Web Therapy Contract

As you might know, coaching is a specific profession, designed to help and encourage you to grow in the matter and manner of your choosing. Coaching is clearly different from other Mental Health skill sets, such as personal development, therapy, training, consulting, analysis, etc. Because of this Professional Coaching has a frame of reference, objectives and tools and means of communication that clearly needs to be specified before starting a relationship with any specific client. As in any other professions, this clarification is communicated to the client by an explicit professional agreement, or initial contract.

A initial contract serves to position each coach in his or her specific frame of reference and second to limit the scope of the professional relationship and thereby protect all the contracting partners, for example, between any administration purveyor and a customer. Past that, a greater contract aides characterize the goals of the relationship, the due dates to be regarded, the normal results and measures, the run-down of implies that will be actualized by each of the contracting gatherings, the legitimate and moral casing of reference of the relationship, and so forth. This initial contract defines the coaching posture before the coaching relationship begins with a specific client, well before a real coaching process is implemented, and well before it becomes useful to involve clients in establishing a number of other "mini-contracts" or coaching agreements.

Therefore, the generally formal measurement of agreement allows a certain level of insurance of both the purveyor and customer. An expert contract sets an edge to the relationship by determining its points of confinement. In actuality does an agreement characterize targets as well as sets limits that must not be crossed. In drilling as in different connections, contracts are defensive in that they help evade disarray or twisting of each party's introductory premises and targets. Obviously, the study of different types of contracts in diverse professional and personal situations (partnership contracts, marriage contracts, sales contracts, employment contracts, etc.) can illustrate key elements that pertain to this concept, so central to all our personal and professional lives. By analogy and sometimes in a metaphorical way, a comparison with other professions can help us clarify the first obvious application of contracts in coaching. Indeed, in this profession much like in any other, the advantages of precise contracts are many, for example:

Contracts likewise give various evidences of the state of mind, apprehensions, trusts and casings of reference of all the contracting accomplices. In the event that each of the contracting gatherings gives the agreement transaction and finish handle all the consideration these legitimacy, they will for the most part discover various markers of one another's casing of reference. These pointers can give every contracting accomplice vital development information of the kind of relationship and of the results that can be normal. An initial contract helps define the scope of a professional relationship such as between any service purveyor and a client. Beyond that, a good contract helps define the objectives of the relationship, the deadlines to be respected, the expected results and measures, the list of means that will be implemented by each of the contracting parties, the legal and ethical frame of reference of the relationship, etc.

Clearly once more, this is not new. In all types of expert and individual associations, a just about indistinguishable contract elucidation methodology can help set the preparatory establishments of a trade or of a relationship. In all areas, the generally formal idea of agreement helps each of the gatherings completely accept their offer of obligation as to the effective result of their normal attempt. Consequently, the relatively formal dimension of contracts permits a certain level of protection of both the purveyor and client. A professional contract sets a frame to the relationship by specifying its limits. In effect, not only does a contract define objectives but it also sets boundaries that must not be crossed. In coaching as in other relationships, contracts are protective in that they help avoid confusion or distortion of each party's initial premises and objectives.

Contracts also provide numerous indications of the attitudes, fears, hopes and frames of reference of all the contracting partners. If each of the contracting parties gives the contract negotiation and finalization process all the attention these merit, they will usually find numerous indicators of each other's frame of reference. These indicators can give each contracting partner important advance knowledge of the type of relationship and of the outcomes that can be expected.

Obviously again, all this is not new. In all forms of professional and personal partnerships, an almost identical contract clarification process can help set the preliminary foundations of an exchange or of a relationship. In almost all domains, the relatively formal concept of contract helps each of the parties fully assume their share of responsibility as to the successful outcome of their common endeavour.

Beyond this first contract which helps specify the frame of reference of the coaching profession in relation to a client, the concept of contract is also an omnipresent skill, constantly implemented in many other subtle ways, every step of the way during a coaching process. These other contracting skills in the course of a coaching process can be considered "mini-contracts" or coach-client agreements. Past this first contract which aides indicate the edge of reference of the honing calling in connection to a customer, the idea of agreement is likewise an inescapable aptitude, always executed in numerous other unpretentious ways, at all times guiding methodology. These other contracting
aptitudes throughout an instructing procedure can be viewed as "smaller than usual contracts" or mentor customer understandings.

Indeed, different types of contracts and agreements are so much part of the coaching skill set that their presence can be observed throughout the unfolding of the relationship with any specific client. Consequently, the concept of contract, agreements and related competencies are the object of great deal of attention on the part of professional coaches, their supervisors and their trainers. Without a doubt, diverse sorts of agreement and understandings are such a great amount of some piece of the instructing expertise set that their vicinity can be watched all through the unfolding of the association with any particular customer. Therefore, the idea of agreement, understandings and related capabilities are the object of awesome arrangement of consideration from expert mentors, their directors and their coaches.

