

The 7-D Approach (from *Power Up!: The Guide to Leadership Coaching with Strengths* ©2011 by Gene Knott)

The primary framework I want to share with you is what I call the **7-D Strengths Coaching Model**. Coaching proceeds through a series of steps that ensure both a thoughtful and comprehensive approach to the client's agenda for coaching. These include both micro- or session flow, and the overall macro-process of the coaching contract, the specific terms of which are decided at the outset. This is the core of the coaching dialogue. In my practice, as well as that of many others, this is usually in weekly or biweekly sessions over the course of 6 months or a year. In recent years, however, I am finding more variety to our arrangements as work life logistics have become more flexible, and the clients' needs and interests have changed in accordance with those shifts.

The following seven complementary processes provide a thorough, sequential pathway for strengths-focused change conversations:

- Declare:** *client states what is to be dealt with in the coaching session or overall relationship*
- Define:** *a goal statement that focuses on what the desired end for that conversation is—usually the change s/he seeks*
- Distinguish:** *looking at what, in the client's appreciative appraisal, are the key features of the situation, including their relevant applicable strengths*
- Differentiate:** *exploring possibilities for alternative directions, choices, and decisions*
- Develop:** *planning for the logistics of the pathways chosen*
- Decide:** *choosing concrete and optimal ways of implementation, including a timetable*
- Determine:** *assessing progress on the declaration and using that information for a next cycle*

This is actually both a mindset and a tool. If you read through the meanings and sequence of these serial frames for the strengths coaching scaffold, you will note a few things to commend it:

First, it suggests a framework that allows both individualization of content and a consistent, goal-oriented process for working together. Similarly, it does so in a logical and helpful sequence of frames that flow naturally, and systematically ensure comprehensive cognitive mapping. It begins with the client's **Declaration** of desired focus for the session, and their attempt to **Define** the

hoped for change or improvement sought. This also honors the preference to have the coachee direct the agenda as fits their changing as well as any ongoing interests, needs and wants. Another related plus for the model is the thoroughness with which it enables one to have useful and complete dialogue—both on a topic or issue, and for the duration of the coaching relationship. The 3 middle Ds—**Distinguish, Differentiate, and Develop**—assist with 3 related steps of expansive thought and analysis, all by the client. Then, as a wise person once observed...a decision is not fully made until it is implemented, so the next step in the 7D process is to **Decide** when to make the change and how to bring it about. Lastly, it uses shared evaluation (**Determination**) to close and simultaneously to leverage that outcome to renew the process, if so desired.

To walk through a prototypical session's flow then, after some opening pleasantries, and clarifying the available time for the session, I usually ask the client to tell me about an example of her/him having been at their best, using their strengths optimally, since we last spoke.

Following that exchange and affirmation, I ask for their *Declaration* for the session, which is simply a statement of what the client would like to talk about and work on in the current session. We then proceed together with *Defining* what it is they want to do with the situation described, and we talk out the particulars of the declaration and the desired goal for a coaching conversation about it.

The next 3 aspects of the session--*Distinguishing, Differentiating, and Designing*--are serial and linked attempts to discover the background and characteristics of the situation or issue to be dealt with, briefly and quickly moving from history to present status, and then to ascertaining what might be the best circumstance for the change sought—all the details and features of plausible improvements, again drawing on the client's self-knowledge and strengths.

Then, the penultimate step is *Deciding* which of the possible choices for desired change seems to be the most promising and feasible, and then choosing how and when to begin to bring it about.

Finally, arranging how to *Determine* the success of the implemented changes--the plan for reaching the desired goal originally declared--is discussed, and an evaluation plan is devised and articulated.

If this is an initial or early session with a coachee, I will usually talk about strengths and suggest a self-appraisal instrument for him or her to use and bring to our next session. And, at various

points as appropriate, I will employ either another instrument, or more likely, capture teachable moments about their strengths throughout our weeks of work with a short lesson, either from my experience or from relevant literature. And, of course, the majority of the session sees the client doing most of the talking, and me leading the inquiry and offering feedback.

This is *also a model for the entire coaching relationship*, and mirrors a comprehensive framework for the total compact. Where it differs is mostly in the use of the model as a reflective appraisal, usually done to some degree as we go along, and then again as a fully discussed retrospective summary evaluation. Using the 7D framework for coaching contract assessment would look like this:

Declaring: a restatement of the overall reasons for seeking coaching assistance at the outset, usually months before. This often morphs a little as we proceed, but rarely to a drastically different overall set of objectives for coaching.

