

A Unified Theory of Coaching and The Unified Coaching Model

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A general Re-Framing exercise

- **Models**: definition, examples, advantages and limitations.
- **Entity**: definition, examples.
- **Systems**: definition, examples, hierarchies of systems and related criteria.
- **Context vs. Content**
- **Cartesian dualism = 200 years of western fragmentation and narrow specialism vs. Renaissance holism**
- **Complex vs. Complicated**
=
intricate & rich Vs. unclear & cumbersome

Intricate and rich = an entity which is complex and evolving...

“Each individual is an exception to the rule...with a description...that will (not) apply to more than one individual despite the fact that in some ways it aptly characterises thousands of other... conformity is one side of a person, uniqueness is the other”

C. G. Jung.

A complex entity part of an even more complex and dynamic context...

“Reality happens all at once and all around us...and we are the consequence and cause of it...whether we choose and/or are able to stay aware of this most of the time, or not”.

A. Tarry.

Back to the coaching environment and its various entities as sub- systems.

- **THE INDUSTRY** : growing, self regulated, lucrative, demand from businesses; training which is hard to evaluate and differentiate but with the one common denominator of being expensive
- **THE COACHES**: thousands, only a part of them properly trained and supervised on, coming from HR, psychology, therapy, business, consulting, help professionals etc.
- **THE SPONSORING ORGANISATIONS**: not yet sufficiently savvy in their expectation and quality criteria, operating often on informal subjective criteria or by procurement!!!. coaching models, methods, approaches (with mainly cognitive-behavioural flavour) with more step-by-step sub and mini-models and guides being developed as we speak
- **THE INDIVIDUAL CLIENTS**: mainly managers who in the UK are by and large untrained for the management challenge leading to poor performance & longest hours, due to lack of strategic thinking, relationship and communication skills, leadership and motivation ability.
- **THE WORLD**: cyber age, globalised, ecologically challenged, population growth challenged, skills availability challenge.

What to do with elements such as...

- **Fragmentation** and **ill defined contributing factors...**
- **Scope** ranging **from step by step coaching models to cyber age and the global village** and the impact it has on the individual executive?
- Brutally **competitive** economies and **bottom line driven** organisations (sponsoring clients)
- **Stress** for the coachees (**individual clients**)
- Some **confusion** for individual **coaches**
- **Multitude facets** of the industry and its “growing pains” such as: multiple training organisations, accreditations, supervision, memberships, numerous coaching models etc.

When considering coaching.

The answer: A CHANGE OF PARADIGM...
Which is...