The object of this document is to deepen our understanding of the central role contracts and agreements play throughout the unfolding of a coaching relationship. Indeed, beyond the initial contract which helps specify the object and limits of a coaching relationship we here wish to develop the other facets of contracting, considering the concept as a family of skills that is constantly displayed by a professional coach on a day-to-day, if not minute-by minute basis. develop our comprehension of the focal part contracts and assertions play all through the unfolding of a training relationship. In reality, past the starting contract which aids indicate the article and cut-off points of a training relationship we here wish to build up alternate features of contracting, considering the idea as a group of aptitudes that is continually shown by an expert mentor on a normal, if not minute-by moment premise.

**THE HOLOGRAPHIC DIMENSION OF COACHING CONTRACTS AND AGREEMENTS**

In general, formal contracts can help set a form or a frame, objectives and limits, to all facets of human activity, whether these be personal or professional. As we have stated above, not only can a contracting process give a form or a « receptacle » to any individual or collective project or enterprise, but it can also be declined or reproduced throughout the different levels of complexity of one same endeavor. When all is said in done, formal contracts can help set a structure or an edge, destinations and cut-off points, to all features of human movement, whether these be close to home or expert. As we have expressed above, not just can a contracting methodology give a structure or a « repository » to any individual or aggregate task or endeavor, however it can likewise be declined or repeated all through the distinctive levels of multifaceted nature of one same attempt.

Furthermore, when contracts and less formal agreements pertaining to a same person or system are compared, they will often reveal specific patterns that are proper to the concerned person or system. In this way a contact process is not only offer a modus operandi that can ensure a specific project's success, but it also provides indicators of the frame of reference, the hopes and fears, the strengths and weaknesses, etc. of the entities they concern. Moreover, when contracts and less formal assertions relating to a same individual or framework are thought about, they will regularly uncover particular examples that are fitting to the concerned individual or framework. Along these lines a contact procedure is not just offer a usual methodology that can guarantee a particular venture's prosperity, yet it additionally gives pointers of the edge of reference, the trusts and apprehensions, the qualities and shortcomings, and so forth of the substances they concern.

In fact, the study of contracts and agreements can as much reveal the "success and failure frame of reference" of the parties involved as they can offer avenues for their future development. Actually, the investigation of agreement and assertions can as much uncover the "achievement and disappointment casing of reference" of the gatherings included as they can offer roads for their future advancement.

Take for instance the utilization of contracting in the regular action of training. Experts detachedly utilize that expertise on a few unmistakable levels. These distinctive levels of contracting persistently bolster and fortify one another. Accordingly, to effectively execute a guiding procedure it is helpful to recognize and know how to make contracts and concurrences with customers in the accompanying measurements. For example the use of contracting in the day-to-day activity of coaching. Professionals almost indifferently use that skill on several distinct levels. These different levels of contracting continuously support and reinforce each other. As a result, to successfully implement a coaching process it is useful to distinguish and know how to establish contracts and agreements with clients in the following dimensions :

- Coaching contracts, to establish the main client relationship agreement, for a precise number of predetermined sessions over several weeks to several months and achieve the desired client outcome. This is the most obvious level of contracting. Honing contracts, to make the primary customer relationship understanding, for an exact number of foreordained sessions more than a few weeks to a while and accomplish the fancied customer result. This is the most clear level of contracting.

- Session agreements, to establish an agreement for the duration of a specific client meeting that could last from half an hour to several hours, and conclude in a timely manner with measurable results. Session understandings, to secure an assertion for the length of time of a particular customer meeting that could last from thirty minutes to a few hours, and deduce in an auspicious way with quantifiable results.
Sequence agreements, to determine the scope of a precise piece of work on a specific client theme or objective, for a much shorter span of time that could be only several minutes long, aiming for a satisfactory action plan. Succession understandings, to focus the extent of an exact bit of deal with a particular customer subject or target, for a much shorter compass of time that could be just a few minutes in length, going for a tasteful activity arrangement.

Homework agreements or contracts, which the client will implement between coaching sessions or meetings, to ensure the success of co-designed action plans. These can be considered to be a form of "delegation" contracts. Homework understandings or contracts, which the customer will execute between drilling sessions or gatherings, to guarantee the achievement of co-composed activity arranges. These can be thought to be a manifestation of "designation" contracts.

Confrontation agreements or contracts, to constructively point out perceived discrepancies between engagements and behavior, or more commonly, between coach or client "talk" and "walk". Coach intervention agreements or contracts, which punctuate coach inputs when he or she intervenes within the client dialogue so as to manifest respect for the client's personal work space.

As a guiding methodology unfolds, all these distinctive contracting levels work, interlace and bolster one another, some more than a while, others, more than a few days, hours or minutes.

At each level, the work between a coach and a client is framed, permitted and limited by a different form of contracting process. At each level, and as the coaching relationship evolves, the contracting process provides both coaches and clients numerous emerging indicators concerning their common shortcomings and operational patterns of success.

