TEE BARNETT COACHING TRAINING CURRICULUM MODULES 2023

In addition to external resources and the hands-on learning experience of working with clients, TBCT had offered a collection of course modules covering topics of interest for coaches. These were variable in length and time-commitment and were offered depending on interest. The intent for the modules had been to provide a range of opportunities for the coaches to dive deep on theoretical and personal topics related to coaching and to help clarify their own understanding of their coaching process. The coaches entered with the understanding that there will be too much of interest and too much to learn, and were encouraged to set up their own ideas of what "mastery" could look like for their current standards.

Participants met with Emily Crotteau, the curriculum designer and lead instructor, to plan a suitable courses of study that could be completed during the six-month program. The idea behind the curricula was to support the coaches in their deepening of their personal coaching style, and their development into advanced coaches.

The following are incomplete, impressionistic descriptions of some of what went on in each of the modules, from a TBCT participant who has taken them.

STRUCTURING A SESSION | 3 meetings over 3 consecutive days |

> *Where and how is structure beneficial to a coaching session? Where and how is it counterproductive? People were expecting a formula, but we ended up not doing a formulaic thing. "How do you do coaching?" Good question. We made a menu of structural possibilities, and then practiced embodying them and transitioning between them during the course of a coaching call. We included conversations about meta-structure. Some people still left the session not knowing how to structure a session, and we considered this as part of continuing development.*

INTROSPECTION TECHNIQUES | 5 meetings over 5 weeks |

> *"You need to introspect more" is a common complaint, but what does this mean? I learned that not all "thinking" is introspection, by any stretch, that introspection is a specific mode, and not all sorts of problems can be or should be solved with introspection! In the first meeting, we discussed that people generally have appropriate barriers to looking at their own minds, and that hiding certain information from yourself is a normal part of being human. We discussed what kinds of information is not "immediately already fully present," that may be prompted for without any new external information being introduced. We then studied good uses cases for introspection, learned several introspection techniques in depth and then practiced and refined the technique on each other, with feedback and discussion from the instructor.*

BELIEF-MAPPING | 4 meetings over 4 weeks, with extra 1-1s between participants encouraged |

What does having a map of belief content let you do? What can be useful about understanding relationships between beliefs? How is a map of belief structure a mind map and how is it not? In this module, we learned a disciplined system for mapping mental structure. This system trains ourselves to listen to certain kinds of information that might not necessarily be important in the moment, but that can reveal legibility of dependencies in the mind that would otherwise remain opaque.

This was a particularly exciting way to learn how to "follow down a series of implications in a belief chain" and discover beliefs can be changed without too much trouble, and which ones are much harder to change. This method is more extensive than a recursive "why do you believe that?" and is assisted either with paper or with a drawing app on a computer. Reading the map gives more information than comes up in conversation.

EMOTIONS AND EMBODIMENT | 8 meetings over 8 weeks |

We learned about the emotional flows that we have an embodied relationship to, and the ways that our habits and relationships to emotional flows can be more or less rigid / flexible, and how this relates to feelings of stuckness or flow in inner space. A lot of habits of emotional regulation are formed under childhood under not-the-best circumstances, and as coaches we can help people have better emotional lives by helping them rework their strategies for emotional management.

We learned that there can be very tight couplings between emotional state and physical state (the practice of "grounding" does involve literal electromagnetic grounding!). I was able to figure out how to get my body to want to do pushups after this module!

STRUCTURE OF EXPERIENCE | 4 meetings over 4 weeks |

The technique learned was how to look at the parts of experience that we take for granted, and to learn how to look at parts of experience in others that are not obvious. This module was fascinating in that part of its point *was to not just think about things that have never been thought about before, or learn techniques otherwise unlearned, but in its exact structure I was guided to pay attention to experiences I'd never paid attention to – as its point – and then the technique to learn was how to generate this "pay attention to that which was not paid attention to" basically when I want to. In every meeting, I came away with a completely new way of looking at myself, and different ways to go meta on my own thinking or on my own phenomenological experience.*

One coach called this module, "The gym for the mind."
For anything that you can't experience at one level of zoom, there are ways to take it more microscopic and more macroscopic, and this can be a way to navigate things going on for us that aren't part of our normal experience, (which as we can imagine is a lot of work!) because we choose our normal to be our normal for good reasons. It is a good thing to do when trying to do problem solving but not necessarily to replace your normal. A good tool for coaches.

