

VOICE OF COACHING

eNewsletter of ICF Malaysia Chapter, Kuala Lumpur
Issue no. 002 / 2Q2009 *For Members only*

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EDITORIAL

Dear Members,

- We invite members to share their experiences, success stories, interesting case studies and articles, the latest developments in coaching, with other members through this eNewsletter. Also, we welcome comments and suggestions for improvement to make the eNewsletters a resource for the Chapter and members.
- In future we like to have a "Theme" for each eNewsletter. We like to get input from you on what are the interesting themes you like to see being feature in it.
- Please submit your comments, feedback and contributions to K K Ng: Email: koonkow@streamyx.com

If it works do more of it; if what you do does not work, do something different.
--- Steve De Shazer

1. THE CLIENT HAS THE ANSWERS?

By Wai K Leong, CPC, President

Is that true? The International Coach Federation adheres to a form of coaching that honors the client as the expert in his/her life and work, believes that every client is creative, resourceful, and whole. Standing on this foundation, the coach's responsibility is to:

- Discover, clarify, and align with what the client wants to achieve
- Encourage client self-discovery
- Elicit client-generated solutions and strategies
- Hold the client responsible and accountable

I wonder how many of us subscribe to the belief that the client has the answers and that the role of the coach is just to listen and ask powerful questions?

To explore this question, first let's look at how ICF defines coaching; "A partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential."

I'm highlighting this as food for thought because I have seen many coaches struggle to hold back their observations, ideas and opinions because of the above thinking. When I ask them for the reason, their reply was that as a coach, their role is to help the client come up with their own answers. I was curious where the idea of "The client

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has the answers” came from. Was it from the deduction that since coaches considers the client as the expert, it means that they SHOULD have all the answers or was it from the phrase “every client is creative, resourceful and whole” and thus that they SHOULD have all the answers?

I have found that there are two kinds of “answers” that clients look for in order to help them achieve their goals. One form of “answers” come from the domain of life experiences and wisdom and the other is from a fact-based source. When a client says “I don’t know” to a fact-based question, most likely the client really does not know. No matter what questions the coach may ask, the client will not know. In situations like these, coaches may share their knowledge to expand the client’s pool of knowledge. For example, consider this conversation:

Coach: How do you plan to market this product?
Client: I was thinking of using flyers.
Coach: Great! What do you think would the response rate through this method?
Client: Don’t know. May be 20% (The client really don’t know)
Coach: Do you say: (assuming you know the statistics)
1. Yes great, let’s see how it goes and let’s review the effectiveness upon completion? Or do you say:
2. Would you be surprised to know that from statistics, the response rate is only about 2%?

The question is, “Do you share your knowledge or do you let the client discover it from their experience?” If you share your experience and knowledge, would you be contravening the ICF coaching philosophy? Would that make you the expert and not the client?

I believe it is alright to share your knowledge and experience at the right moment bearing in mind that you do not dominate the conversation in doing so and shifting the focus from the client to yourself when you share. The key word is “partnering” or “collaborating”. Both parties (coach/client) contributing their thoughts and ideas into a collective pool and allowing the client to make the final choice.

On the area of using the client’s experience and wisdom to help them achieve their goals, would you agree that it may be sometimes be limited to their depth of experience and bounded by their conditioning and paradigms. So I wonder if we would be doing the client disservice if we held back our opinion, ideas and suggestions just because “The client has the answers”

I’m of the opinion that there is a distinction between giving clients the answer versus sharing ideas, perspective or opinions. The former suggests that we are the expert and that there is only one right/best way to the problem while the latter approach helps the client expands their choices. The key is that we do not attempt to influence the client to follow our preferred approach but merely sharing our perspectives and allowing the client to make their choices.

What are your thoughts?

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Coaching is the universal language of Change and Learning. --- CNN

2. INCREASING YOUR EFFECTIVENESS AS A LEARNER

By H el ene Seiler, MCC, Executive Coach,

Kuala Lumpur, June 2009

Learning happens all the time, not just when you go to a course or benefit from a coaching or mentoring session. Every experience, interaction, conversation, provides each of us with a context for learning. In the world we live in, a world of accelerating change, we are more and more often experiencing breakdowns in the different compartments of our lives. To know how to learn is to know how to live a more fulfilling life.

Think of the different compartments of your life such as relationships, spirituality, education, social life, home & family, health, money and career. Are you recurrently experiencing breakdowns in one of these compartments or more? Do you know how to create the possibility of learning to address these breakdowns?

Now that you have identified areas where learning is not happening, let's understand what is in the way, and identify how you can be your own worst enemy.