What is their capacity to set realistic, ambitious, concrete and measurable objectives?
What is the client capacity to create, gather, negotiate and implement means to achieve goals?
What is the client and coach capacity to manage time and respect tight or lengthy deadlines?
What is the coach and client capacity to continuously measure results and take those in consideration on a regular basis to determine the next steps to success?
What is the client and coach capacity to point out discrepancies in the growth process, and then implement more congruent action, in line with stated objectives?
What is the coach and client capacity to align with each other and with the client objectives, see "eye to eye" as they collaborate towards reaching a defined goal?
What is the coach and client capacity to take corrective action, rectify courses of action to elaborate better contracts and agreements, obtain even more performing results?

Structured or directed by contracts and agreements, accompanied by coaching, all client actions provide numerous operational indicators of potential improvement and development. While working with a coach, driven by a contracting process, the client gradually develops a powerful performance centred modus operandi focused on congruent and sustainable measurable outcomes. Organized or coordinated by contracts and understandings, joined by training, all customer activities give various operational pointers of potential change and improvement. While working with a mentor, driven by a contracting process, the customer bit by bit builds up an intense execution focused usual methodology concentrated on harmonious and feasible quantifiable results.

If the contracting process is extremely instrumental to accompanying clients on their road to success during a coaching relationship, professional contracting skills also offer clients an operational key to ensure success in all their future personal and operational endeavours.

Consequently, the continuous use of various contracting and agreement processes in the course of a coaching relationship becomes a systematic operational apprenticeship of a success-oriented skill set that will stay with clients after and beyond their coaching experience, in everything they will choose to achieve thereafter. In this way, contracting skills are a central coaching tool, that provide clients with a permanent behavioural model for future operational success. Hence, the persistent utilization of different contracting and understanding techniques over the span of a guiding relationship turns into a precise operational apprenticeship of a win arranged expertise set that will stay with customers after and past their drilling knowledge, in all that they will decide to attain to from there on. Along these lines, contracting aptitudes are a focal honing instrument, that furnish customers with a perpetual behavioural model for future operational achievement.

To describe in more detail the central role contracts and agreements play in coaching and the power of their operational focus, let us revisit the different "levels of contracting" commonly implemented in the course of a coaching process. To portray in more detail the focal part contracts and understandings play in drilling and the force of their operational center, let us return to the distinctive "levels of contracting" usually actualized throughout a training procedure.
THE COACHING CONTRACT

The initial contract in coaching is often the most explicit or formal and has the most legal overtones. It is most often written and concerns the general scope of the coach-client relationship. This contract level is central in the coaching profession in that it sets the professional context for the coach’s practice, the client’s general objectives and the relational frame of reference that concern both. It is regularly composed and concerns the general extent of the mentor customer relationship. This agreement level is focal in the training calling in that it sets the expert setting for the mentor’s practice, the customer’s general destinations and the social casing of reference that worry both.

Coaches often pay meticulous attention to this contract to clearly define:

- The positioning of the type of coaching «service» provided by the coach (short coaching, individual coaching team coaching, telephone coaching, organizational coaching, life coaching, etc.). The situating of the kind of instructing «administration» gave by the mentor (short honing, individual drilling group guiding, phone training, authoritative instructing, life instructing, and so on.)

- The general objectives, instrumental to the client’s motivation to initiate a coaching process. This concerns the conscious or initial client goals which may often evolve in the course of the coaching process and relationship. Possible contract evolution or modifications may be the object of less formal “sub” or “mini” contracts and agreements elaborated during subsequent coaching meetings or sequences. The general goals, instrumental to the customer’s inspiration to start a training procedure. This concerns the cognizant or starting customer objectives which might frequently advance throughout the instructing procedure and relationship. Conceivable contract development or alterations may be the object of less formal “sub” or “smaller than usual” contracts and assertions expounded amid ensuing honing gatherings or successions.

- The price level, which will position both the coach and the client on their markets in terms of importance, competency, notoriety, seniority. The value level, which will position both the mentor and the customer on their businesses regarding significance, competency, reputation, rank, and so on.

- The practical terms of the process in terms of means, that both the coach and the client agree to respect, such as rhythm, specific dates, invoicing and payment conditions, preparation, complementary processes such as diagnostic tools and other external expertise. The useful terms of the methodology as far as means, that both the mentor and the customer consent to regard, for example, cadence, particular dates, invoicing and instalment conditions, arrangement, integral methods, for example, analytic devices and other outside aptitude.

- The coaching means, such as location, expenses. The instructing means, for example, area, costs, and so forth.

- The ethical and deontological frame supported both by the coach and the client, as well as the moral and deontological edge upheld both by the mentor and the customer.

And so forth.

If the initial contract often reflects a specific coach’s speciality, it may regularly require adjusting to fit specific client needs, objectives and contexts. Consequently if for numerous coaches, their initial contracts are often similar, they are rarely identical. On the off chance that the starting contract regularly mirrors a particular mentor’s strength, it might routinely oblige changing in accordance with fit particular customer needs, destinations and connections. Hence if for various mentors, their starting contracts are regularly comparative, they are infrequently indistinguishable.

We will not detail further this relatively «legal» contracting level, but suggest a closer look at other levels of this essential skill in professional coaching.

