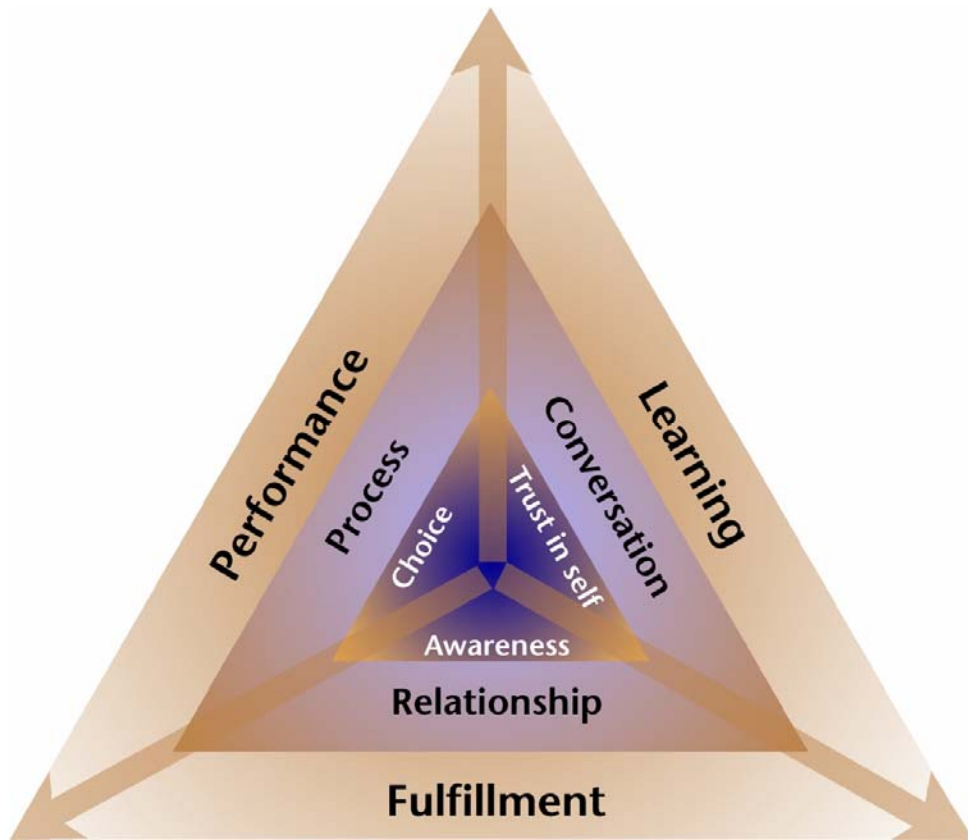


# THE ADLER COACHING MODEL



This model shows how coaching, when reduced to its essence, can be framed in terms of three interlinked components.

The inner triangle represents the client and the shifts they make in the coaching process (Awareness, Choice and Trust in Essential Self). The outer triangle represents the domains in which the client seeks results (Performance, Learning, Fulfillment). The middle triangle represents the role of coaching. Coaching, through relationship, process and conversation, mediates between the results domain and the internal shifts around awareness, choice and trust for the client.

The placement of Awareness, Relationship and Fulfillment at the base of the three triangles is by design. Their placement at the base of the triangles is a visual metaphor for the foundational nature of these three elements in each of their respective sets.

**Coaching As Relationship:** The coaching relationship is a collaborative relationship between the coach and the client in the service of the client's goals. It is a partnership that involves self-honest assessment, learning, support, challenge, constructive action, and personal accountability.

**Coaching As Process:** Coaching is a process designed to facilitate change. This includes change in the client's subjective experience of themselves, as well as changes in the outside

world in the form of objective results. The coaching process supports change through learning, action, feedback, and reflection.

**Coaching As Conversation:** Conversation is the vehicle through which coaching takes place. A coaching conversation is one in which the client gains clarity, explores possibilities, sets goals, designs actions, evaluates feedback, and reflects. To be an effective coach, one must achieve a high level of communication skills. Some of the key skills for powerful coaching conversations are listening, clarifying, asking powerful questions, reframing, confronting, brainstorming, requesting, and acknowledging.

**Issues worked on in coaching may be narrow and specific, or broadly overarching.**

The questions people bring to coaching are broadly clustered around:

1. **Fulfillment:** Who am I? Why am I here? What is important to me? How can I achieve balance in my life?
2. **Learning:** Am I growing, mentally and spiritually? What information and skills do I need to acquire in order to further my objectives?
3. **Performance:** Am I maximizing my potential? What actions must I take, and/or what behaviours must I change, to achieve my goals?

## G U I D I N G P R I N C I P L E S

**Clients are naturally creative, resourceful and whole and are the experts in their own life.**

A coach assumes that clients are creative, capable of change and able to generate their own unique answers.

**Clients have unique strengths and gifts with which to create a meaningful life.**

A coach takes an appreciative, strengths-based approach to generating positive change. Appreciative Inquiry, in the words of its founder, David Cooperrider, focuses attention on "the best of the past and present", in order to "ignite the collective imagination of what might be".... "that the arduous task of intervention will give way to the speed of imagination and innovation, and instead of negation, criticism and spiraling diagnosis, there will be discovery, dream, and design."

**Clients always have both the freedom and the responsibility to choose.**

A coach raises a client's awareness that we are always at choice, and through our choices we design our lives. A coach holds a client accountable for both their actions and their attitudes.

**Clients are embedded in a multi-faceted life and are part of many different systems of relationships.**

A coach has the ability to take a system perspective on their client's world and help the client explore their options with due regard to the bigger picture.