A first category of enemies of learning is in the realm of linguistic acts (how we listen, and how we speak). Here are some typical enemies:

- I cannot, will not admit that I don't know
- I do not give anyone permission to teach me
- I have made negative self-assessments as a learner
- I demand advice and ready-made solutions and I refuse inquiries

A second category of enemies is the area of emotions and moods:

- I am too busy to learn, my schedule won't allow it
- I am too important to learn, my status will be damaged from it
- There is too much at stake if I let go of the existing knowledge
- I am unwilling to persist when learning is not apparent
- I have a need for certainty that requires that my teacher be "right" all the time
- Why bother to learn, since I will never be good enough

Finally, there are some physiological enemies of learning:

- I am always attempting to learn with my head
- I am not taking care of my health and energy and am usually too tired to learn

Try this to defeat your enemies:

1. Declare ignorance without fear. This will move you from a stage of unconscious incompetence to conscious incompetence. The declaration consists in acknowledging that you are a beginner, and are allowing yourself to enter a process of learning.

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2. **Declare your capacity to learn. This is not as easy as it sounds and requires some conscious decisions on your part:**
 - Letting go of a craving for certainty
 - Allowing vulnerability , being open to trial and errors
 - Being open to becoming a different observer
 - Trusting your ability to experience paradox, uncertainty and confusion
 - Choosing the right environment to learn, that offers safety, care, respect and legitimization
3. **Now you are ready to learn. Think carefully before you choose your teacher:**
 - Does this person know what I don't know?
 - Does this person know how to teach what I don't know?
 - Is this person sincere in the commitment to teach me?
 - Are they reliable in following through with their commitment?
 -

If you have questions, comments, suggestions or want more information on the topic of learning, please feel free to email to: helenes@helseiconsulting.com.

Thank you H el ene for sharing what you learn from your current training as an Ontological Coach.

Problem talk creates problems – solution talk creates solutions.
--- Steve De Shazer

3. COACHING VS PSYCHOTHERAPY

By Dr. Edward Chan, Life & Corporate Coach, Principal Consultant Psychologist.

What is the difference between coaching and psychotherapy? Are there similarities? Can coaching and psychotherapy be used interchangeably? Many of us question the possibility to coach at the same time provide therapy and vice versa.

According to The American Psychological Association (APA), "...the understanding of behavior" is the enterprise of psychologists. In therapy, the focus is on client's past issues, to understand the source of pain and to emotionally deal with it; in other words is a more emotion-based, or peeling away layers of the onion. A client undergoing therapy seeks to find understanding to their current pain and desires to free themselves for a better tomorrow.

The International Coach Federation says, "[Coaches]... seek to elicit solutions and strategies from the client; they believe the client is naturally creative and resourceful. The coach's job is to provide support to enhance the skills, resources, and creativity

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that the client already has." In coaching, the focus is on the present; to find solutions and strategy to move from where one is to where one desires to be. A client undergoing coaching is empowered and pumped-up to take action and get things done.

In essence, psychotherapist deal more with who you are the way you are; whereas coaches start from where you are now and where you want to go. We can see a drastic difference between both methods and might leave no room to bridge the gap. So what exact similarities are at hand? Probing questions; during psychotherapy and coaching, clients are constantly being questioned appropriately. Questioning promotes self discovery, self analysis and ultimately uncovers reasons to one's statement made, be it a positive or a negative statement.

Create Self-awareness; both psychotherapy and coaching provides the opportunity for self-discovery, to tap into their inner strength/fear, to know what they desire or seek to avoid.

Process of coming out; most clients undergo psychotherapy or coaching because they are not happy at their present state; they seek support, answers, encouragement and acknowledgment. And the process of coming out of one's fear, comfort zone or pain can be quickened by undergoing therapy or coaching.

How can coaching and psychotherapy be used interchangeably? A psychotherapist or psychologist who is trained as a coach is able to use both methods interchangeably and not vice versa. A psychotherapist undergoes intensive clinical and theoretical session to get licensed; whereas, at the moment there is no legislation governing the practice of coaching.

At the end of the day, both coaching and psychotherapy can truly benefit client. Whether the clients need a psychotherapist or a coach depends on the purpose for the session. Is it performance on specific task related, in which care coaching with suffice. But if the client would like to explore more about his subconscious and early life influence on his performance problems, then seeing a psychotherapist will be more relevant even for performance matter. On the other hand, if the client wants to understand himself more, overcome some emotional behavioral difficulties on dysfunctions such as phobia, depression, anxieties, self esteem issues and relationship problem then seeing a psychologist or psychotherapist would be appropriate.