OTHER LEVELS OF COACHING CONTRACTS

Session Agreements

In the course of a coaching relationship over several months, the client will often face new and sometimes unexpected emerging themes that may or may not be in keeping with the original contract. At the beginning of each coaching meeting or session, it is therefore useful for both the coach and client to "re-actualize the original contract with mid-term or short-term and operational “mini” contracts or agreements focused on emerging issues. Normally, these adjustments respect the main direction of the original contract, and redirect the coaching work in more concrete or practical emerging dimensions that were until then unpredictable. In the course of a honing relationship more than a while, the customer will frequently confront new and at times startling rising subjects that could possibly be in keeping with the first contract. Toward the start of every drilling meeting or session, it is thusly helpful for both
the mentor and customer to "re-complete the first contract with mid-term or transient and operational "small scale" contracts or understandings concentrated on rising issues. Typically, these alterations regard the fundamental heading of the first contract, and sidetrack the training work in more concrete or pragmatic rising measurements that were until then unusual.

Consequently, after a general formal contract is established and as soon as the coaching process actually starts with a series of meetings, the use for a second "contracting" process emerges, within a more operational and immediate dimension. This concerns session agreements that will be established at the beginning of each coaching meeting, starting from the first and followed-up at each subsequent coaching session. Subsequently, after a general formal contract is secured and when the honing process really begins with a progression of gatherings, the utilization for a moment "contracting" methodology rises, inside a more operational and quick measurement. This concerns session assertions that will be created toward the start of every guiding meeting, beginning from the first and caught up at every resulting honing session.

After evaluating client evolution and implementation since the previous coaching meeting, each session agreement focuses on the shorter-term objectives that fit into a larger journey, on more precise steps that fit into a more important process, a page that fits into a larger chapter. In the wake of assessing customer development and execution since the past guiding meeting, every session understanding spotlights on the shorter-term destinations that fit into a bigger trip, on more exact steps that fit into a more critical methodology, a page that fits into a bigger section.

- What goals does the client want to reach today?
- What principal themes or issues does the client wish to cover during a phone meeting or face to face, in half an hour or three hours?
- The work to establish agreement serves to define the agenda for the session by listing the themes, goals and issues on which the client wishes to focus, and the time allotted to each item.
- What objectives would the customer like to achieve today?
- What standard topics or issues does the customer wish to cover amid a telephone meeting or up close and personal, in 30 minutes or three hours?
- The work to build understanding serves to characterize the plan for the session by posting the subjects, objectives and issues on which the customer wishes to center, and the time distributed to every thing.

Consequently, the session agreement should present a certain degree of coherence or congruence with the initial coaching contract, and should easily fit into its main goals. Session agreements are usually tailored to implement the initial coaching contract in its operational dimension. Consequently, session agreements should be more concrete and concern more immediate or short-term preoccupations. If the initial coaching contract concerns the whole coaching relationship, session agreements are mainly centered on all that must take place during the sessions and occasionally from one session to the next.

There are of course numerous exceptions. Session agreements occasionally offer opportunities to divert the coaching process towards new horizons. It subtly lets through subtle signs of emerging concerns, unexpected objectives, more fundamental changes concerning deeper client motivations. Consequently, session agreements and the work that follows can help question the initial coaching contract within which it is nonetheless supposed to fit. In this way, some sessions become the arena in which can be designed a totally new coaching direction, sometimes to the point of discovering good reasons to prematurely interrupt the coaching process itself. There are obviously various exemptions. Session understandings sometimes offer chances to occupy the training methodology towards new skylines. It unpretentiously lets through unobtrusive indications of rising concerns, sudden targets, more basic changes concerning more profound customer inspirations. Subsequently, session understandings and the work that takes after can help address the starting drilling contract inside which it is in any case expected to fit. Thusly, a few sessions turn into the enclosure in which can be planned an absolutely new drilling bearing, now and then to the point of finding great motivations to rashly intrude on the honing procedure itself.

- If, for example, there appears to be good reason to question the opportunity or value of working on a specific issue during a session, or
- if there is an obvious discrepancy between a short-term issue brought by the client and the main focus of the initial coaching contract, then, the coach can initiate a conversation to clarify the direction the coaching process is taking. The coach could ask:
  - If there is an evolution in the importance or pertinence of initial coaching objectives
  - If there are other issues that are more congruent with the initial coaching contract;
  - If there the change is an indicator of evolving client motivations or priorities,
If it is useful to redefine or redirect the initial coaching contract to focus it more formally on new emerging priorities and issues, etc.

For some clients, the establishment of a session agreement is a thought-provoking and challenging process which often helps establish key personal or professional priorities. Session agreements sometimes provide clients with an opportunity to reconsider issues they have considered central, or secondary and reposition these in a completely different light. The foundation of a session understanding is a provocative and testing methodology which frequently helps secure key individual or expert needs. Session assentions now and again furnish customers with a chance to reexamine issues they have considered focal, or auxiliary and reposition these in a totally distinctive light.

