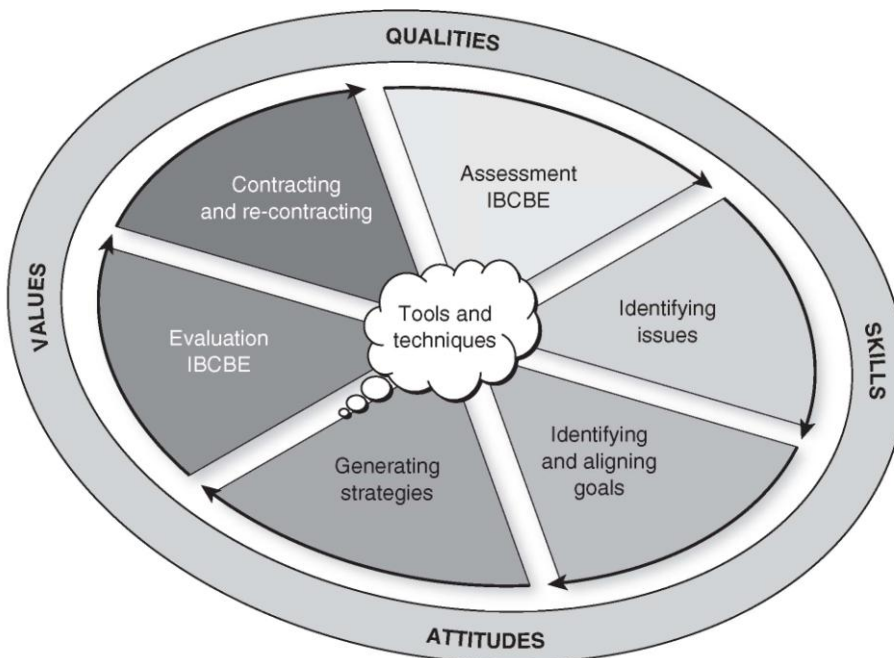


## The 'Dexter & Dexter' Atheoretical Sequential Model of Coaching (2011)

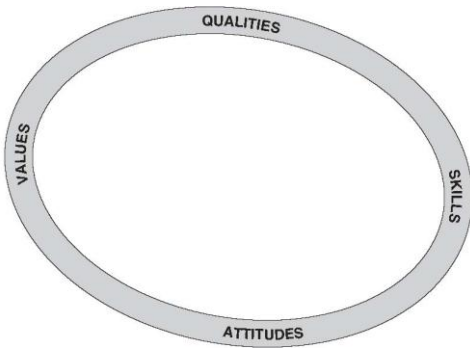
With so many models around, we might wonder 'why develop another one?' The answer for us is simple. We have amalgamated the best practices that we have experienced, alongside our own experience and insights, to provide ourselves, our students, and our clients with as detailed a map as possible to maximise good practise. We have found this an invaluable vehicle in our practice and our teaching, and acknowledge with gratitude the rich influences that we have been fortunate to experience ourselves.



The model is atheoretical: it is a stepped framework with which to control the coaching process, which we believe to be vital, but we do not advise on particular or specific theoretical approaches, as this could be restrictive. For example

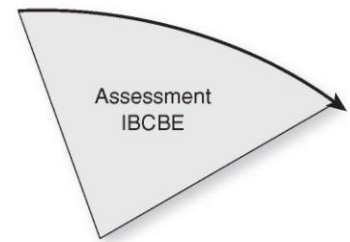
the coach could be from any orientation, from psychodynamic to NLP. For us, the detail and logic of our framework reminds the coach to proceed intentionally and ethically. It helps in the practice of assessment and evaluation, to be part of that evidence based coaching dynamic described at the beginning of this chapter. In complex organisational settings, the Dexter Dexter model acts as a reference point for cohesion and purpose. The fundamental postulates of all of the above models may be found within our inclusive framework. The strength of the model lies in is

thorough approach: it is 'a system that leaves nothing to fortune, and that cannot be short-handed and misconstrued in the reduction' (Vahid-Kasiri, 2009).



The outer circle reminds us that skills, attitudes, values and qualities of the coach maintain the effectiveness of the process. Without these matching and being appreciated by the client, most approaches are likely to fail. The client needs to have trust in the coach, feel supported, understood, and valued. Otherwise even the most effective techniques and processes will be difficult to implement, may well take considerably more time, or fail

The model begins with a full assessment using a variety of techniques which are chosen by the coach. Our preference is to use Dilts' framework of the Logical Levels of Change (1990), which is based on Gregory Bateson's logical levels of learning and communication (1972) in order to do this.



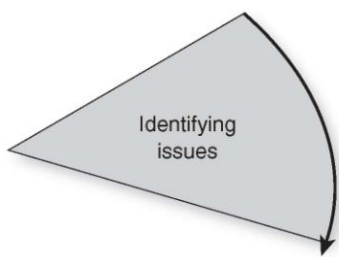
While Dilts' framework has been criticised for making too many large claims, we see it as a useful map. The practical application from our point of view is that it helps to organise assessment and evaluation. The five levels of change are: identity, beliefs, capabilities, behaviour and environment. Some advocates also include spirituality as a category, which we choose to make optional.

