

# Coaching ford graham: a research paper essay

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Abstract Coaching Ford Graham, Name here, 2008, is a concept paper depicting the coaching experience illustrating the specifics of how “ coaching a client” takes place. This is set in the context of an individual client whose vulnerability and the consequent changes is evident in the accounts stated within the paper. The study on human behaviour against the backdrop of an organizational set-up, with the expected dynamics of social forces governed by people at the top or the management group, and those that are below this level, including group influence in general, is one of the interesting concepts not only in psychology but in the context of major disciplines in the field of science. It provides specific and detailed scenarios and data on the assessment procedures and methodologies exhausted primarily by the life coach and how these are translated into the helping process that coaching is defined about. It challenges the theory set forth by Hudson on life patterns and how these are applied in Ford Graham’s issues and goals.

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Paper Chapter I. IntroductionCoaching a client who has had major events gone through in his life is equally challenging and daunting a task (Jackson, 2005).

Although in his early forties yet, Ford’s excitement with the possibilities that life is offering him seems contagious and unquenchable. However, when delved deeply, there appears to be several cracks in the overall veneer

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which he had ignored simply because he has no idea what to do about them. The idea that comprises this paper proceeds from the assumption postulated by Hudson in his framework on “ life chapters” and “ life transition.” This is to provide the researcher the perimeters with which to describe, explain, and understand a particular individual’s (in this case Ford Graham) issues and concerns. It seeks then to address these issues and problems with the goal of strengthening his own resolve to reduce those areas that might sabotage his personal and professional growth and development. Coaching takes into account the client’s level of self-awareness, stemming from how he may be able to objectively observe his activities, personal quirks and peeves, as well as, his overall behaviour and attitudes (Walker, 2004; Laske, 2004; Crawford, 2002). The paper’s thrust is solely on the coaching process that Ford and his coach will traverse; hence, it is divided into three major areas consisting firstly, of the description of the client’s overall lifestyle and historical background – his current overall functioning in relation with his family members, his close friends at work and others that are considered his peers, and his own personal observations and concerns regarding his desires and aspirations.

Employing a variety of assessment tools, the coach attempts to identify the presenting problem, and tries to uncover other important obstacles that are seen as critical to the client’s development (Jackson, 2005; Linley & Joseph, 2004). This will be clinched with the formulation of problem statements and goals. The second part, issuing from the identification of several areas of concerns, will comprise of isolating those aspects that needed to be addressed immediately and relegating those that had to be worked on in a

long-term process. It discusses also the procedures and methodologies that shall be utilized in order for the coaching relationship to progress productively. It will also illustrate how the relationship had commenced and what were the problems encountered and the resolutions that followed. The third part discusses the accomplishments, if any, that were already derived during the course of the coaching relationship, and how this could be furthered. A mini-evaluation or review of the goals or objectives that were crafted and any changes that were incorporated in the process will be also examined. The paper then concludes with a summary of Ford's own reflections and insights of the journey; recommendations then are provided for Ford and his coach such as changes that are to be considered before progressing any further and those problems or complications encountered during the whole course of the coaching relationship.

These would secure further assessments and calculable remedies regarding the ordering of his entire life. Review of Related Literature Terminology defined: "What is coaching?" The literature survey provides the reader with the rich resources amply spread throughout the educational sector. This is evident in the vast textbooks utilized largely by universities and the primary sources available in various related organizations (e. g., A. P.

A. or A. P. S.).

The upsurge of specialists that cater to needs unique to people who are on the go - this profession being approximately between ten to fifteen years old (Nolan, 2005; Crawford, 2002) - individuals who find difficulties distinctively within their professions with the given intricacies woven as well with the

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dynamics of that person's family, his personal aspirations and his other interests (Green, 2007). Studies however reveal that there are no explicit lines drawn between works that separate life coaches from those that render " help" in the workplace such as those of the executive, the business or corporate world, or those coming from traditional ranks; i. e., counselors or therapists. " Coaching" terminology, in general, used to be the domain of psychologists and is employed by psychologists who specialize on enriching and enhancing the overall components of an individual's life (Linley & Joseph, 2004; Crawford, 2002). These days, coaching is equally a pursuit of non-clinicians, who come from various disciplines other than psychology. The idea of " treating" normally functioning individuals to help them reach optimal level of performance in every area of their lives is essentially and inevitably attractive for any client to try.

Hence, many are venturing into such specialty (Green, 2007). It is then in the non-clinical milieu that coaching operates. Evidenced-based life coachingThe latter years further reveal that even in such non-clinical settings, " life coaches" or " coaches" in general, are encouraged or urged to take on the evidence-based direction (Green, 2007). This refers to an empirical approach to the application of psychological principles as well as other measures outside psychology including that of the area of adult education. Purposely, the three main areas that coaches aim to cover are mostly that of personal growth, the attainment of his goals, and most importantly, his well-being (Green, 2007). There are many in the professions, nonetheless, who do not come from the psychology discipline.