More concretely, at the beginning of each session, it is useful to ask clients to establish a list of the goals and issues they wish to cover, or of the goals they wish to achieve during the session. The next step is to ask the client to establish an agenda for the session and allot time slots to each of the items. Without spending too much time understanding the details of each of the client themes, the coach's objective is to evaluate the quantity and quality of work sequences proposed by the client and help the latter evaluate the pertinence of each proposed sequence within the "bigger picture". All the more solidly, toward the start of every session, it is helpful to solicit customers to secure a rundown from the objectives and issues they wish to cover, or of the objectives they wish to accomplish amid the session. The following step is to request that the customer secure a motivation for the session and assign time spaces to each of the things. Without investing an excess of energy comprehension the subtle elements of each of the customer topics, the mentor's goal is to assess the amount and nature of work arrangements proposed by the customer and help the last assess the congruity of every proposed succession inside the "master plan".

Fundamentally, session and sequence agreements and subsequent sequence agreement serve to "align" the coach, the client and the client objectives. The open dialogue process is often quite different from the formal and more legalist coaching contract in that it may often tolerate less precise definitions, more "fuzzy" objectives, permitting emerging processes and creative solutions. In a general sense, session and arrangement understandings and resulting grouping assention serve to "adjust" the mentor, the customer and the customer destinations. The open dialog methodology is regularly truly not the same as the formal and more legalist training contract in that it might frequently endure less exact definitions, more "fluffy" goals, permitting developing methods and imaginative arrangements.

Sequence Agreements

When zooming in a little closer, the next level of coach-client agreement concerns the way each client theme, issue, problem, or ambition is approached during a coaching "sequence".

Indeed, sequence after sequence, for spans of time that can vary from ten to thirty minutes or more, shorter-term mini-contracts help coach and client manage their progression in the coaching session. A two hour coaching session could include up to ten or fifteen work sequences, each defined by an agreement to focus on a specific subject, theme, objective or action plan. A great many sequences, for compasses of time that can shift from ten to thirty minutes or more, shorter-term scaled down contracts help mentor and customer deal with their movement in the instructing session. A two hour guiding session could incorporate up to ten or fifteen work successions, every characterized by a consent to concentrate on a particular subject, topic, goal or activity arrangement.

Typically, sequence work begins with a question that will help the client define the issue's or objective's perimeter. The wording and focus of that initial question is important to help the client quickly get into a coaching frame of reference. Ordinaril, arrangement work starts with a question that will help the customer characterize the issue's or target's edge. The wording and center of that starting inquiry is critical to help the customer rapidly get into an instructing casing of reference.

« How can I help you on this subject? » or « What do you expect from me? » are examples of questions which suggest the client focus on the help to be obtained from the coach rather than on personal competencies and motivation. Those two questions do not illustrate faith in the autonomy and power of the client.

« Well..? », or « I’m listening... » are very open and non-directive if not laid-back introductions that are quite typical of Freudian analytical sessions, and quite far from the action-oriented pace in keeping with the philosophy of coaching.

« On what do you wish to work now? » can suggest the client make efforts, labor, try hard and toil rather than focus on obtaining results in a light and performing way.

« What is the next subject? » or « What do you want to discuss next? » are both introductions that suggest that what will follow is a friendly monologue or discussion which may not have a very precise performance focus nor measurable outcome.
In the course of a coaching process, it is indeed recommended to ask clients their permission before intervening. Criticism, imparting an inclination, periodically propose an alternative, recommend a strategy, and so forth. Express welcome before making an inquiry, interfering with them, offering a recognition, reformulation, issuing them guidelines. This understanding methodology comprises in first asking customers their consent and obtaining their explicit invitation before asking them a question. Contract for confronting before engaging in it, by agreeing on an appropriate time and place. When the time comes, first remind the confronted party of the original contract, if possible with written proof. State the perceived discrepancy, using a respectful vocabulary and tone of voice. Contract for confronting before engaging in it, by agreeing on an appropriate time and place. When the time comes, first remind the confronted party of the original contract, if possible with written proof. State the perceived discrepancy, using a respectful vocabulary and tone of voice.

The necessary time to elaborate a good sequence agreement may sometimes take most of the time allotted to the subject or issue. Occasionally, clarifying the issue on which the client wishes to work is the biggest chunk of the work itself. The fundamental time to expound a decent arrangement assent might in some cases take more often than not apportioned to the subject or issue. Regularly without a doubt, elucidating the issue on which the customer wishes to work is the greatest piece of the work itself.

In the course of this “sequence” clarifying process, the coach questions and reactions will often help the client change perspectives, perceive other options, modify the definition of issues, prioritize differently, re-motivate, etc. As a consequence, coach input to help clients clarify their sequence contracts or agreements may often become the core area in which to implement the art of coaching.

**Confrontation Agreements**

Over the years the term of confrontation has been so widely used in communication and relationship professions, that it’s original and precise meaning may have been lost. Originating from Transactional Analysis “confrontation” is a specific technique or procedure that is to be used in a very precise context. Throughout the years the term of showdown has been so broadly utilized as a part of correspondence and relationship callings, that its unique and exact importance may have been lost. Beginning from Transactional Analysis “encounter” is a particular method or methodology that is to be utilized as a part of an exceptionally exact setting.

