

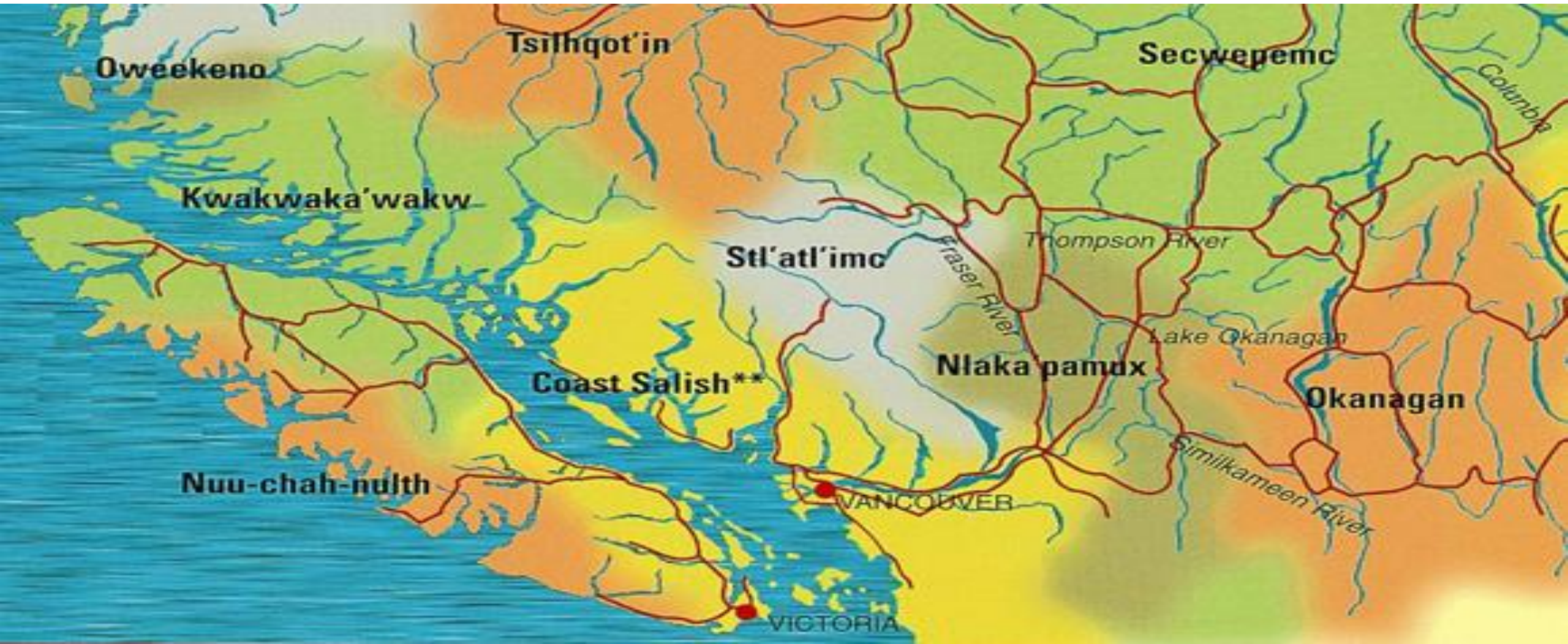
# Efficacy in Coaching across Power Differences: An Ecological Systems Approach

*Natasha Aruliah & Begum Verjee*

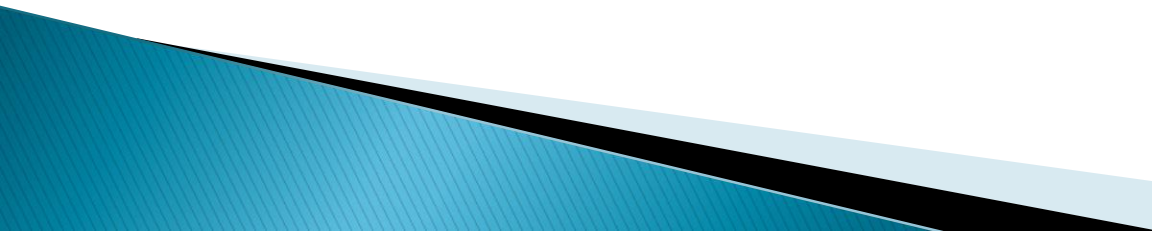
ACTO Conference, Victoria, B.C.