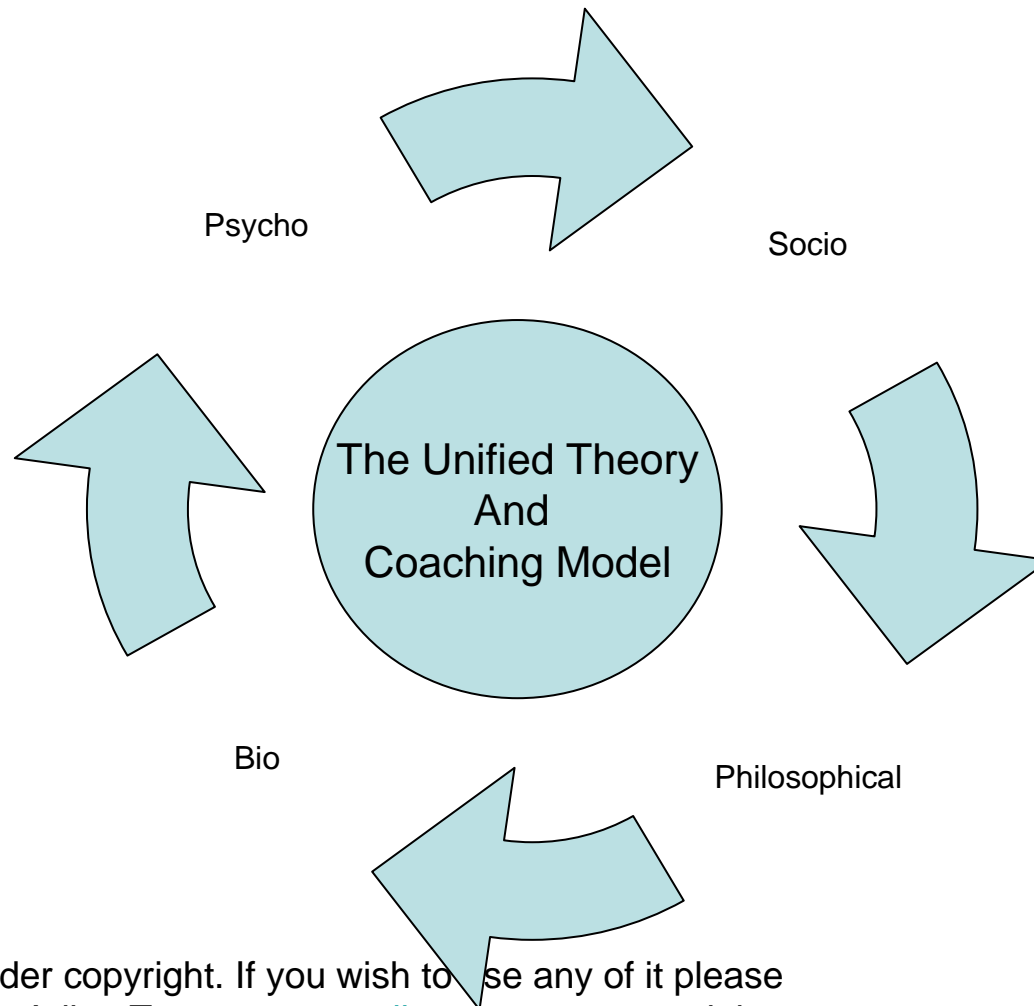
- NO TO: further fragmentation, quantification and formalisation
- **YES TO** : **creatively combining** and utilising **existing models and information**
- NO TO: reductionism and focus only on tactical micro-elements
- **YES TO** : **an integrative**, holistic, dynamic and dialectic **perspective**
- NO TO: isolated consideration of fragments of the puzzle
- **YES TO** : **capturing and valuing all elements at once, in a dynamic complex evolving systems model (CES), as an every day practical integrative tool in coaching.**

The elements of the Unified Theory of Coaching

1. **Concepts**: as used and relating to the Unified Theory and Coaching Model (entity-system-sub/mega/eco/meta/systems)
2. **Dynamic principles**: as applicable in both the Unified Theory and Coaching Model (10 CES principles plus a few more...)
3. **Unified Coaching Model**: described and defined by 5 Levels and 7 polarised Dimensions.
4. **Methodology and approach**: as they relate to the Unified Coaching Model, and as currently utilised in coaching practice.

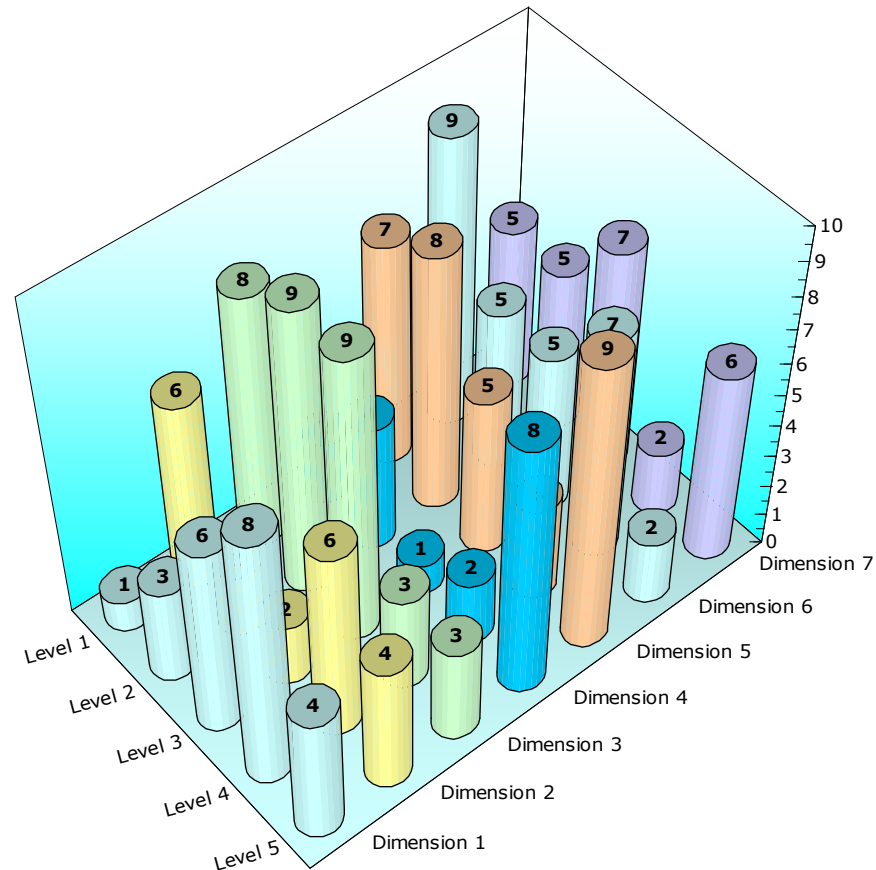
The four **elements** of the Unified Theory of Coaching must be considered at all times as **integrated, interdependent and interacting**. This may create a rich and layered tapestry, possibly challenging but also stimulating, for our ability to understand and work with complexity by **using a complex but not complicated theory/model**.

