



## CHARISMA Coaching Model Framework

Saeid Rahimi <sup>a,b</sup>

<sup>a</sup> Department of Business Administration, Industrial Management Institute, Yazd Branch, Iran,

<sup>b</sup> Founder & CEO of CHARISMA Coaching Academy, Yazd, Iran.

### ARTICLE INFO

Received: 2024/06/15

Revised: 2024/07/10

Accept: 2024/07/29

#### Keywords:

Coaching, Learning,  
Performance,  
Development.

### ABSTRACT

Coaching is the art of facilitating the process of learning, developing and improving one's performance. Coaching can be considered a journey in which a coach helps another person to travel from where they are now to where they want to be in the future. Currently, coaching is recognized as a very effective way to help people to progress and succeed in business and life. Coaching is a dialogue-oriented relationship between two people of equal standing. A process that seeks to discover and create awareness in references through questioning. Adhering to ethical and professional principles, this service creates a safe environment to go deeper into feelings, thoughts and beliefs, so that what hinders personal or professional development is known, and by actualizing abilities, we can move forward towards the realization of goals.

## 1. Introduction

Coaching is a dialogue-oriented relationship between two people of equal standing. A process that seeks to discover and create awareness in references through questioning. Adhering to ethical and professional principles, this service creates a safe environment to go deeper into feelings, thoughts, and beliefs, so that what hinders personal or professional development is known, and by actualizing abilities, we can move forward towards the realization of goals [1, 2].

<sup>a</sup> Corresponding author email address: [Pamchalfi@gmail.com](mailto:Pamchalfi@gmail.com) (Saeid Rahimi).

Available online 07/28/2024

Licensee System Analytics. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0>).

XXXX-XXXX/BGSA Ltd.

The coach will accompany without reducing or adding anything to what the client says, without judgment or guidance, so that the client can design and choose the path of transformation with a more accurate understanding and test it with appropriate action [3, 4].

Although this process seems simple, in its original form, it is very effective and sometimes surprising, and since the perceptions all originate from the depth of the references, it will be more acceptable and effective.

Coaching is the art of improving human performance and the coaching session is a cooperative, supportive, encouraging, and two-way relationship between the coach and the client. A coach is a person who, in addition to the specialized knowledge and skills of coaching, is interested in serving, helping, and solving people's problems. He attends the coaching session with complete presence and concentration and with a non-judgmental mind towards the issues raised in the session, with empathy, building trust, and creating a sense of security in Coachi (references), he provides grounds that he can easily talk about the issue that is discussed. Keep his mind occupied, talk [5, 6].

A coachee (referee) is a person who comes to a coach to solve a problem, plan for the future take positive action, and participate in a private or group coaching session. During the coaching session, the client has gained awareness, recognition of ability, and inner motivation and finally plans, schedules, and takes action to achieve his goal [7, 8].

Coaching is an interdisciplinary knowledge and skill that has a wide scope of application. On the one hand, as a communication skill, it is included in the category of soft skills that all humans need, and on the other hand, it is known as a modern tool in the world for managers, leaders, teachers, counselors, therapists, etc. in social and business interactions. Apart from the mentioned applications, coaching can be considered a job and profession with a decent income [9, 10].

Coaching has a wide range of applications. For example, the manager can play the role of a coach in the conversation and communication with his employees, and the teacher or professor can be more effective in understanding the content of the students by using coaching skills. In interaction with their children, parents can play the role of parent-teacher. The nature of coaching is such that most people can use coaching in interaction, communication, and conversation. What's more

interesting is that coaching is also used in a person's relationship with himself, which is called self-coaching or self-coaching.

Coaching is usually held in the form of one-on-one meetings, and it is a process in which the coach asks the clients (the coachee) deep questions and then actively listens to their answers and statements. In addition, it provides timely constructive feedback to clients. He supports him to achieve his goals and encourages his strengths and successes so that he can achieve what he wants with the Coach's help [11, 12].

A coach helps the client to move from the current situation to the desired situation.

Coaching is about change and transformation, and coaching is an accelerator for change. For the change to be permanent and the new habits to be replaced by bads, Coach is like a transparent mirror that is placed in front of you and reflects your inner self to you without any judgment. The coach believes in you and tries to save you from darkness. A coach helps you to see a part of yourself that you have not seen [13, 14].

Coaching is a conversation and managed relationship that focuses on learning, improving and empowering clients, and its goal is to create favorable changes in clients' behavior and mindset. Coaching helps people learn by themselves, rather than being taught.