June 13, 2019

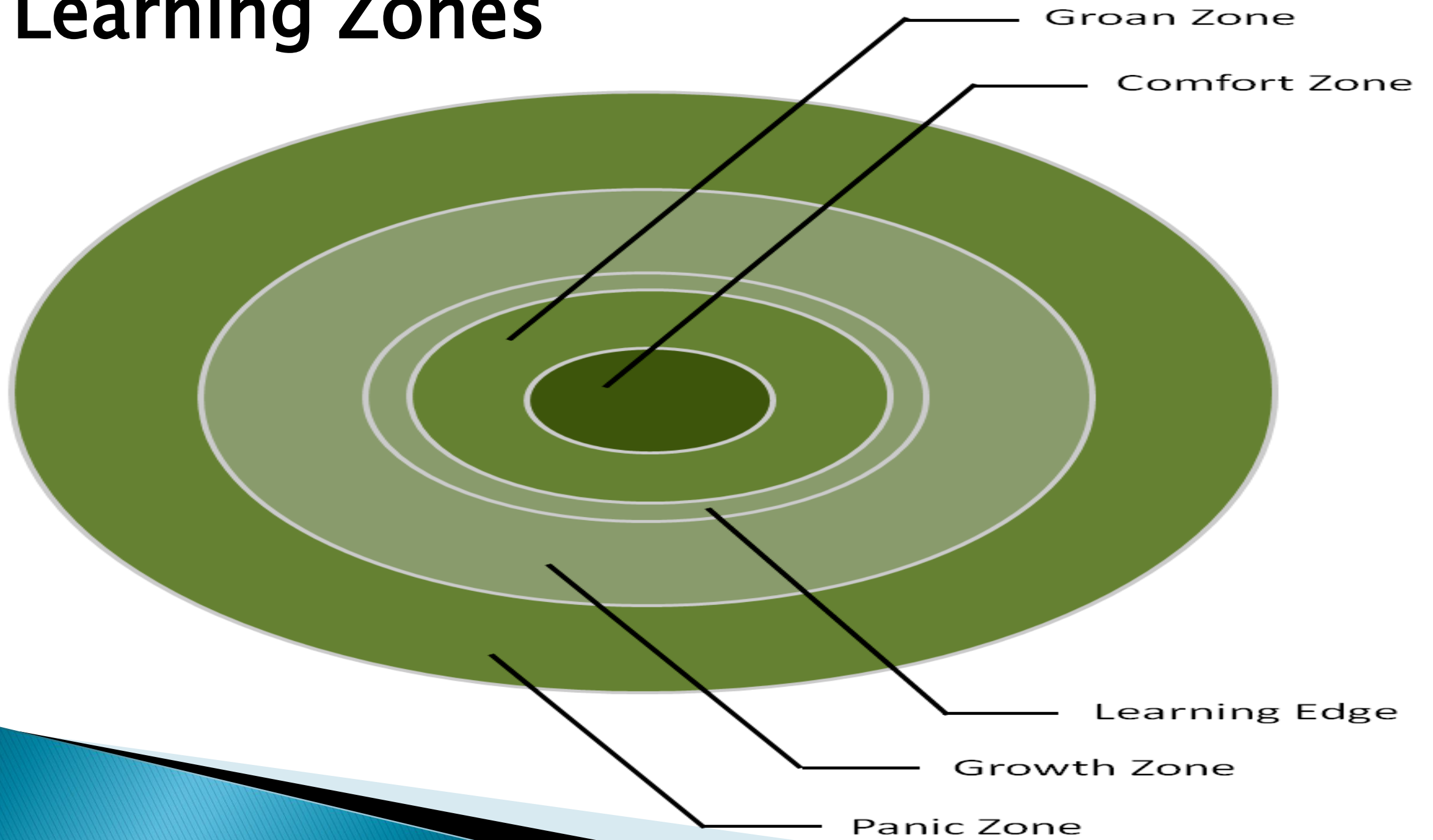
**Acknowledge that we are on the unceded territories of the Coast Salish peoples, specifically the Esquimalt and Songhees nations.**