This is both encouraging and alarming according to some experts (Green, 2007). Precisely for the reason that individuals who come into programs as life coaching exhibit some levels of distress; nevertheless, these persons get into the program because the appeal is obviously due to the fact that “coaching” has no attached stigma to it (Linley & Joseph, 2004). Positive psychology Cognitive-behavioural, solution-focused coaching according to the team study by Green, Oades and Grant (2006), highlighted on positive psychology (Linley & Joseph, 2004) and its implications in intentional coaching programmes that are uniquely treated in the study. The authors yielded breakthrough results that show the effects or influence of the program on individuals in the study as effectively as 30 (thirty) weeks afterwards. In both of these studies (Green 2007; Green et al, 2006), central to the idea of coaching is the establishment and attainment of goals, and the continuous, determined and motivated direction towards these goals.

Theoretical and conceptual framework Coaching hinges on several perspectives depending on the practitioner; it can be eclectic in principle especially that people come to the setting with variations in personalities and thus, the major approaches are basically dependent on this factor (Linley & Joseph, 2004). Other considerations include that of the individual coach’s orientation or worldview himself and may have beliefs of his own that he brings into the coaching relationship. Myriad theories increasingly abound from the time that coaching was formally introduced: psychology’s influence remain pivotal and fundamentally influential.

Stober and Grant explained several of these theories in their seminal work the distinctions of each of the perspectives: the standard fare that of the big

three broad avenues to look through behaviour led by the psychodynamic, behavioural-cognitive and the humanistic approaches. Critical to the profession of coaching though, is a comprehensive background on adult education (Peel, 2005). With concentration on the model set forth by Hudson on life cycle patterns and the changes that individuals undergo through seasons of their lives, hence the approach this paper is moving, incorporates the assumption that adults are expected to go through these cycles or stages and that the better they become when adequate assistance is provided to promote well-being, enhance their attainment of goals and the achievement of personal growth. This sits on positive psychology: hope is always available but is more realistically evident with a coach who serves not as a crutch but as someone who has a better perspective to provide leadership and mentoring in the areas needful for improvement, adjustment, and change. Hope is seen as lubricant that is not solely possessed by the client, rather, emanating from another one who is more knowledgeable about the journey, and enables the client to strive for the attainment of his goals (Peel, 2005; Linley & Joseph, 2004). Problem statements

When examined closely, the researcher then attempts to answer the following inquiries: 1. What is coaching, and how is it different from the mainstream professions of counselling and psychotherapy? 2.

What are the current theoretical approaches prominent in the coaching profession? 3. What methods are employed for someone engaged in coaching? 4. How does a coach proceed in the application of coaching principles on a specific client? 5. How does coaching make a difference to an individual working in an organization?

Chapter II.

DiscussionI. Description of the ClientA. Life story of Ford GrahamAllotting several days to work hand-in-hand with the client is a mixture of apprehension and curiosity; apprehension because the client in question appears successful and confident about his achievements and with curiosity because coaching can be surprisingly amazing when it comes to how it still can make changes to people such as the client in focus. Ford is forty-two, a father of three kids, ages fifteen (a son), eleven and seven year olds (two daughters). Ford appears unassuming, despite his good looks, but he's unquestionably a scrupulous person. His wife Lindsey, an Amerasian brunette with deep-set eyes, is a stay-at-home mom attending to their needs but equally accomplished as to her educational background.

Lindsey is forty who can boast of two degrees; she finished as a veterinary doctor and later graduated with an elementary education degree through modular program and correspondence instruction. She is a hardworking wife and mother who has her own tiny botanical garden and array of animals at the back of the house to maintain. Ford grew up in a middle class family living some years of their lives in Europe where his father was assigned during the early years of their childhood.

Father Graham (Gene Schechter-Graham) had been an engineer consultant in a large American company branch in Ireland for five years during the time that the IRA was in full swing in their uprising against United Kingdom. Ford and his two younger siblings were cognizant of the chaos in their second country but Gene saw to it that his children are shielded from the stress that went with a country in civil war. He stationed them in the company owned



apartments in London, where he shuttled weekly from Ireland to mainland just to be with his wife and children. It was basically predictable according to Ford, and despite his mother Fiona's concerns over Gene's general safety, they had no memory of events of crisis-like proportion during those years.

Ford was turning ten when they finally settled in the company's housing provided them upon their return to California. They were pretty excited because of the climate change including the prospect of beaches that will be theirs to enjoy. Fiona placed them in a non-traditional school highly recommended by other company workers' wives who took care of the holistic education much sought after by most parents. Ford, in particular, remembered how he was fond of music and the pretty music/art teacher who was approachable and funky. The music teacher brought him and several of his classmates to a museum (Ford's first in the US) for a tour. Ford grew up to be articulate in the arts and humanities, but like his father, he aspired for an engineering and consultancy job.