The Unified Coaching Model an integrating bio-psycho-socio- philosophical perspective



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Example 3D representation of the Unified Coaching Model (BY DIMENSION)



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Methods and tools;
Mapping the levels and dimensions of the
Unified Coaching Model
to existing tools

5 Levels

- L1
- L2
- L3
- L4
- L5

Tools / models

- MBTI, 16PF, health
- V&M, Hoffenden's, enquiry
- 360, ACE, GROW, ABC, SMART, EGAN
- T&D, perf. reviews, IQ, Exec.coaching
- EQ, progression

7 Dimensions

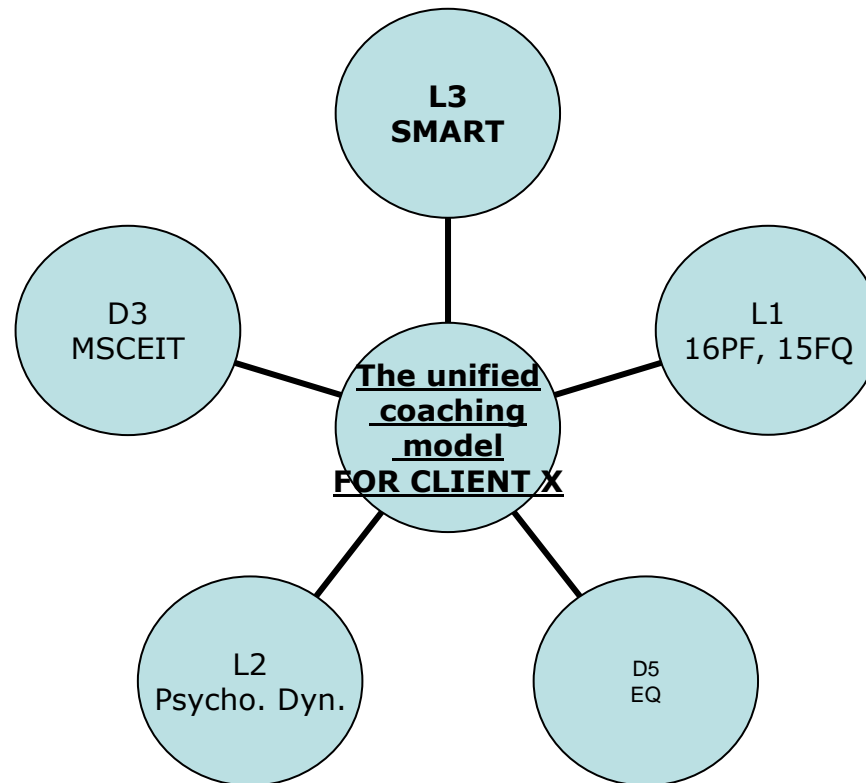
- D1
- D2
- D3
- D4
- D5
- D6
- D7

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The unified Coaching Model can be used for : assessing the coach, the coachee, the organisation and other related systems in order to create a bespoke client centric choice of relevant methods and tools.

Example: Using the Unified Coaching Model to assess the COACHEE



Thank you !

For questions and information on the model
and/or **the book:**

“The new order at the edge of chaos”

by Adina Tarry

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