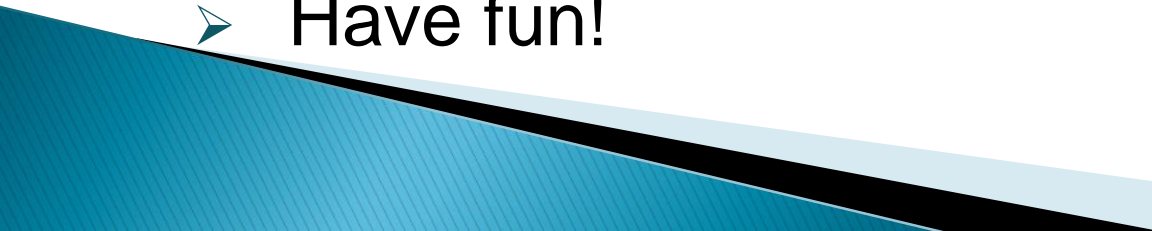
# Objectives

- ▶ Explore and explain the impact of power differences in a coaching relationship
  - ▶ Discuss the role of coaches in meeting the needs of diverse clients and marginalised communities.
  - ▶ Describe the differences between intrapersonal and ecological ways of viewing clients/students
  - ▶ Examine the differences in using powerful questions, between an intrapersonal and ecological perspective
  - ▶ Commit to equity and inclusion in coaching and coach education
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# Learning Zones