Coach is an empathetic and reliable supporter to whom you can tell your inner secrets, without being judged, he looks at you from the outside and another point of view, he sees the problem that is spinning in your mind like a confused coil and the clue to solving the problems. Listening and asking questions helps you to create a new path yourself, with a new attitude, more motivation and powerful feeling. Like a third eye, the Coach looks at the issues you are dealing with throughout the day and gives you feedback, which helps you target and plan your path and watch your inner transformation with joy [15].

Bill Gates, founder and former CEO of Microsoft, said in a popular speech: Everyone needs a coach. He further explained that we all need people to give us feedback, that's how we improve. Working with a coach can help people become more aware of their strengths and goals. It can help them to take responsibility for their development. It can enable them to determine what actions they need to take to achieve their goals [16].

## **2. Survey of recent work**

Story History of Coaching in the Fifteenth Century AD It starts from a village called Kaks in the northwest of Hungary; The livelihood of the villagers of Kaks was from transporting goods between the city of Vienna (the capital of Austria) and Budapest (the capital of Hungary) with their hand-made wheels, until some people, whose names are not known in history, built carriages that were different from other transport wheels and carriages. Back then, it was bigger and easier. Later this stroller with the name " carriage ". Hi Cox known and would be used.

This word was later changed to the word coach in the English language. By the 16th century, these carriages were well-known and used throughout Europe. In the 19th century, English students used this term as a slang term for teachers who teach at home and explain difficult subjects in simple language to prepare them for exams. The reason for the popularization of the word Coach for this group of teachers was that, like a carriage, which made reaching the destination faster and easier, it made students succeed in exams faster and easier. Over time, the title of coach was applied to someone who helps others to complete a task from start to finish.

The word Coaching is also derived from the word Coach. This word is known as " Kutsche " in German and " Coche " in French.

Coaching is a combination of The fields of philosophy, management, mysticism and positive psychology and at the same time, it is distinct and different from these disciplines. Coaching is a growing profession in the world and a new style of teaching and learning in which people are taught how to pursue learning and develop themselves. This is how they can unlock their inner potential and maximize their potential.

If we want to History of Coaching Let's take a look, perhaps it can be said that coaching is not a new profession or field that has emerged all at once; Coaching has been around for many years in homes, from parents supporting children in the direction of growth, to large organizations where senior managers support their team members by providing constructive feedback, challenging, understanding and empathy to overcome challenges and grow. Organization and business are used and taken.

Therefore, it can be said that Coaching has existed since the Stone Age. But if we want to take a look at when Coaching was formed in its modern sense, maybe it can be said that the term coaching was officially used in sports environments before the 1980s.

In 1974, Timothy Galloway wrote a book entitled "The Inner Game of Tennis", which had a significant and profound impact on the development of coaching. Galloway, who was a tennis coach, was able to create a new style in the game of tennis while teaching by being curious and delving into the behavior of his students, and his book on this subject reached a million circulation that year [14].

In this book, he mentions that in the game of tennis, the person whom we always consider as our rival is our friend who makes us grow and move and our main rival is ourselves. An inner competitor who is our inner critic; A voice inside us, that judges and criticizes and is always the next step of every move It makes us think negatively and instead of helping us to grow, it hinders us [17-19].

Following the successful publication of the book The Inner Game of Tennis, various companies including IBM, Apple, Coca-Cola, etc., invited Galway to assist in human resource development programs, change management, etc. Therefore, it didn't take long for Timothy Galloway's work method to become a new style in management and the business world [20-23].

In 1971, Werner Erhard, EST education in the Aslan Institute base put Aslan Institute as one of the most respected research centers on humanistic psychology and interdisciplinary subjects in the state of California, USA. EST In Latin it means "to be". It included an educational self-awareness program that was held in large groups. This program was very popular and was held until 1981, and about half a million people participated in it. That year, another program called "The Gathering" replaced EST became. In this new program, the participants talked to each other one by one and tried to increase the other party's awareness about themselves by asking the right questions. Later, this meeting was known as "Milestone Meeting". The organizers of this type of meeting paid Werner Erhardt's fee, took over the intellectual property of this program and organized landmark meetings in many countries. At that time, Werner Erhardt's approach and ideas were very effective in personal development. One of his sayings was, "Build your future from your future, not from your past." It should be noted that Timothy Galloway was Werner Erhard's tennis coach [23-26, 16].

Thomas Leonard was the most influential person in formulating coaching principles. Leonard was originally the financial director of the Milestone Gathering program in the United States. In 1980, he acquired the skill of this type of training. In this gathering, the program was held in the form of a group, but Leonard believed that this program should be done privately and individually. He was a financial consultant by profession and had worked with many people in this field. When he was giving financial advice to clients, he realized that the people who come to him for financial advice need something more than investment advice and capital. Financial investments are only a small part of the problem. He realized that people were looking for solutions about their whole life so he started working on all aspects of life and henceforth he named himself [27-28].

