Coaching is the art of creating an environment, through conversation and a way of being, that facilitates the process by which a person can move toward desired goals in a fulfilling manner.

TIM GALLWEY (2000, P. 177)

A number of coaching models lie within the broad domain of facilitative coaching. Cognitive coaching is a foundation for facilitative coaching because it addresses our ways of thinking and aims to build metacognition. It focuses on exploring and changing the way we think, in order to change the way we behave. Cognitive coaches encourage reflective practices and guide clients to self-directed learning.

Ontological coaching has also deeply influenced facilitative coaching. It emerges from the philosophical study of being and focuses on how our way of being manifests in language, body, and emotions. Our perceptions and attitudes are seen as the

Transformational coaching is a process that explores the following:

It is also a product or outcome:

**Figure 2.1. What Is Transformational Coaching?**
underlying driver of behavior and communication, and coaching focuses on exploring these. Resources for learning more about these coaching models can be found in Appendix E.

**Transformational Coaching**

*Transformational coaching*, the model that I’m putting forth, has not been widely used in schools. It draws from ontology, the philosophical study of being, from Robert Hargrove, the author of *Masterful Coaching* and a pioneer in using transformational coaching in the business world, from the work of Peter Senge and the field of systems thinking, and from Margaret Wheatley’s writing and teachings. Transformational coaching incorporates strategies from directive and facilitative coaching, as well as cognitive and ontological coaching; what makes it distinct is the scope that it attempts to affect and the processes used.

Transformational coaching is directed at three domains and intends to affect all three areas:

1. The individual client and his behaviors, beliefs, and being
2. The institutions and systems (departments, teams, and schools) in which the client works—and the people who work within those systems (students, teachers, and administrators)
3. The broader educational and social systems in which we live

A transformational coach works to surface the connections between these three domains, to leverage change between them, and to intentionally direct our efforts so that the impact we have on an individual will reverberate on other levels. Transformational coaching is deeply grounded in systems thinking. Systems thinking is a conceptual framework for seeing interrelationships and patterns of change rather than isolated events. Systems thinking helps us identify the structures that underlie complex situations and discern high- and low-leverage changes. By seeing wholes, we are much more effective in working toward transformation (Senge, 1990).

**Coaching Behaviors, Beliefs, and Being**

Changing behaviors is the goal in many forms of coaching. Exploring beliefs is also incorporated into some coaching approaches. But what does it mean to change your way of being? What does it mean to coach people on how they are “being”?

For a couple years, I coached a high school math teacher who played several leadership roles in her school. Her instructional practices were exceptional, and her