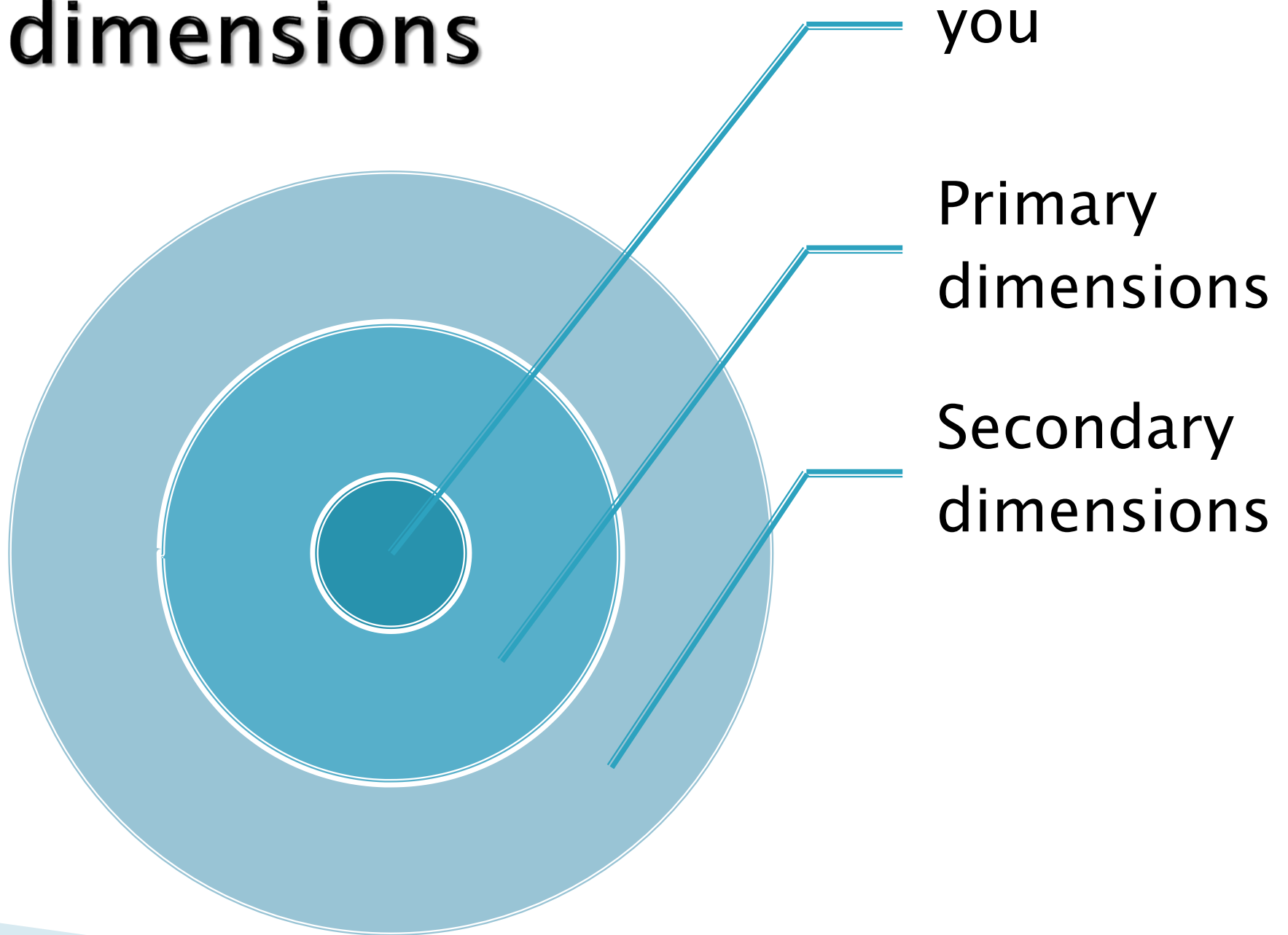
# Agreements / Guidelines

- Confidentiality – share the learning not the identifying information
  - Share space for all to speak (step up, step back and W.A.I.T. – why am I talking)
  - Suspend judgment – we all do it, notice when and pause. Be curious – ask questions, rather than assuming intent
  - Allow diversity – hold difference
  - Sit with discomfort -- brave spaces!
  - Expect and accept non-closure
  - Punctuality – respect break times and start times
  - Have fun!
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# Identity

- We all have an identity – how we see ourselves, define ourselves. Our identity consists of multiple identities and belonging to many groups at the same time.
  - Write a list of all the parts that describes your identity, the identities you hold and all the things that make you - you.
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# Identity dimensions



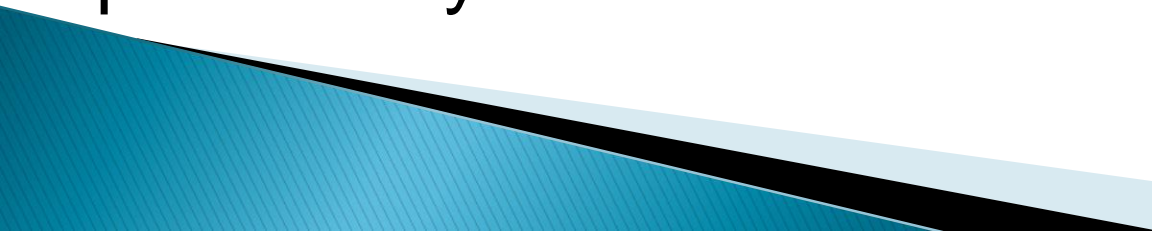
# Identity dimensions

**Primary Dimensions** – tend to be fixed and/or group affiliated (gender identity, race, physical or mental ability, sexuality, ethnicity, age).