Confrontation is called for when one perceives a discrepancy in someone’s words, actions, or between someone’s words and actions, and more specifically between the contents of an agreement or explicit contract and the actions or behaviors that follow. If one pledges to pay back a loan over a precise span of time, for example, and then doesn’t follow through with the corresponding refunds, then that person may justifiably be confronted by the lending party. Showdown is called for when one sees a disparity in somebody’s words, activities, or between somebody’s words and activities, and all the more particularly between the substance of an assent or unequivocal contract and the activities or practices that take after. In the event that one vows to pay back an advance over an exact compass of time, for instance, and afterward doesn’t complete the relating discounts, then that individual may legitimately be faced by the giving party.

As communication technique or as a procedure, the confrontation process is to follow a number of specific steps, so as to ensure that the issue is not avoided or that the situation doesn’t slip into an outright conflict. As a coaching tool, the confrontation process is very useful to help a client assume full responsibility for words and actions, or non action, in a very respectful manner. As correspondence system or as a strategy, the encounter methodology is to take after various particular steps, to guarantee that the issue is not dodged or that the circumstance doesn't slip into a by and large clash. As a drilling device, the encounter procedure is exceptionally helpful to help a customer accept full obligation regarding words and activities, or non activity, in an extremely aware way. The method unfolds as taking after:

**Contract for confronting before engaging in it, by agreeing on an appropriate time and place.**

When the time comes, first remind the confronted party of the original contract, if possible with written proof. State the perceived discrepancy, using a respectful vocabulary and tone of voice. State the behavior that would have been preferred, or ask for the appropriate or required repair. Ask the confronted party for their perception of the situation, or reaction. Listen, and then come to a negotiated conclusion together. Obviously, no-one likes to be confronted, so a calm, respectful and unemotional stance is more than useful. The confrontation procedure is extremely useful when having to point out perceived discrepancies between a client’s commitments and implemented action plans.

**Coach Intervention Agreement**

This level of agreement is the smallest and the shortest. It is almost considered one of the day to day coaching tools that may even be used several times in the course of a ten-minute coaching session. This agreement process consists in first asking clients their permission and obtaining their explicit invitation before asking them a question, interrupting them, offering a perception, reformulation, giving them feedback, sharing a feeling, occasionally propose an option, suggest a course of action, This level of assent is the littlest and the briefest. It is just about thought to be one of the regular honing devices that may even be utilized a few times as a part of the course of a ten-minute guiding session. This understanding methodology comprises in first asking customers their consent and getting their express welcome before making an inquiry, interfering with them, offering a recognition, reformulation, issuing them criticism, imparting an inclination, periodically propose an alternative, recommend a strategy, and so forth.

In the course of a coaching process, it is indeed recommended to ask clients their permission before intervening.
within their personal dialogue, or within their frame of reference.

- "May I interrupt you?"
- "May I propose that you design a practical plan on to make sure this issue is permanently solved?"
- "May I ask you a question?"
- "May I offer a confronting perception here?"
- "Might I intrude on you?"
- "Might I suggest that you outline a down to earth anticipate to verify this issue is for all time illuminated?"
- "Might I make an inquiry?"
- "Might I offer a standing up to observation here?"
- It is obviously useful to wait for the client’s acknowledgment before proceeding, and is clearly valuable to sit tight for the customer’s affirmation before continuing.

We wish to stress that beyond what could seem to be excess formalism, this level of agreement is most useful to remind both the coach and client that the context for a coaching relationship rests on a profound respect for the client coaching space. This space belongs to the client, and to respect his or her autonomy, the coach does not set foot in it without asking for a prior permission. This process is quite similar to the elementary respect which consists in knocking on a door and waiting for an invitation before entering a private space. We wish to stretch that past what could appear to be abundance formalism, this level of understanding is most helpful to remind both the mentor and customer that the setting for a honing relationship lays on a significant admiration for the customer guiding space. This space has a place with the customer, and to regard his or her self-sufficiency, the mentor does not set foot in it without requesting an earlier consent. This methodology is very like the basic appreciation which comprises in thumping on an entryway and sitting tight for a welcome before entering a private space.

**Homework Contracts**

At the end of each sequence, and often at the end of each session, the client will often decide to implement actions "on the field". These personal and professional action plans or "homework" assignments are designed with the coach and implemented by the client between coaching sessions, outside of the coaching environment. In a more formal, written and contractual fashion, the clients will define the actions that they intend to implement in their personal or professional environment to follow up with their coached decisions. They commit to behaviours, deadlines, with measures of success. Toward the end of every grouping, and frequently toward the end of every session, the customer will regularly choose to execute activities "on the field". These individual and expert activity arrangements or "homework" assignments are composed with the mentor and executed by the customer between drilling sessions, outside of the honing environment. In a more formal, composed and contractual design, the customers will characterize the activities that they expect to execute in their own or expert environment to catch up with their instructed choices. They focus on practices, due dates, with measures of achievement.