He met his wife Lindsey in the university library as they were both trying to get the single remaining book in the circulation section. They ended up in a coffee shop discussing the book together. Now, decades after those growing up years, he and Lindsay have their own family with a promising future. With their children growing, a good home maker wife, and a stable managerial position in a thriving cement manufacturing company, he is faced with the prospect of how to make his life investments more productive in terms of future dividends for him and his entire family. Although Ford sees everything as generally well and fine, he now starts to feel something stirring within him

which he cannot pinpoint specifically. What he feels though is a sense of foreboding, like a sensation creeping steadily which does not go away no matter how he shakes it off.

He comes to me knowing he's going to be quite vulnerable in several if not all of the areas of his life. B. Presenting problem and other issues Since Ford is one meticulous and conscientious person, I did not have a hard time outlining to him the things and activities we were to embark during our first few sessions. The assessment portion was detailed and exhaustive as this was our basis for the consequent program together we formulated. I went ahead with determining which tools to use and Ford willingly and even enthusiastically set to work. The client is at the beginning of what Hudson termed as the "doldrums phase.

" Characterized as that level of an individual's life where the person reflects on his own achievements and pace and finds that they are quite predictable and less challenging. Ford looked invigorated when we commenced the project - as we termed it - with identification of the following factors: 1.) Client's current health status and lifestyle 2.) Current health care and everyday living pattern 3.) Client's psychosocial factors and risk factors, if any. 4.) Predisposing factors to the problem 5.

) Cognitive skills Using Hudson's model, we filled in the gaps of Ford's current state: Diagram 1: Client in Phase Two of Hudson's Life Cycle/Life Transition Model (Source: Hudson, 1999. p. 110). C. Coaching process: Identification of Goals and specific objectives In summary, these details stood out during the time we tried to diagnose and assess Ford's background and the areas that

are indicative of his need for coaching. As client and coach spent a separate day in one of the sidewalk cafes at the heart of the city, we waded through many things we had discussed about concerning the details of every area of his life, both in public and in private. Ford has settled into a rut after many years of conscientiously watching for his weight and health.

It seemed that he reached a plateau that any exercise is boring to him. He stuck with a once - a - week routine of treadmills and shadow boxing at home. He still has retained his occasional splurges on alcohol and high-calorie food but he does not worry, as these are only occasional occurrences. He was able to track his intake of what he calls “ dangerous food” as they are scheduled during every other weekend’s day out with members of his department. He does feel some heartburn at times, spasmodic sensations in the stomach and the fact that he noticed that his stomach feels differently like it’s always full on a regular basis (Peel, 200; Stober & Grant, 2006).

As we initially agreed upon, Graham will be honest in the fulfilment of his part to be committed throughout the implementation of the plan. He will be honest about himself and not defend the self in case problems do arise or when there are things we both discover that the client seems to be holding back or doing something that are definitely self-destructive. Eventually, the client came up with important goals to start his new mini-transition. 1.

Engage his wife Lindsey into the accountability aspect of the “ project”; especially that she will be the only other person who knows Ford better. 2. To enrol in a school, whether modular or done at certain days and hours of the week with the purpose of learning new skills in handling people problem

(management skills) and thus, enhancing his innate capacity in handling decision-making and communication for a duration of four semesters. 3. Spend whole day activity with Lindsey and the children once a month, and this he will stick through the year. 4. Cultivate a hobby not only with taking care of a large dog such as a Labrador or German shepherd, but to invest time in honing his gardening skills. We agreed that we will start initially with these goals and evaluate after three months, and then six months thereafter.

We also agreed that there might be other goals which we will add within the period that we will be meeting regularly to evaluate his performance along the areas which we find that he's not too keen on doing. III. Evaluation and feedback Since we started, Ford, saw immense improvement that he has been able to balance his time with his commitments. Although still at the early stage of the year to reach very conclusive results, his level of enthusiasm, his renewed outlook and continuous energy unabated, had all pointed to the initial reap of results in the direction that we were going. We went through easy and hard questions; referring to the areas that the client seemed to perceive as non-threatening as we talked about them, and the areas which appeared threatening as they are more intimately guarded within. The latter referred to sensitive aspects, included those thoughts and feelings that govern his relationship with his wife and children (e.g., communication and pet peeves), money or financial matters (expenditures and savings), and his own spiritual journey. In response to the set questions provided, the coach herein states the realities of what

transpired during the helping relationship. 1) Is my client in a more or less stable time of life or in a less stable transition? Client (Ford Graham) is in a more or less stable time of life.