"Effective leadership coaching can happen on the dance floor of conversation." --- John G. Agno, Certified Executive and Business Coach

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4. SHOULD PROFESSIONAL COACHES BE CERTIFIED?

By Kwai Fun Tang, ACC, Honorary Secretary / Executive Coach

I would like to summarize my new understanding about professional coaching, based on contributions from participants at the May 2009 chapter meeting. (Note, I'm fully responsible for the understanding and/or misunderstanding, if any).

What is (modern) Professional coaching?

Modern coaching (non-sport, ICF style coaching and the likes) do not own the term coaching. But we need to differentiate the modern coaching we are talking about from the conventional coaching the rest are talking about. Hence we use the term professional coaching. Professional coaching refers to the engagement (or

interaction) (usually on-going and mostly verbal, and non-directional) between a coach and a willing coachee with the objective of moving the coachee forward in terms of both personal and professional development.

The above description then differentiate our coaching from the term coaching loosely used by managers, parents, teachers, trainers, doctors and so on, to refer to their act (or part of their act) of training, guiding, advising, mentoring etc with regards to their staff, children, students, patients, and so on.

What is a Professional Coach?

Someone who provides professional coaching as a primary service in itself; and not as an incidental application of the professional coaching skills/methods while they are providing other helping service (such as healing) as the primary engagement.

With the above definitions of professional coaching and professional coach, I then conclude that professional coaches need to be certified (any certification is better than none), so that others know we are not a loosely defined conventional coach. Generally, an others-proclaimed professional has more credibility than a self-proclaimed professional.

The above presentation does not intend to insinuate that certified coaches are more effective than un-certified coaches in terms of churning out results. Similarly, we are in no way trying to say that professional coaches are better than consultants or better than councilors or therapists. We are just saying: we are different, and that we subscribe to a certain set of competencies and code of ethics.

You cannot solve a problem with the same kind of thinking that lead to the problem. --- Albert Einstein

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5. CHAPTER INFORMATION / ACTIVITIES

5.1 2009 ICF MY Chapter Meeting Dates / AGM

Meeting Day: 3rd Thursday.

Time: 7:15pm – 8:00pm Time for Networking / Snacks & Refreshments
8:00pm – 10:00pm Meeting in session

Venue: Shah's Village Hotel, Lorong Sultan, Petaling Jaya.

Door Fee: Members RM15, Guests RM25.

<u>Month</u>	<u>Date</u>	<u>Remarks</u>
September 2009:	Sep. 17 Thu (3 rd)	
October 2009:	Oct. 15 Thu (3 rd)	
November 2009:	Nov. 19 Thu (3 rd)	
December 2009:	Dec. 17 Thu (3 rd)	
January 2010:	Jan. 21 Thu (3 rd)	Annual General Meeting

5.2 NEW MEMBERS WHO JOINED THE CHAPTER IN 2009

1. Maple Keh (Jan)
2. Keh Ghee Teik (Jan)
3. Hélène Seiler (Apr)
4. Mohd Rom Muslim (Apr)
5. Joan Ng (Rejoined in May)
6. Tessie Lim (May)
7. Zuriati Ashaari (June)
8. Trudy Goh (July)
9. Jocelyn Ng (July)
10. Phil Durnford (Aug)

5.3 PLANNED ACTIVITIES IN 2Q2009

➤ Parents – Teachers as Coach Workshop:

Date: 12 September 2009 (Saturday)

Time: 8.45am – 1.00pm

Venue: Shah Village Hotel, PJ (Beside A&W Restaurant, Opp. Amcorp Mall)

Fee: RM 100 per person (inclusive of 1 Tea Break)

Tickets available from Florence Lam & EXCO Members

Target audience: parents and teachers

Objective of the Workshop: An Introduction to the Power of Coaching - Enabling and Empowering Children to Succeed in Life.

The objectives of organizing the workshop are:

- To raise awareness on coaching to the general public.
- To raise fund for the chapter to organize activities which are aimed at elevating the coaching profession and coaching competencies among coaches who in turn contribute to the betterment of the community.

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The funds raised from this workshop can be used to finance the Chapter Website for members and any surplus can be used for a year-end social.

➤ **Planned Social Function:**

We are planning a dinner for members and spouses on December 12, 2009 (Sat). Please mark off your calendar for this year-end event.

➤ **A Website for ICF Malaysia Chapter.**

We are in the midst of planning to create a Website for the Chapter for operational use by year-end 2009. We will give an update in the next eNewsletter.