This "homework" contract is co-designed by the coach and client to implement the actions related to the new awareness and decisions the client may have made in the course of the session and sequences. This "homework" contract is co-outlined by the mentor and customer to actualize the activities identified with the new mindfulness and choices the customer may have made over the span of the session and successions. What concrete operational conduct does the customer resolve to actualize after the progressing session and before the following or by what due date?

What practical action plan, what concrete operational behavior does the client commit to implement after the ongoing session and before the next or by what deadline?

Obviously, if the coach may suggest options in "homework" assignments in a subtle way, it is of the utmost importance that there be a total "buy-in" by the clients if not that they be of their own creation and design.

These very practical and detailed “follow-up” homework contracts often make the difference between just developing client awareness such as in personal development or therapy, and obtaining measurable coaching results. Coaching is almost necessarily followed up by a set of practical action plans designed and planned by the client before a sequence or session can be considered as satisfactorily closed. These exceptionally reasonable and point by point "postliminary" homework contracts regularly have the effect between recently creating customer mindfulness, for example, in self-improvement or treatment, and acquiring quantifiable honing results. Honing is fundamentally caught up by an arrangement of reasonable activity arrangements outlined and arranged by the customer before a grouping or session can be considered as agreeably shut.

A set of questions are useful to help clients design solid homework contracts. The aim of these questions plans is to include into the contract a number of specific clauses so to make the latter as operational and « fool proof » as possible:
• What ? defines the client objectives.
• How ? concerns practical behavioral details that can sometimes be practiced with the coach in role playing.
• When or by when ? concerns intermediate deadlines, the end of the expected action, and a date to measure results.
• The instruments to measure the results of the action,
• The list of aids, helper or supporting actors clients can mobilize in their environment or activate in their network, and the actions to ensure this mobilization.
• In the case of triangular contracts with other concerned or "prescribing" actors at the origin of the coaching contract, it is obviously useful to have them play an active role to ensure the action's success.
• The foreseeable hindrances and client or environmental sabotage strategies should be considered to be ready to react, should they manifest themselves.
• The celebration date to feast the action plan’s success with all the concerned actors, to thank them, and party.

This list doesn't include more occasional or original clauses, but it already underlines that a good portion of coaching work consists in helping clients design a detailed and formal action plan rather than accompanying them in awareness development or intellectual and conceptual training.

This list also includes some items that are more typical of formal contracts than of lighter agreements. In fact homework contracts are often written by the client and revisited at their completion, so as to evaluate their effectiveness and move on to other action plans.

In the course of a twenty minute sequence, for example, a coach and client can often spend more than half of their time focusing on designing and formalizing a homework contract focused on a detailed action plan. Let us stress again, that this resolutely practical and results-oriented focus is central in the day to day art of coaching.

Triangular Contracts

In numerous organizational and personal cases, the coaching relationship is prescribed by a third party. The client and the coach are actively engaged in a process provoked by an absentee that could be a parent, an HR, a managing director, etc. This type of « triangular » contract can often include more than three parties such as the coach, the client, the client's manager, a human resources representative, another consultant or consulting organization who negotiated the original contract. In various authoritative and individual cases, the instructing relationship is recommended by an outsider. The customer and the mentor are effectively occupied with a methodology incited by a truant that could be a parent, a HR, an overseeing chief, and so on. This kind of « triangular » contract can regularly incorporate more than three gatherings, for example, the mentor, the customer, the customer's director, a HR agent, another expert or counseling association who arranged the first contract, and so on.

The complexity of these triangular or polygonal contracts have long been a concern for consultants, coaches and other professionals in relational or therapeutic contexts. In coaching they concern the growing tendency for coaching contracts initiated and sometimes piloted by human resource departments in numerous organizations worldwide. Triangular contracts are therefore often at the origin of longer, more formal coaching processes, sometimes heavily marked by political and relational strategies proper to the organizational contexts which initially provoke them. The multifaceted nature of these triangular or polygonal contracts have long been a sympathy toward specialists, mentors and different experts in social or restorative settings. In guiding they concern the growing inclination for instructing contracts started and here and there steered by human asset divisions in various associations around the world. Triangular contracts are thusly regularly at the root of longer, more formal honing methods, here and there vigorously checked by political and social techniques fitting to the authoritative settings which at first incite them.

It is useful to underline that all the “third parties” involved in triangular contracts can often be solicited to actively and "contractually" participate in ensuring the "designated client's" success by implementing specific actions. Too many triangular contracts tend to point out individual or collective "targeted clients" without trying to involve other parties in the environment, in an abusive form of delegation. These other parties can often help the coaching process and the designated client's success by also implementing clearly defined, well designed, concrete and measurable supportive actions. It is valuable to underline that all the "outsiders" included in triangular contracts can regularly be requested to effectively and "contractually" take an interest in guaranteeing the "assigned client's" accomplishment by actualizing particular activities. An excess of triangular contracts have a tendency to bring up individual or aggregate "focused on customers" without attempting to include different gatherings in the earth, in an oppressive manifestation of appointment. These different gatherings can regularly help the training methodology and the assigned customer's prosperity by likewise executing clearly characterized, very much planned, concrete and quantifiable steady activities.
The complexity of triangular contracts merits a deeper study and development in an article dedicated to the subject.