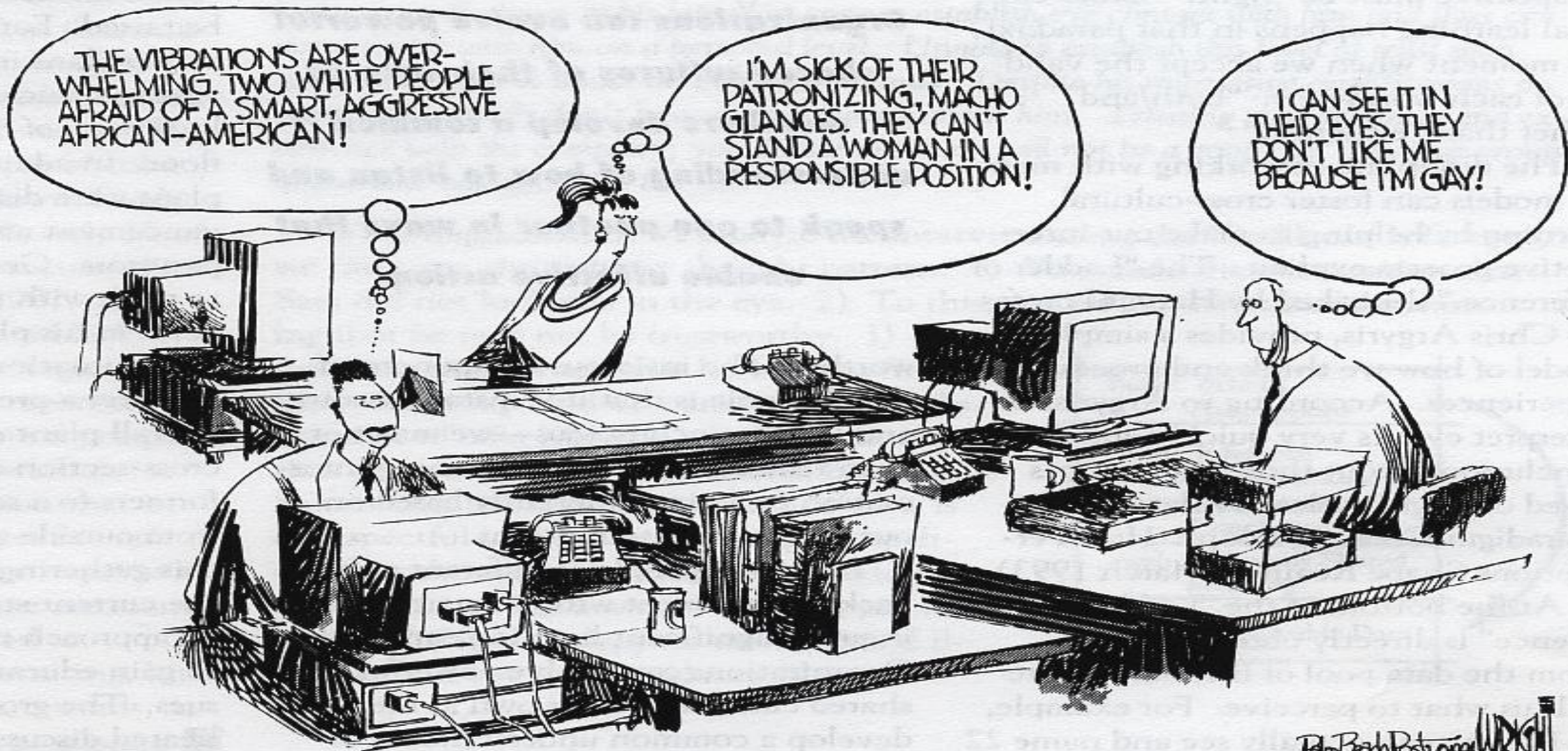
**Secondary Dimensions** – tend to be changeable and can be more individual. Can be acquired, modified or abandoned throughout life (i.e. education, income, marital and family status, religion, political views, personality, work experience, hobbies, interests)



# Salient Identities

- Usually our strongest identities are connected to struggle – where we feel ignored, invalidated, insecure, marginalised etc. Rarely do we strongly identify with dominant identities – at least consciously
  - Usually our smallest or unnamed identities often linked to acceptance, uncontested, being part of the dominant groups.
  - If most of our primary identities are dominant we tend to focus more on secondary identities – what makes us unique and individual.
  - When we lose an identity, we notice how important it was - particularly a dominant one i.e health or class.
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# Salient Identities



