

Using Contextual Behavioral Science in Executive Coaching  
ANZ ACBS Conference 2012  
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According to The Centre for Creative Leadership almost 1 in 2 of the managers who have the makings of success fail to reach their potential. They 'derail' and are either demoted, fired, plateau or opt for early retirement (William A Gentry).

There seem to be some key problems that cause this derailment:

- Having problems adapting to changes in the environment
- Maintaining a narrow focus, so that they aren't able to supervise outside of their area of functional expertise
- Lacking growth and development in the face of the changing demands of their role
- Becoming defensive in the face of feedback
- Failing to meet business objectives (due to either failing to follow through or being overambitious)
- Failing to build effective interpersonal relationships
- Showing poor team leadership

What seems to happen is that these managers are defensive in the face of challenging feedback, don't learn from their mistakes and don't identify and address their weaknesses.

Source: Staying on Track – Five Tips All Leaders Need to Know  
<http://www.ccl.org/leadership/pdf/community/stayingPresentation.pdf>

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#### Session Review (Bridging Questions)

1. What were your key learnings?
  2. What do you plan to do as a result of our discussion?
- And some optional questions...
3. Is there anything else I need to know about the session - anything you wanted to say but didn't? Any points where you felt my response/questions weren't helpful?
  4. What was helpful about the session?
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Rob Archer and I write a blog on applying contextual behavioural science to the workplace. You can read it at: [www.workingwithact.com](http://www.workingwithact.com)

## Assessing Interpersonal Functioning In Coaching Clients

(Based on the FIAT-Q)

### **Class A – Asserting Needs**

How good are you at asking colleagues for help or support at work?

How do you go about asking for help?

How do people tend to respond?

### **Class B – Bi-Directional Communication**

Can you describe how people tend to see you?

How good are you at noticing the impact you have on others?

How good are you at noticing the subtle feedback people give you on how your behaviour is impacting them?

How do you tend to respond to that feedback?

### **Class C – Dealing with Conflict**

How do you tend to respond to conflict?

Do you notice it?

Do you tend to avoid it? Do you sometimes give in too easily?

Do you sometimes come across as too competitive or aggressive?

In what circumstances do you tend to adopt which conflict style (avoid, accommodate, compete, collaborate, compromise)?

What outcomes do you get in the short and long term from your approach to conflict?

### **Class D – Disclosure and Interpersonal Closeness**

Do you tend to be authentic at work? How do people tend to respond to you when you are authentic?

How much do you let people know what is going on in your life?

Do you know how much to say and to whom?

### **Class E – Emotional Experiencing and Expression**

How good are you at noticing and identifying your own emotions?

How good are you at communicating those emotions to people in ways that build relationships?

The FIAT System:

Functional Idiographic Assessment Template

For use with Interpersonally-based interventions including Functional Analytic Psychotherapy (FAP) or FAP-enhanced Treatments

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<http://www.functionalanalyticpsychotherapy.com/fiat.pdf>