

The International Journal of Coaching in Organizations

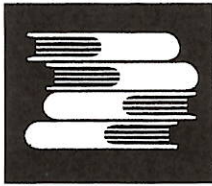


2003

Volume One

Number Two

Theme: The Future of Executive Coaching



On Becoming A Coach

Periodic Review of Coach-Training Programs

The Newfield Network's School of Coaching Powerful Conversations to Create Change

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The Newfield Network coaching programs are designed to challenge interpretations about learning, about change, and about life – for the sake of creating the wisdom needed to live a masterful life (inside and outside organizations). Newfield strongly believes that coaching cannot be reduced to a checklist of things to “do” with a client or a check sheet of prescribed questions to ask.

Program Philosophy

Newfield teaches coaching using three fundamental principles:

One: The observer that you are in the world (in other words, the way you see things) allows for the actions you take or don't take. Expand the observer you are and you expand the range of possible actions.

Two: The observer that you are is constituted by your language (and thoughts), your emotional “intelligence” or capacity, your physiology and the movement it allows for – and by the way these interact to form a system of behavior and thinking.

Three: Your habits and ways of doing things are “automatic” or transparent to you much of the time --as an individual and as an organization. Innovation and creativity come when this system is interrupted, and

that's the role of a coach. Coaching modifies the interpretations that keep you from what you want, those that keep you trapped in actions and beliefs that don't support your goals or visions.

Description of the Program

The Newfield Network offers a core coaching program, Coaching for Professional and Personal Mastery (CPPM), which is accredited by the International Coaching Federation. The CPPM is delivered over eight months and consists of three in-person conferences, bi-weekly tele-classes, reading of Newfield papers and related coaching materials, and many one-on-one conversations with program colleagues. Each participant is supported throughout the program with a personal Newfield Network Certified Mentor Coach™. This program is offered twice a year: in Washington D.C. in the Spring, and in the Western part of the U.S. in the Fall.

The intention of the in-person conferences is to produce a rich learning context out of which new actions and new ways of thinking are available to the participants. Newfield believes that in-person learning is essential to producing great coaches. Newfield also believes that it is in the *practice* of coaching that coaches improve. Accordingly, the design of the program includes a "Coaching Practicum" where participants practice coaching, receive real-time feedback, and also have coaching modeled by Mentor Coaches.

The focus of the first half of the program is on transformational learning—on creating a shift in the way the participant "sees" and "moves" in their own world. The second half of the program focuses on having the participant learn to coach others. Participants deepen their understanding of the art and science of coaching and apply the principles and distinctions of Newfield coaching through practice coaching sessions and experiential exercises. The second half of the course is preparation for certification as a Newfield Coach.

Eligibility for certification requires completing all written assignments, attending the conferences, and participating in the observed coaching conversations. After the course is completed, a participant can become certified by submitting recorded coaching tapes to a review team for assessment, acceptance and certification. Certification can be granted up to two years following completion of the course.

The Newfield coaching program offers each participant an opportunity to:

- Explore and envision the meaning of one's own life.
- Enhance self-confidence.
- Discover the capacity to fully live one's emotions.

- Re-order daily life according to one's priorities.
- Learn to see problems as development opportunities.
- Discover the power of action contained in one's fundamental questions.
- Learn to powerfully coach others to do the same.

Within the CPPM, Newfield offers additional materials, distinctions and classes on the topic of coaching within organizations. Newfield calls this program Newfield on Coaching and Organizational Learning (NCOL). It contains the entire core coaching program (CPPM) and focuses as well on the topics of organizational learning, building trust, coaching inside organizations, and creating organizational change.

Twice a year, Newfield also offers a five-month coaching program (Foundations of Ontological Learning) for experienced coaches who have graduated from other coaching schools or programs and want to learn Newfield's methodology and philosophy of coaching.

Key Distinctions

From Newfield's perspective, coaching is about recognizing and shifting the "observer" that someone or a group/team is. Shift the way someone "views" his/herself and the world around them, and you shift the action they can take and therefore the results they can produce.

Newfield's fundamental interpretation is that human beings live in language and that language is generative—it creates or generates the reality we experience. Much of Newfield's foundational thinking is based in what is called the Ontology of Language. Through declarations, requests, prom-

ises, offers, assessments and assertions, people produce the results (or not) they are seeking. Shift the way you speak, improve your competency in having conversations, and you will shift the results you are able to produce for yourself and for your organization.

Second, Newfield claims that the body, the way someone moves through space and time, also contributes and constitutes the way someone "sees" or takes action in their world. In different body dispositions, we experience different worlds. For example, if you have a habitual way of moving that is very "determined," you can easily accomplish certain results. However, if you are a leader sitting around a table asking brainstorming questions with your subordinates, the mood of determination may not serve your purpose in that moment.

If you, as the leader, are blind to that, you may not get the results you are seeking. In our modern approach to learning, we have discounted the domains of body and movement, disconnecting them from what we consider important, the mind. However, if we reflect and examine how we learn, we will discover that true learning is embodied learning; i.e., learning in the body.

Third, the results you produce are heavily influenced by the moods and emotions you act from. Your moods and emotions predispose you to take certain actions and to not take other actions. Your moods influence what you say and cannot say. Your moods are always reflected in the way you move. In that way your conversations, moods and movement form a coherency that predispose you to a specific way/habit of taking action. Newfield coaching is about creating new coherencies or habits, through practices, that serve what the client is trying to

achieve in life.