When Thomas Leonard coached people about a certain issue, he started collecting and using information from other parts of a person's life as well, and this was the starting point for the formation of the coaching process and sessions. The biggest service that Thomas Leonard to the profession of Coaching Data, at the Year 1980 International Coaching Federation (ICF) particle for Direct Objects in America.

The role played by Thomas Leonard in America in the field of coaching, Alexander Graham played the same role in England and Europe at the same time, and the effect abundance of expansion coaching in the countries had

### **3. The difference between coaching and other professional assistants**

You have probably heard concepts such as mentoring, counseling, psychotherapy, and training along with coaching. All these concepts can be placed in the category of helping, empowering, and problem-solving professions. It is not possible to say which one of these methods is better than the others, but it is more correct to say that each of these methods should be used in their place. Now we will express the difference between coaching and other helping professions.

Education:

A person who uses teaching techniques is called a teacher. In the teaching profession, the teacher teaches (knowledge transfer) and the students listen. Communication is one-way. It has been mentioned in many scientific articles that the effect of education on short-term learning.

Psychological counseling:

A person who uses psychological techniques is called a psychological consultant. In the psychological session of reference, the client talks about his problems and the psychologist advises him to use his expertise and experience the psychologist pays attention to the person's past and enters the field of the client's personality and psychological injuries. Checks the weak points and gaps. He tries to find the issues that have troubled the client's psyche by examining the memories and helps to solve the client's problem by providing solutions and using different theories and schools.

#### Therapy:

A person who uses psychoanalytic techniques is called a psychotherapist. In the session of psychotherapy or psychoanalysis, the patient talks about his negative memories and disturbing experiences of the past, and the therapist helps to treat his illness by using psychoanalytic techniques.

#### Management consultation:

A person who uses the management consulting technique is called a management consultant. Management consultant of models and programs He uses prepared or designed, especially for the organization or localized to solve organizational problems (expertise transfer).

#### Mentoring:

A person who uses the mentoring technique is called a mentor. A mentor is an expert and professional in a specific field who has general and specialized knowledge, skills, experience and a lot of work experience in that specialized field. Due to his work experience and high skill, he knows exactly which technique to use to solve his problem in any situation and time, according to the client's situation (transfer of experience). At the beginning of the work, the mentor prepares a problem diagnosis report on the client's current situation and at the end of the work, he presents the progress report to the client.

### **4. Importance of model learning for coaching conversation**

Coaching models help us to have a better understanding of the coaching process from the perspective of a system. Most of the people who have had professional experiences in management better understand the importance of having a structure that helps us to have both flexibility and a

clear framework for the projects we are running at the same time. When you use a coaching model, this model helps you to make the dialogue process that you manage flexible and also has a specific structure that makes the content of the coaching dialogue clear and controllable for you in detail.

When we talk about the use of coaching models, we do not mean a mandatory, imposed, and rigid framework that follows the coach's instructions. Rather, by using the coaching model, we want to remember how the coaching process should proceed.

### **5. Introducing some common coaching dialogue models**

It is safe to say that the most famous and most common coaching conversation model is the growth model (grow), which was presented for the first time in the bestselling book "Performance Coaching" written by John Whitmore in 1992.

Over time, other practical models were presented by other experts in the coaching profession. Including the CLEAR model, OSCAR model, FUEL model, STEPA model, ORACLE model, and ADKAR model, all of which have been of great help in holding coaching sessions for professional coaches.

In this article, there is no space to introduce these models in detail, fortunately, there are reliable sources to explain the mentioned models.

### **6. Introducing the CHARISMA coaching dialogue model**

The CHARISMA model is the result of years of study and experience gained by (Saeid Rahimi, the founder, and director of CHARISMA Coaching Academy) in the field of holding individual and organizational coaching sessions, and it has been used by some experts in the field of coaching to validate this conceptual model. Perhaps the most important advantage of the CHARISMA model compared to other common models in coaching is the attention to more details in the structure of the session. The word CHARISMA in the word means fruitfulness, CHARISMA is called the art of being attractive (having special, privileged, and unique attributes).

The model of CHARISMA is formed by combining the beginning of eight Latin words as follows.