Defining: This aspect of the model calls for a post-hoc appreciation of the ways in which we went about our collaboration, and particularly an examination of the reflective methods the client has come to know about, be exposed to repeatedly, and usually even acquired themselves. More will be said about both the use of instruments and the various modes of appraisal and evaluation, as well as self-assessment in the next two sections.

Distinguishing refers here to the shared afterwards about coaching contexts and how they translated to the client's worlds.

Differentiating involves a retrospective look at what worked well for us, what particular strengths were tapped and even amplified.

Developing calls up a reflection on the specific takeaways—general and key lessons learned in the course of coaching, that the client feels have become valued and active parts of their own repertoire of acting, and often of coaching others.

Deciding is the phase of the review that explores the landscape of change that we undertook, and what special and noteworthy components of the experience are lasting behavioral shifts or expansions and cognitive reframings.

Determining, the final phase, seeks to share the overall feedback for each in reflection on the relationship in light of the desired objectives and goals at the outset. It often uses some visual scaling or rulers, as well as qualitative assessments. This is exceedingly valuable to both of us, as it provides reinforcement for the practices each of us wants to carry forward and repeat. The use of instrumental assessment here is common, but the discussion about the full compact is central, with instrumental feedback mainly providing common language and lenses for some, but not all of it.

Overall, the 7Ds afford the coachee (and coach) a dynamic, progressive system of comprehensive analysis, reflection and assessment for strengths-based dialogue. Over the years that I've been employing this model, clients have routinely cited its user-friendliness, completeness, and appreciative character. The elaboration of each of the seven steps or phases may appear complex on first reading, but most report it was an easy model to follow and a seamless one to use, with little appearance or feeling of numerous, discrete parts. It takes some rehearsal, but coaches I've trained have found it very helpful and facile to work with.

Scholarships for Service: Student Civic Fellows
 A PROGRAM OF RHODE ISLAND CAMPUS COMPACT

Interpersonal

AMERICORPS MEMBER POSITION DESCRIPTION
 2012-2013

To be completed by both Community Partner & SFS Member.

Please develop a brief description of your service site activities, review your mutual responsibilities, and complete the signature section demonstrating your awareness of the program requirements.

My primary service activities this year include: (please check one)	
<input checked="" type="checkbox"/> Education: Tutoring, peer mediation, mentoring, after-school programs, etc.	<input checked="" type="checkbox"/> Human Needs: Hunger, homelessness, housing, health, job counseling, etc.

Please list the primary non-profit organization(s) at which you intend to serve. Place a check next to any organization considered faith-based or a small community organization (less than 10 staff members or has an annual budget of under \$500,000).

Organization Name 401-874-7422	Address (including zip code) Feinstein Center for Service Learning 90 Lower College Rd, Suite 12 Kingston, RI 02881
Phone Number URI Rhode Island SFS	Website ricompact.org
Email Address jgmillere@mail.uri.edu	

Organization's Mission
 To offer students the opportunity to engage & commit to service through out Rhode Island in exchange for educational financial support as well as an experience in valuing and appreciating service and the opportunities given & the times shared and people met.

Please indicate your service activities and essential functions at your site (provide a further description if your volunteer description is not provided below).

- Tutoring/Mentoring/Coaching (In School and Out of School Time)
 - Serving as a tutor/mentor for at-risk youth
 - Working to provide a positive, safe, supportive environment for youth
 - Assisting students with schoolwork to support academic success and development.
 - Set up, break down, planning events
- College Readiness Programming
 - SAT Prep
 - College Workshops, Field Trips
 - Resume Building
- Health/Nutrition
 - Hunger; prep, cook, serving
 - Food Drives
 - Delivery or development of fitness or nutrition content
- Informal Education (Environmental, Museum Based)
 - Developing/Leading programming for children, youth and families
 - Assisting with research efforts to better support educational programming
 - Help with Clean Up/Service Days
 - Museum/Zoo Guide, Exhibit Development

- Outreach/Advocacy
 - Assisting with publicity and outreach efforts for community partner

- Developing outreach and awareness activities/events related to mission
- Affordable Housing; building, referrals

- Program Support
 - General Office Assistance
 - Event Planning

- Call Center
- Research
- Media/Technology Support

Other (Please describe any other anticipated activities for 2012 - 2013):

As a peer mentor, I will be working with SFS members at URI and community member partners in order to build, create, build, and strengthen partnerships.