*“The test of a good coach is that when they leave, others will carry on successfully.”
--- Author Unknown*

6. LEARNING FROM BOOK “BRIEF COACHING FOR LASTING SOLUTIONS”

--- By Insoo Kim Berg & Peter Szabo

6.1 TIPS:

➤ **Try something different:**

Invite the client to do something different by asking what would be the simplest thing to start with, and what would be the easiest thing to actually do.

➤ **Start your coaching conversation asking for a specific goal: “What needs to happen in this coaching session today that will tell you it was worth involving me as your coach?”**

➤ **A very simple question, when clients describe their goals in terms of what they do not want, is to simply ask them, “What do you want instead?”**

➤ **Scaling Questions**

Scaling questions can help to speed up solution finding in conflict situations.

Ask both parties to position their conflict and goal on a scale from 1 to 10. 1 being the worst the conflict has ever been and 10 being the ultimate goal:

- What would you be doing differently at 10?
- Where would you say things are right now?
- How far do you want to get in this session?
- What would you be doing that you are not yet doing, if you were one point higher on the scale?

Talking about progress on the scale is a very effective way to stay at the surface moving forward solutions. Lengthy discussions about the origins and details of the conflict usually do not help but make things worse.

6.2 TOOLBOX:

➤ **Questions with the end in mind:**

- How will you know things have improved enough that you do not need to see me anymore?

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- How will other people notice that things have become better?
 - What will be the first small sign to tell you that it's time to continue on your own?
- Changing one word can make a difference. Replace “Why” questions with a How? or a curious How come?; you will instantly become focused on solutions. Of course, we must not forget that the proper use of intonation, facial expression, and gestures make a world of difference. Examples:

Why are you late this morning? / How come you are late?

Why do you always do it that way? / How come you do it that way?

Why is it so difficult for you to do it right? / How come it is difficult? Please explain so that I can better understand.

6.3 METAPHOR:

➤ Metaphor of the Monkey

“Let me help you out of the water, so that you’ll not suffocate,” said the friendly monkey. As he lifted the fish out of the river and carefully placed him on a tree branch. Note: What seems reasonable to the coach is not always helpful to the client.

➤ Metaphor of the Flower Garden

Asking “What has been better?” is like going out to the garden and checking on the flowers. There may be a lily that has lost a couple of leaves, which lie on the lawn now. There may be a favorite rose that some kids must have damaged. At first sight, the rest of the flowers may look pretty much the same as they looked before. If you want to see what has been growing, you need to check back with your memory to notice small differences, and you need to select differences that represent some sort of growth process – somewhat like shining a flashlight, in the dark, when you are looking for something very specific.

Eventually you may make out a carnation that seems to have opened up maybe just a tiny bit more than last time. You might even need a magnifying glass to make out tiny petals that have not only grown but also gotten more vivid in color. Having found one detail of progress, suddenly you may notice much more proof of growth everywhere in you garden.

6.4 USEFUL LANGUAGE SKILLS:

- *Not-knowing* skills – Maintain a posture of curiosity and ability to set aside our expertise and listen.
- *Client’s key words* – Use key words to formulate next question.
- *Suppose* – “Suppose your frustration is resolved, what.....”

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- *Different, difference* – “What difference would it make? Is (was) it different for you? Who would notice the difference?”
- *Good reasons* – “You must have a good reason to be..... ?”
- *Relationship questions* – “What would your best friend say.....?”

7. MEMBERS COLUMN: Feedback and suggestions on eNewsletter

Appreciate all your feedback. We have noted the following feedback and suggestions for improvement to the eNewsletter:

- “I offer to have a regular column on accreditation, where I would gather tips and advice for those who are interested in getting accredited through the ICF.” --- Hélène
- “Articles are interesting and informational... and perhaps we can also make it soul searching (should coaches have a coach themselves) or probing such as ... should coaches be licensed like other professional organizations like accounting, legal, etc.” --- Tom Chen
- “I enjoyed and benefited a great deal from reading it already!”- Maple Keh
- “I noticed that this is FOR MEMBERS ONLY! Can the newsletters be used as a promotional tool to invite prospective members? Appreciate feedback!” --- Rajiv Mathews
- ”Very informative and interesting” --- Mohd Rom
- “I am so happy to drown myself on the info contributed by Wai K and Hélène” --- Florence Lam
- (a) It would be nice (look) if the Voice of Coaching is published in pdf form
(b) Create and announce a SPECIFIC THEME on future/scheduled issues, and ask members' contribution (stating its deadline); and
(c) Provide a small column on every issue an opportunity for any member to "highlight" his/her coaching activity / and personality... to share and get to be known? --- Sabtu Md. Ali

----- The End -----