For assessment and evaluation purpose, the categories help to organise. Different questions pertain to different 'levels', e.g.

- Identity. The question of who I am, what my organisation is. How is that presented to the world.
- Beliefs. What are the key beliefs and values which drive me or my organisation.

- Capabilities. What resources and knowledge are available, and how are they being used.
- Behaviours. What really happens: how do I act, the every day reality.
- Environment. Where do things take place. How does this affect them.

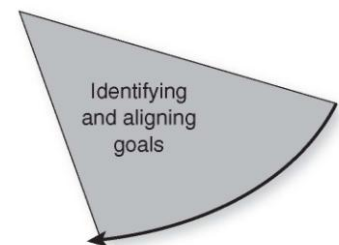
It can be seen straight away that this categorisation helps to focus and to specify. Dilts (1990) suggests also that change at one level will facilitate change at another, and in our experience this is a helpful perspective. Most people decorate their houses (environment) which affects mood and behaviour. Someone trying to change an addictive behaviour may need to consider issues of identity and beliefs. So, the map provides an organised schema for assessment, for identifying goals, and consequently for evaluation.



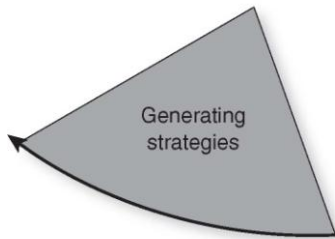
Identifying issues – whether these are personal, business, or professional an understanding of the current issues, problematic, or concerns are necessary before moving on to goals. Indeed the opposite of the problematic stated may well lead to a ‘gaps analysis’ to begin the exploration of goals. Knowing what someone is dissatisfied with is an

immediate opportunity to discover ‘what do you want instead’. Demonstrating an understanding of the current situation will enhance the trusting relationship, encourage accurate disclosure, and enable a cohesive approach to the process.

As we have already stated, identifying goals is central to all approaches to coaching. This stage is central to identifying the improvements or enhancement to performance which are needed. In all cases – whether life, corporate, or executive coaching, **aligning** personal, professional, business, team, or organisational goals is essential.

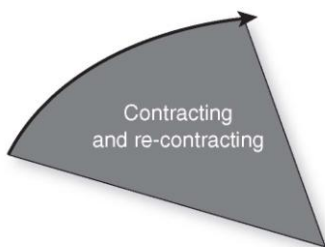
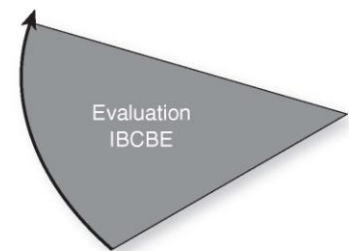


It is this process that ensures that appropriate and mutual goals are selected, essential to better strategic planning.



Once goals are selected, aligned and prioritised the process of generating effective programmes and strategies has begun. Using creative techniques to help clients, teams or organisations to harness all their resources and use whatever is available to lead them toward greater efficiency, business efficacy, personal effectiveness or well being.

Evaluation at frequent intervals is recommended using Dilts' model of change. Evaluation or review is imbedded into this process, and is logically placed here after the main thrust of the work has begun. It should be noticed that this process model is cyclic, and coaches should realise that the process is flexible: there should and will be ebb and flow backwards and forwards through the model process. This is the first suggested evaluation or review period, it should not be assumed that it is the last. or indeed that one spin around the model will complete the contract!



Contracting is both the first and last part of this process model. Without a carefully constructed contract and the ability to re-contract appropriately when the need arises, focus and clarity may be lost. Contracts should be negotiated according to the coach and clients needs for confidentiality timings, reporting, fees, termination potentials, and general working conditions. It would be unusual and unwise for a coach and client to work without a careful and specific contract, whether written or verbally agreed.

Within this model, the coach can use a myriad tools and approaches. They may for example want to incorporate other strategies or frameworks or approaches at points of assessment and evaluation, within each of Dilts' levels. They may want

to be cognisant of the stages of change as proposed by Prochaska and diClemente (1992), to be aware that some areas will produce more 'leverage' than others at any particular stage. The model is a map, an enabler, a check list. Our view is that it creates a crucible in which to hang approaches to add both depth and control to the process of coaching.

Finally, having advocated the strength of using a model, what might occur if a coach chooses not to do so? Our experience has been that without a clear map, either client or coach will focus on problems more than solutions: strategies more than goals: short term fixes rather than long term lasting change. They might also fail to consider the full range of costs and consequences to change. At worst, both coach and client will frequently get lost and not know what to do next. When this happens, both the coach and the client will latch on to the simplest and most obvious solutions and strategies, and may well find themselves in a repetitive loop. Much better, then, to have an identifiable process model to ensure the best quality practice.

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