The terms and conditions of this contract may change at any time and is the "Clients" responsibility to check for changes, and agrees automatically to the new changes.

Conclusion
We hope to have demonstrated that in very different forms, the contract process is so central to the coaching profession that it cannot be limited to the original formal client agreement which simply describes the coaching frame of reference, states general client objectives, a price, and a number of phone or face to face meetings. We plan to have exhibited that in altogether different structures, the agreement methodology is so integral to the guiding calling that it can't be restricted to the first formal customer assent which just depicts the drilling edge of reference, states general customer goals, a cost, and various telephone or eye to eye gatherings.

The contracting process is a goal oriented a frame of mind that is continuously present in the coaching relationship as a minute to minute modus operandi. It is so pervasive in the coaching process that as a tool, it is modeled to the client as a success-oriented procedure that the client can take home and reproduce in all aspects of personal and professional life, long after the coaching process is over. In that light, the contract concept and related coaching agreement processes could be considered one of the most important coaching tools that delivers sustainable added value to clients.

The contracting procedure is an objective arranged a temper that is consistently exhibit in the drilling relationship as a moment to moment business as usual. It is so pervasive in the honing process that as a device, it is displayed to the customer as a win arranged technique that the customer can take home

Coaching Guidelines:

I have positive expectations for a coaching relationship that helps you to create the life YOU want to live. To partner together professionally, I want you to be familiar with the following guidelines.

Terms of Coaching:
I invite you to think of Coaching as a process. Many people create change for themselves in a short time. However, to refine and sustain the change takes several months. Although not binding, I would ask that you expect our Coaching relationship to last at least 3 months.

Fees:
My Coaching fee is payable to web-therapy.org. If you pay by credit card, I will go ahead and autocharge you each month that you wish to continue, at the start of the month. There is no commitment beyond month to month, but please give me a few weeks' notice if you think you will be ending our coaching together.

Please note that a "month" may not always correspond to a calendar month, but refers to one set of coaching, that usually takes about a month to complete.

Procedure:
I will call you at the specified time, unless we make other arrangements. If you wish to connect with me in between sessions with a challenge, a success or an inquiry, I will make every attempt to respond to your e-mail within 24 hours, with an email or short phone call at your discretion. I'm happy to provide this extra level of service at no additional charge.

Changes:
If you need to reschedule our appointment, please give me 24 hours notice. If you have an emergency or illness, you can reschedule with less than 24 hours notice. If you do not show up for a scheduled call, for any reason, and provide no notice (latest notice can be five minutes past scheduled session start time), we will not make up that time. If I need to reschedule, I will give you at least 24 hours notice as well, barring an emergency or illness.

Between Calls:
Email me any time at office@web-therapy.org, to reach me with ideas, problems, questions, etc, or to have a quick laser call.

Problems:
If I ever say or do anything that upsets you or doesn't feel right, please bring it to my attention so that we can resolve it as soon as possible. My objective is to have a coaching relationship that is fully open, honest, real and trusting in our communication styles. We should both realize that communication via telephone or email entails extra challenges since we can not see body language, facial expressions, etc. Therefore we give each other plenty of latitude, and promptly ask for clarification if there is a mis-connection.

Coaching Agreement
I agree to serve as your Coach - to partner with you to identify and achieve your personal and/or professional goals.

As your Coach, I cannot guarantee results. You will create powerful results by having the courage and determination to forward the action in your life.

During the time we spend together in our coaching sessions, I will devote my time, thoughts, and energy to you, exclusively. In between our sessions, I may not be instantly available, as I may be attending to others, or myself. I will however, always attempt to be available within 24 hours.

I am a Coach, not a psychotherapist or physician, and I am not trained in diagnosing psychological or medical conditions. If any issues come up for you that should be handled by a licensed therapist or physician, I insist that you must attend to your health by contacting the appropriate professional.

As your Coach, I will bring attentive listening, understanding, belief in you and commitment to your success. You can expect me to challenge you, offer fresh perspectives, make requests (including assigning homework), acknowledge your wins, and guarantee utmost confidentiality (to the fullest extent of the law, and so long as I don’t fear for your or another’s safety) in the powerful, sacred relationship.

I am bound to abide by the IAC Ethical Principles and Code of Ethics, please familiarize yourself with them, they are found here: [http://certifiedcoach.org](http://certifiedcoach.org).

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I am motivated and committed to taking action on my determined personal and professional goals. I realize that anything less than my intentional full participation will not lead to my success.

I accept full responsibility for myself and any actions I take that might result from Coaching.

I am under the care of a physician and healthy enough to engage in coaching.

I can financially afford the Coaching fee at this time. I agree to pay (or be autocharged) promptly by the first of the month for that month’s fee. I agree that ultimately, it is my responsibility that my coach gets paid for the services I use.

I agree to honor my scheduled session times.

I have read and agree with the Coaching Guidelines and the Coaching Agreement.

**Client Name**

**Client Email**