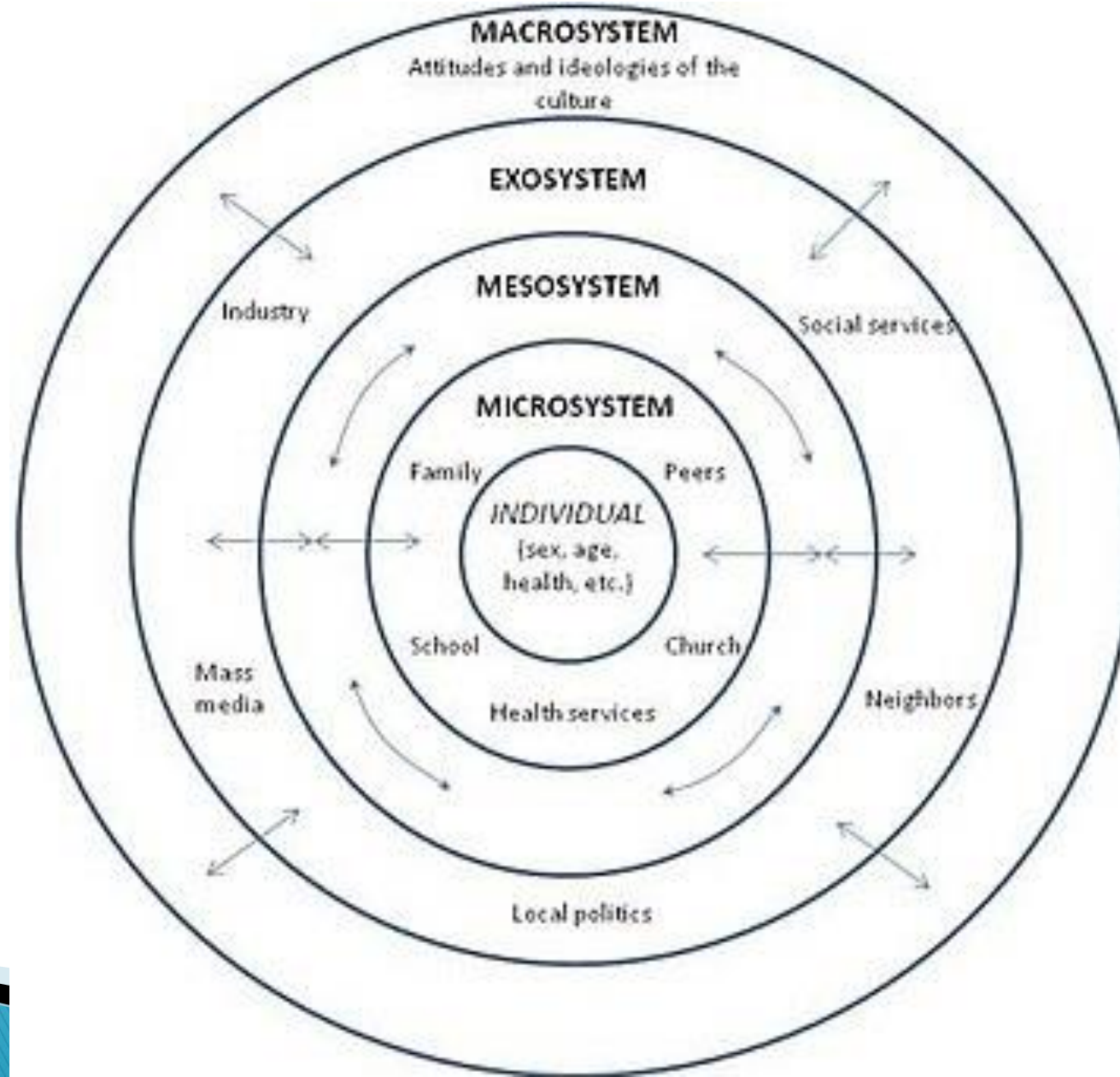
# Intrapersonal

- ▶ The **definition of intrapersonal** is something that exists within one person. An example of **intrapersonal** is someone having awareness of how they affect the world around them.
- ▶ An Intrapersonal approach, therefore, raises awareness of clients, students, colleagues current circumstances and explores adaptation to their current circumstances.
- ▶ <https://www.yourdictionary.com/intrapersonal>

# Ecological Systems

- ▶ **Ecological systems theory** (also called **development in context** or **human ecology theory**) offers a framework that examines individuals' relationships within communities and the wider society. The theory is also commonly referred to as the ecological/systems framework.
- ▶ Ecological approach – taking a critical examination of social contexts and cultural reality (including histories) of lived experiences of social exclusion within an Ecological systems framework. Empowering clients, students, colleagues to change/shift this reality for themselves and all impacted by social exclusion.
- ▶ [https://en.wikipedia.org/wiki/Ecological\\_systems\\_theory](https://en.wikipedia.org/wiki/Ecological_systems_theory)


# Bronfenbrenner's Ecological systems theory



# *Ecological Model – 5 Systems*

*Rudkin, J.K. (2003). Community psychology: Guiding principles and orienting concepts. Prentice Hall: New Jersey*

Developed by Urie Bronfenbrenner in the early 1970's in order to understand human development. He suggested we must consider the entire ecological system in which growth occurs. As human beings, we live and develop within 5 nested social systems:

