team who:

- Is new
- Has changed

Leadership Team Coaching

Leadership Team Coaching helps develop high performing strategic teams enabling the individuals in the team to work together to:

- Get clarity and agreement on the teams purpose and goals
- Recognise difference and commonality between members of the team
- Understand the strengths, weaknesses and opportunities of the team dynamic
- Put together a development programme for themselves as a team and as individuals to get the best out of the team

- Wants to address leadership issues from feedback from staff surveys, 360° processes or other mechanisms
- Wants to ensure it is operating as its best

Coaching programmes are tailored to the needs of the team and can include:

- Agreeing the goals and purpose of the coaching and the coaching programme
- Assessment of the team through 360°, 1:1 coaching and observation at team meetings



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- Working with the team to identify strengths, weaknesses, opportunities and threats
- Providing coaching interventions as appropriate
- Individual observation and coaching



Anna Sheather Coaching Profile

Anna is the owner and lead coach of Élan Coaching. A qualified and experienced executive coach, she is a member of the Association for Coaching (AFC) and qualified with Henley Business School.

Anna's particular specialism is coaching people who are experts in their field and have leadership responsibilities for their organisations and/or for people. Coachees include senior scientists, academics, health practitioners, finance and legal experts.

Anna's coachees work with her for a variety of reasons including, developing leadership skills, enhancing personal and professional impact, operating strategically and managing key relationships. Underlying many of these issues are self-awareness and behavioural change.

Through the *Élan Coaching 6Cs Framework*® and the *Integrative Coaching Model*, Anna works with her clients to create a supportive, private and confidential space to think and reflect on their issues at hand. Anna approaches the coaching with the presumption that her coachees are the experts in themselves; they have the knowledge, skills and experience to identify and/or work out their own solutions.

As the coach, Anna facilitates their thinking by using a variety of tools and techniques; helping coachees increase their understanding and self-awareness, expand thinking & unblock barriers, challenge assumptions & beliefs, build confidence and embed change. Through the *Integrative Coaching Model* transformational change can occur.

Anna has a strong business background and not only brings to the coaching programme her knowledge, experience and skills as a coach, but also as a



EXECUTIVE & LEADERSHIP TEAM COACHING

business professional; using this knowledge, as required, to help **expand thinking** and perhaps see things from a different perspective.

Anna worked in the Financial Services Industry for 17 years, followed by 6 years as a director of a business consultancy before launching Élan Coaching in 2006. Anna is also a volunteer business mentor with DORMEN.

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