Module 4 Audio Transcript
Talk About Coaching Podcast Part 4

Jamee Tenzer 0:00
I'm looking at this competency that we're going to be talking about, and at first I was thinking, what can we talk about about this, and as we're digging deeper in here, I see that there are many tentacles, actually, to this this competency, so it's under facilitates client growth 8.3 acknowledges and supports client autonomy in the design of goals, actions, and methods of accountability. Okay, yeah, so the first thing that jumps out at me is that there are two pieces, one is acknowledging and the other is supporting client autonomy, and then the other thing that jumps out at me is design of goals, actions, and methods of accountability, in other words, design of goals seems like its own standalone item there, and then actions and methods of accountability. So, I think we have a lot to unpack here.

Sheri Boone 1:12
All right,

Jamee Tenzer 1:12
yeah, yeah. So, as I was thinking about this, I was thinking client autonomy, you know, there are times when, when I'm mentoring a coach, they will do something like give their client homework, and you know, we have a conversation about that, is that really acknowledging and supporting client autonomy, and I wonder, what are your thoughts about that? How do you handle, handle that?

Sheri Boone 1:47
Yeah, so when I think of homework, or giving homework, you know, it goes back to the old days of when I was in school, long, long ago, right, and the teacher would give you homework to take home and do, and and it was assigned, you know, by the teacher, so that word homework to me, you know, if it's coming from the coach, that's that doesn't really fit with the model that that we want to, you know, adhere to which is that the client is responsible and whole and in charge of their own, you know, their own focus, their own goals, their own actions. So, when I think of client autonomy, it wouldn't, it would never be a, you know, that wouldn't fit with being assigned homework by their coach. So that's, that's sort of the overall picture I have of that, so if I ever, you know, if I hear a client, or I'm sorry, if I hear a coach saying that to their client, you know, here's your homework, that's definitely something we

talk about, it's not your role, really, I don't believe it's their role to a coach's role to assign homework for their client, but rather, what is it that you, you know, that you want to do between now and the next time we meet? What will you be taking forward? How will you be, you know, putting this to action or to practice? So, it's yeah, it's not about assigning homework, that's how I feel about it. How about you? How do you feel?

Jamee Tenzer 3:23
Well, I agree. And as you were talking, I was thinking about how that what you said really encompasses acknowledging and supporting, because it's it's the client and the coach both acknowledging once again and throughout the session that the client is in charge of what's going to happen, not only during the session, but after the session, and, and, and then the supporting part is those great open questions that the coach can ask, you know, about how are you going to do this, and what's important for you, and, and all of that, right, yeah, yeah, yeah,

Sheri Boone 4:01
exactly,

Jamee Tenzer 4:04
and then the designing of goals, which I see as more of a kind of a larger conversation, so actions and methods of accountability seem very much something, maybe a smaller conversation towards the end of a session, you know, where the client really makes a decision about how to move forward, but designing goals it lives at at a very broad level in coaching, and it also can be within a session. So, how do you see that concept of designing goals?

Sheri Boone 4:44
Well, as you say, it can be both, right? It can be in the larger context of working with a client initially, the beginning of the coaching engagement, right, or coaching package, or something to design specific goals that the client wants to achieve. Over time, or through that, you know, through that coaching engagement, that's the larger picture of goals, but then also within the session itself, you know, what are the goals for that particular session, or for something that the client might take away from a particular session, what are those goals? So it's, it's, you know, I think talks about or refers to both of those areas, really,

Jamee Tenzer 5:28

and again, acknowledging and supporting is both are a part of any of those conversations, because even as we contract with a client, let's say, for a series of sessions, and look at designing goals for those sessions. That's where we sort of set up this, this idea that the client is empowered to choose what are their goals and what makes it important for them to have those goals, and what is the broader idea for the client? Right,

Sheri Boone 6:05
exactly. Yes, yeah, right,

Jamee Tenzer 6:09
nice.

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