- Individual
  - Microsystem
  - Mesosystem
  - Exosystem
  - Macrosystem
- 

# *Ecological Model – 5 Systems*

*Rudkin, J.K. (2003). Community psychology: Guiding principles and orienting concepts. Prentice Hall: New Jersey*

- ▶ Individual – Primary and Secondary Identities
- ▶ Microsystem – interactions that most immediately and directly impact the developing person. Primarily face to face interactions within families, peers, schools, neighbourhoods, churches, health services.
- ▶ Mesosystem – interaction between Microsystems in which the individual actively participates. Immigrant families and schools; Women with children and shelters; Refugee families and community.
- ▶ Exosystem – link between a social setting in which the developing person does not have an active role. Individual and workplace experiences, and impact on family/children.

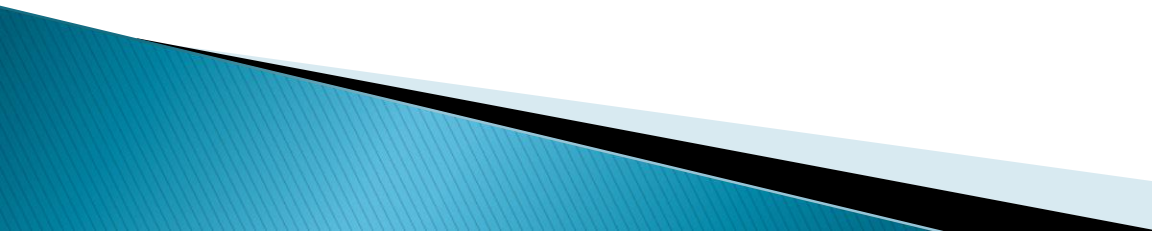
# *Ecological Model – 5 Systems (contd.)*

- ▶ Macrosystem – dominant Ideologies and beliefs embedded within our societal and institutional cultures. This system provides the ‘blueprint’ from which settings and institutions are constructed – Education, Law, Religion, Health, Media, Criminal Justice etc. These dominant systems inform policies, rules, regulations, practices and procedures in which individuals and communities live and work.
- ▶ Social Determinants of Health (Mikkonen & Raphael, 2010).
  - Aboriginal status; Race; Gender; Immigration; Age; Sexual Orientation & Gender Identity; Poverty; Food Insecurity; Disability; Education; Religion (Consider Intersectionalities)



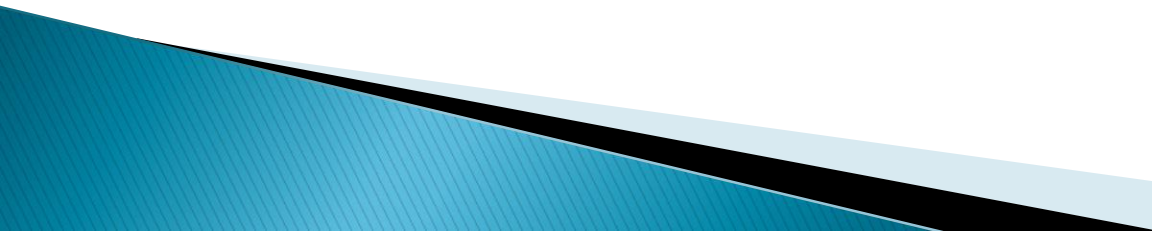
# Mattering and Marginality

Reflect on a time when you mattered or were marginalized.

- ▶ Recall that particular memory – who was there, where were you, what was said, etc.?
  - ▶ Capture your feelings at that time?
  - ▶ How did you respond? What did you do?
  - ▶ How do you still carry that experience with you today?
  - ▶ What was the consequence or impact of that experience?
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# Group discussion

How do we utilize an Ecological systems approach in each of the following:

- 1) The client-coach relationship
  - 2) Organizational culture of coach training organizations
  - 3) The representation of faculty
  - 4) Professional development of coaches
  - 5) Curriculum development and design of courses
  - 6) ICF coaching competencies
  - 7) Coach training of diverse students
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# Group discussion report back

Each group to report back on ONE key outcome or takeaway from discussions

(do not repeat what other groups have already shared)



# Closing round – Check out

One word – how you are feeling right now?



நன்றி (Nandri)