

“I’m Okay, You’re Okay”

The importance of a **coaching mindset**

Evidence has shown that beliefs have the power to determine outcomes. In school classrooms, teachers that are told that they have a class of gifted students results in higher grade averages at the end of the year. By contrast, teachers who are told that their students have low to average intelligence achieve lower grades. If we want to help someone else to develop their potential, we must first believe they have potential to be developed. Do we believe they are **full of creative potential, resilience and resourcefulness?** If not, our lack of faith will hinder rather than help them to grow.

*“The evidence is clear: if you want to change... your odds of success go up dramatically when you commit to changing as part of a group. **Belief is essential**, and it grows out of a communal experience, even if that community is only as large as two people.”*

- from ‘The Power of Habit’, Charles Duhigg (2012)

‘Life Positions’ - from Transactional Analysis

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| I’m not okay, You’re okay | I’m okay, You’re okay |
| I’m not okay, You’re not okay | I’m okay, You’re not okay |

What are the implications of coaching in the different quadrants?