Fourth, Newfield recognizes and teaches about the tremendous influence that culture plays in the way you see things and the results you produce. Your culture, history, race, religion, gender, etc. all influence and shape the thoughts, intentions and emotions you have and don't have. A good coach needs to be aware of these influences and how they shape action.

Fifth, Newfield teaches the concepts and philosophies of the 4-Quadrant Model as developed by Ken Wilber, Contemporary Philosopher, in his book *A Theory of Everything*. We also include the concepts as proposed by Beck and Cowan in the book *Spiral Dynamics* that offers an interpretation that individuals, groups, systems operate within levels of consciousness that impact the actions that are available to them.

Sixth, Newfield recognizes the great mystery that life is, how critical the emotion of gratitude is to a 'life well lived', and how little we know or can predict the future. Without awareness and respect for the mysteries of life, you cannot be a great coach.

Finally, in the NCOL program, Newfield teaches these distinctions within the context of the organization. Organizations, fundamentally, are viewed as networks of conversations – either performed well or poorly. Newfield teaches about changing the kinds of conversations had (or not) within organizations, how to build trust in teams, and how to coach inside the organizational setting.

Visit the Newfield Network website at
www.newfieldnetwork.com

Historical Context

The Newfield Network was originally constituted in 1990 as the Newfield Group by Julio Olalla and Rafael Echeverria, former students and colleagues of Fernando Flores. Emphasis was placed on providing transformational learning and coach training. In 1996 Julio Olalla created a separate entity called the Newfield Network, Inc. to continue the training in both North and South America. Newfield has over 2500 graduates worldwide.

In addition to the Newfield Staff who lead the program with Julio Olalla, Newfield invites guest speakers to contribute their thinking and ideas to the field of coaching to keep the programs current and cutting-edge. Guests have included: Humberto Maturana, Ph.D. (co-author of *Tree of Knowledge*); Mauricio Gonzalez, Movement Theorist and Choreographer; Pat Harbor (Director of the "Healing the Heart of Diversity" program); and Stuart Heller, Ph.D. (co-author of *Re-Tooling on the Run*), just to name a few.

Program Strengths

- ◆ Intellectual grounding and rigor in the fundamental discourses that inform our lives, culture and perceptions of reality, married with fun, lightness, energy and lots of dancing.
- ◆ Original white papers to illustrate key distinctions and foster reflection and discussion. For example, "Our Current Common Sense about the Human Condition," "The Crisis of Western Thinking," "Transparency and Breakdowns," and "A New Discourse of Learning."
- ◆ World class Mentor Coaches who coach and provide feedback on their coaching to participants.
- ◆ Creation of a safe and trusting environment for the introspection and exploration of a new way to look into learning, the larger questions, the "mystery" that life is, and new ways of being and behaving.
- ◆ Power of instructional design that incorporates individual, small group and large group activities to foster learning and that uses movement as a distinguishing and integrating opportunity. The pace of learning through assignments is rapid; performance expectations are set high. The program not only develops technique. Through reinventing the self as a new observer, the program produces personal transformation.
- ◆ Program design does not take a 'cookbook' approach (close attention to steps, structure, and procedure) to coaching.
- ◆ Fascinating instructional materials that acknowledge the importance and interrelatedness of culture/language, body and mood/emotion for understanding the human experience and being able to intervene.
- ◆ Inspirational and visionary leader, Julio Olalla, who models the excellence and possibility of coaching as a major tool to impact people, organizations and the world.
- ◆ Energetic and fun approach that sparks the desire to learn.

- ◆ Internationally diverse group of participants in each program. In any given course you'll have participants from England, Russia, Chile, India, Canada, Spain, Mexico, France, U.S.A., etc. They become companions, fellow learners, and friends during the program.
- ◆ Ongoing and active community of graduates all over the world.

Program Challenges

- ◆ The Newfield Network does not emphasize the 'business of coaching' in its program. While it includes a 35-page workbook and tele-class on how to market and grow a coaching practice, the focus of the training is on learning to be a great coach, not on the entrepreneurial skills necessary to run a coaching business.
- ◆ The Newfield Network gives little attention to diagnostic inventories or how coaching may be modified based on the person's developmental level.
- ◆ Program design does not take a 'cookbook' approach (close attention to steps, structure, and procedure) to coaching.
- ◆ The design of the Newfield program insists that participants gather in-person at least three times. This may be seen as a hardship for those needing to travel. However, Newfield believes as a fundamental value that transformational learning demands face-to-face time.

A Partial List of Resources

Don Beck and Christopher Cowan. *Spiral Dynamics: Mastering Values, Leadership and Change*. Malden, MA: Blackwell Publishers, 1996.

Stuart Heller and David Surrenda. *ReTooling on the Run*. Berkeley, CA: Frog, Ltd., 1995.

Lewis Thomas, Fari Amini, and Richard Lannon. *A General Theory of Love*. New York, NY: Random House, 2000.

Humberto Maturana, and Francisco Varela. *The Tree of Knowledge*. Boston, MA: Shambhala Publications, Inc., 1987.

Ken Wilber. *A Theory of Everything*. Boston, MA: Shambhala Publications, Inc., 2000.

David Whyte. *The Heart Aroused*. New York, NY: Currency Doubleday, 1994.

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