SYMBOLS AND THE UNCONSCIOUS | 8 meetings over 8 weeks |

We did not take "what is a symbol for granted!" Nor was this your standard high school English-class analysis of symbols! This module involved a fascinating set of readings from Carl Jung, and a series of exercises in which we delved into how objects in the world can become personal symbols. This module was particularly phenomenologically rich, as the exercises guided us to feel deeply and honestly about symbolic representations, and learning how to use symbols to follow a path into deeper meaning. Having the experience of working with a symbol ourselves first would be a prerequisite for how to work with symbols with a coachee. A symbol can be a key to the unconscious; information that is already there – a key to another world.

We used Eugene Gendlin's dream interpretation framework to explore symbolic meaning in dreams. This was partially included because we wanted our coaches to have an ability to connect to important theoretical frameworks in the history of psychology, even if it doesn't become their main methodology as a coach.

This module resonated very deeply with one of the coaches, who following the serious inquiry introduced in this module, continued to pursue the study of symbols in her work.

COMMUNICATION APPROACHES | 6 meetings over 6 weeks |

I went into this course eager to learn how to teach clients how to talk to people better, how to negotiate, and how to get what they want – all of which would have been very interesting to me. The course ended up being even more *interesting than what I had hoped! I learned about why people weren't better at communicating already, and how learning to work with those existing priorities can make way for better communication. Instead of teaching the participants how to communicate, the participants and even the instructor used this module as a lab for new ways to have conversations with each other. We held practice conversations, including debugging conversations we were planning to have.*

We discussed "communication as spellcasting," and the ways we often don't know why our words work the way they do, and the ways people can have very different ideas about how their words are supposed to be working to get them what they want. We also discussed larger topics, such as how to use communication to get more out of being in community.

PLANNING DEVELOPMENTAL ARCS | 2 meetings over 2 consecutive days, with a third follow-up meeting after the reading |

How do we prepare ourselves to coach somebody for a long time? How do we help somebody make sense of where they are in their lives, and where they are going? We got to play with ideas of life journeys, and what it feels like to coach somebody using different lenses of different schemas of how a life proceeds.

We discussed classical life-arc-schemas, such as the hero's journey, and natural seasonal cycles. What is it like to look at the same life event through these two lenses? We also examined more quantitative-friendly developmental frameworks, such as action-logics, Robert Kegan, Enneagram, and how these tools can help clients get new perspectives.

COACHING AND SPIRITUALITY | 4 meetings over 4 weeks |

What are the spiritual considerations of coaching? What are the ethics of coaching? What are our spiritual responsibilities towards our clients? This module helped me make new neurons just by being there!

The payload of this module is that often we are coaching in a secular frame, but then called by our clients to discuss issues that would traditionally be handled in a spiritual frame. This gets very complicated. If we are going to be asked to handle spiritual issues, what are some ways we might think about holding that complexity gently and creatively?

In general as a coach you want to have ideas about how to relate these two frames. Do you share your own spiritual outlook with clients? How do you check in with that? What makes that more or less appropriate? In this module, we openly grappled with these questions.

TRAUMA | 2 meetings over 2 consecutive days, with a third follow-up meeting after the reading |

If we encounter somebody with seemingly serious trauma, how do we identify it, and how do we hold them kindly through that process? One of the goals of this module was to determine if we are the right person to do this, and if so – in what capacity.

What can be done with trauma as a coach? Some trauma types need special trauma specialists, but we live in an environment in which there is an undersupply of trauma specialists. In this module, we learned about what trauma IS, *ways we can go forward when we see it, and when is a good time to suggest a referral.*

JOURNEY INTO THE BODY | 4 meetings over 4 weeks |

In this introduction to bodywork, Emily encourages agency over sensations in the body that can be used for self check-in, self-care, and self-healing. Notes on safety are discussed, and why people do not generally dive into bodywork spontaneously. There were discussions of habit and feedback, that led to different exercises to experiences of different postures that may feel "natural" though not habitual.

\

WHAT WERE THE COHORT CALLS LIKE

In our cohort calls, we discussed logistics, but we also had break-out rooms in which we got to know each other and did activities with each other, talked about coaching cruxes we were experiencing, and had meta-conversations about how the programs were going.

In one coaching cruxes group call, we discussed "What can go wrong in a session?" How can coaches respond to emergencies to guide the session back to safety and productivity? We made S.O.S kits and then practiced using them with the other coaches. We made menus of moves that we can each make in our coaching calls, and then mapped out prerequisites or dependencies that may keep us from actually feeling good implementing these moves in the moment in live sessions.

We then worked together to troubleshoot how to make these moves actually available to us when the need for them arises. We role played coaching sessions taking unexpected turns, and then getting them back on track. Instances that were talked about include when the coach feels lost, when the client is confused, and when the client is aggressive.