I will be meeting with SFS members as well as making community partner site visits to create more depth and connection while working with these partnerships.

Basic Function: Scholarships for Service: Student Civic Fellows are undergraduate and graduate students, enrolled in colleges and universities across Rhode Island, who serve as AmeriCorps volunteers and volunteer recruiters in non profit agencies focused on Education and Human Services. SFS members support the work of non-profit agencies and PK-12 schools through a 300-hour term of service completed during one academic year or one calendar year. RI Campus Compact SFS members will recruit over 10 volunteers annually and receive a \$1,175 educational award at the close of their term.

According to the AmeriCorps provisions, members cannot engage in prohibited activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in such activities.

Member Name (Please Print) Corrine Condon
 Member Signature Corrine B Condon Date 11/29/2012

FOR PRIMARY VOLUNTEER SITE

By signing this position description I understand that I have developed the above activities and essential functions at my volunteer service location for an AmeriCorps member enrolled in the 2012-2013 program year.

In order to assist the AmeriCorps member to successfully complete the program, Primary Site Contacts are expected to do the following

- Supervise with vulnerable populations
- Sign timesheets each week to document service hours. AmeriCorps members will submit the monthly timesheet to the Campus Supervisor.
- Attend RICC and AmeriCorps sponsored trainings/workshops or other events to deepen public service work and strengthen community/campus relationships.
- Complete an online program evaluation at the close of the program.

Primary Contact Name (Please Print) Sarah Miller
 Primary Contact Signature Sarah Miller Date 11/29/2012



HDF 412: LEADERSHIP MINOR CAPSTONE
HISTORICAL, ALTERNATIVE, & MULTI-ETHNIC LEADERSHIP
LEADERSHIP IN CRISIS GROUP PRESENTATION - 150 POINTS (12/4)

GUIDELINES:

Students will be expected to demonstrate knowledge of leadership theories and models, as well as crisis management models in order to effectively solve real world issues. Specifically, students will:

- Work within a group to deliver a timed, theoretically grounded, and cohesive group presentation (12-14 minutes long). Content scoring will end at 14 minutes and presentations will be stopped.
- The presentation must identify and effectively analyze a crisis of leadership that has occurred in the last decade and address all required content below.

ORGANIZATION & EFFECTIVENESS (10)	Did not address 0%	Unacceptable attempt 25%	Incomplete/ Inadequate 50%	Adequate 75%	More than adequate 100%
PRESENTATION INTRODUCTION: Gets attention, builds credibility, previews main points	0	0.56	1.25	2.25	2.5
BODY OF THE PRESENTATION: Main points supported, information sourced, clarifies difficult points, clear transitions	0	0.56	2.5	3.75	5
PRESENTATION CONCLUSION: Indicated, summarized main points, ended on an interesting note	0	0.56	1.25	2.25	2.5
REQUIRED CONTENT (70)					
PRIOR LEADERSHIP STRUCTURES: Pre-crisis overview	0	2.5	5	7.5	10
DESCRIPTION OF THE CRISIS: Analysis of causes and effects based on class content	0	2.5	5	7.5	10
CRISIS LEADERS: Identification and selection <i>Description of crisis only appropriate leadership skills</i> Analysis of effectiveness based on displayed characteristics and class content	0	5	10	15	20
LIFE DURING & AFTER THE CRISIS: Analysis of cultural context, power, socialization, etc. Re-assimilation strategies and <i>current status of the crisis life-cycle (current status)</i>	0	2.5	5	7.5	10
CONNECTION TO THEORY: Clear analysis of the success and failures of the crisis based on class materials and theoretical models presented Analysis of alternative outcomes (what should have been done?)	0	5	10	15	20

NOTES:

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 RUSTY
 APRIELE
 JACOB
 JACQUELINE
 LINDSEY
 BAER
 PAUL
 COLBY
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Coco Buttah ...OH YEAH!

WOO POSITIVITY
INCLUDER FUTURISTIC
STRATEGIC

Inclusive