He is deemed achieved at best and this is where the planning of what to do next in Graham's life becomes a big bulk of the relationship at the initial stage. Graham had to see that cracks may come in the form of discontent, restlessness, or feeling trapped or stuck because he doesn't seem to see what is next and he's been in this state for quite a time that he starts to become angry. Emotions such as these are to be identified and sorted out; Ford must come to understand why he feels this way. 2) Is it a mini-transition or a life transition? It is identified that Graham is at a mini-transition. 3) Which of the four phases illustrated in the model is my client in? What specific life skills can I encourage my client to consider at this time? Graham is found to be in Phase two as illustrated in the model; as such, the client can entertain of getting into schooling that may provide challenge and resulting enthusiasm that may spur the client to a positive outlook and accomplish more besides going back to school. I see that involving the client concerning developing new hobbies/hobby such as owning a large dog and taking care of the animal.

With regards school, Graham is expected to meet new friends and develop affiliations with peers around similar interests; life skills that entail the development of leadership and communication adeptness which are necessary within the home setting and the workplace. Schooling provides structure which forces the client to be refreshed on what team effort is all

about and the client's clear understanding of the role of a manager and as a follower at times. 4) What critical development activities would promote growth and discovery for my client? Aside from schooling, establishing a network of friends whose interest lies to the same. 5) What is my client's resistance to moving ahead in the renewal cycle, and how can I make future-oriented rewards more compelling? He does not made mention about objections though I perceived that initially, he had doubts about my own capabilities (I think) and his own responses in the process. 6) What strengths does my client have that might be vehicles for growth and development at this time? Strengths my client has include degree of maturity or broad-mindedness regarding the choices people make and why some opt for self-damaging lifestyles and some go for things that are destructive. Client is a resilient or flexible person that can easily blend into both the young and old populations.

7) What is my client's vision of the future- dreams, expectations, hopes yearnings? Client sees that the future holds such promise only that hard work is a basic requirement. He hopes that he will not be easily despondent over the changes and the things that might come his way. He had initial objections though especially that he feels that a major transformation should happen for him to feel excited and happy about his life.

8) How can I use the group process most strategically with my client? There are other clients who are in the coaching relationship that I am handling right now. If time, occasion or the individuals permit or allow, it can be beneficial to most if not all of them to see how they are each progressing and learn

how every person sees the process and the difficulties that they had eventually overcome. 9) If my client is committed to a mini-transition or restructuring, how can I assist in promoting an accurate evaluation of what to hold on to, let go of or take on? The pacing of our schedule is not something to be taken for granted as the assessment tools timely given and monitored are also excellent avenues to use on this area. Evaluation is a must, as most of those in coaching, get to see an objective result that are quite fulfilling even despite some difficulties or obstacles met. Those areas that the client has to let go of cannot be easily done in most cases; however, the best way usually is replacing old habits with new one/s.

10) Are there external sources of change triggering a transition in my client? If so, how do I encourage self-management at this time? There are none as of the moment, except what was mentioned in the paper, on the effects of recession on fellow employees down the corporate ladder. Relationships with peers in the organization are vital to an employee's happiness or contentment on the job, hence this could be a major factor that must be planned out the earliest possible time. 11) What does my client want from me? Am I willing and able to fulfill that contract? My client expects that I am to model what I believe are important during our relationship. Whether I can fully do that is essential indeed to his success; however, I don't usually encourage people to do things which I have never tried.

That being said, my relationship with Graham actually will test my tenacity to see my views or beliefs as well as values in action (Hudson, 1999). The values that a person holds will be a vital determining factor that can be

contagiously communicated or transferred to a client's life. 12) What planning items are being identified by my client for his or her next chapter of life? These include enrolling in further studies, though this time, in a totally unfamiliar territory; it also is important for Graham to involve himself into more spiritually inclined activities and he said he thinks he's ready for that by then. What could be a highlight that he really looks forward to is to write a book though the ideas are whirling in his mind nowadays, he cannot say what the book is all about yet. 13) What follow-up coaching or referral items are being identified by my client for his or her next chapter of life? In the "life chapter" model, it is predicted that the client will then successfully enter into phase three. I believe there will be "quiet excitement" and "inner confidence" (Hudson, 1999) that will be established by then. There may be some unpredictable circumstances that could be unavoidable but other than that, the client shall have embarked then on to his next projects with renewed courage and hope and increasingly, others will surely notice that.

IV.

Conclusions/Recommendations There are important considerations with Ford's case. In the second phase of Hudson's model that this client is in, setbacks are still to watch out for, since habits indeed die hard. There are other factors worth considering as well, especially that the firm with which Ford belongs is undergoing recession like others businesses affected by the melting global economy (Walker, 2004). Though his security is not threatened, the resulting transitions of others that surround him, especially those that had become close to him will surely affect or influence him in one way or another. It is therefore with great apprehension that these areas are



to be thought of well during the next sessions with

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