**Table 1:** Abbreviation of CHARISMA

<b>C: Contract</b>	Agreement and contract with authorities
<b>H: Hone</b> goals	Clarifying and establishing the goals of the authorities
<b>A: Assess the</b> current situation	Evaluation and analysis of the current situation of references
<b>R: Resources</b>	Review of reference sources
<b>I: Interference</b> & obstacles	Examining roadblocks, limiting beliefs and client interventions
<b>S: Self-awareness</b> & self-consciousness	Arousing the self-awareness of clients
<b>M: Manners</b> & methods	Examining the solutions and methods of solving the problems faced by the clients
<b>A: Actions</b> & KPIs	Examining measures and determining performance evaluation indicators of references

A good way to visualize the CHARISMA model is to consider how you plan a trip.

1. First, choose your travel companion and agree on the details of participation in the trip, roles and responsibilities do (C),
2. Then you decide where to go (H)
3. and specify where you are now (A)
4. Next, you list and mobilize your resources, facilities, equipment and strengths (R)
5. Then identify the roadblocks and anything that may cause problems for you in the process of reaching your destination (I).
6. And you will gain awareness, knowledge and a good view of yourself and the path (S)
7. Then you check the different routes to the destination according to the knowledge of the previous steps (M)

8. In the last step, you make sure that you are committed to this journey and are ready to face the obstacles that may come your way (A).

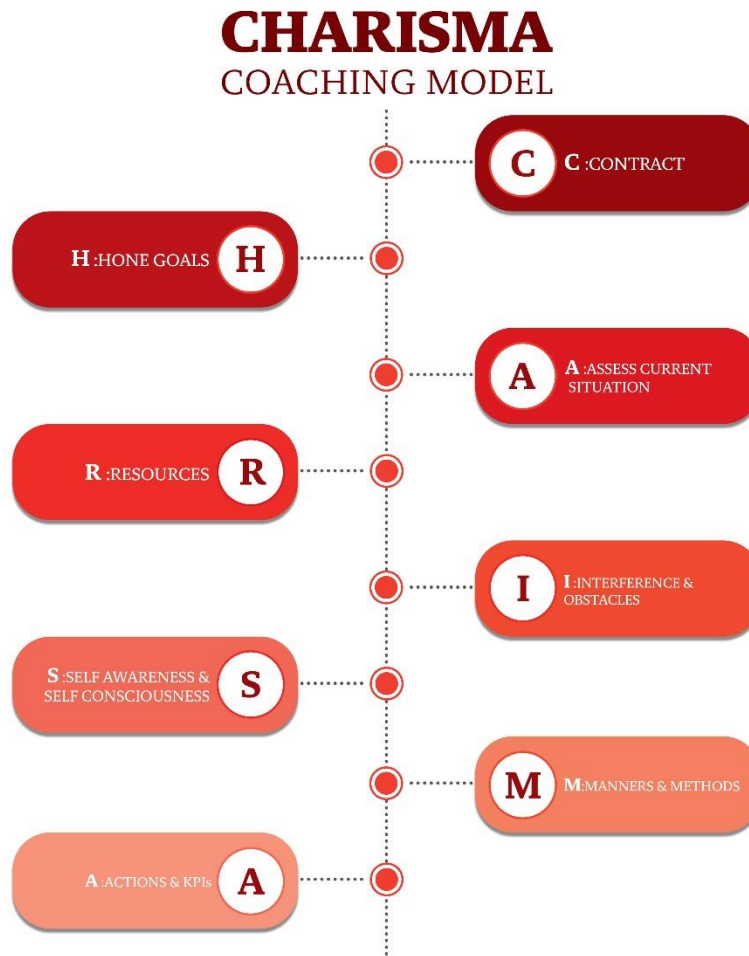


Figure 1: CHARISMA coaching conversation model

Figure 1 shows the graphic design of the CHARISMA coaching model. Now we will briefly introduce the eight steps of the CHARISMA model.

The first step (step C)

C: Contract

Agreement and contract with authorities

The first stage of the CHARISMA model is dedicated to the agreement and conclusion of the cooperation contract between Fima Coach and the clients. At this stage, by carrying out the activities mentioned below, the possibility of cooperation between the parties will be

checked, and in case of agreement, based on the ethical principles and professional qualifications governing coaching, a contract will be signed between them.

The second step (step H)

H: Hone goals

Clarifying and establishing the goals of the authorities

Clarify and establish goals References, at the beginning A coaching session is essential. By setting a goal, you can ensure that the coaching session is a meaningful conversation instead of a friendly chat. At this stage, the main desire and what the coach wants to achieve through the coaching session is determined, and both the coach and the clients understand exactly what results they are looking for.

The third step (step A)

A: Assess the current situation

Evaluation and analysis of the current situation

After setting the goal, the current position and the path to achieve the desired goal should be determined. To understand the client's mental map, we focus on his current thinking and behaviour, that is, where choices are made under his control.

What is the current position of the reference according to its purpose? What successes has he had so far to achieve his goal?

The fourth step (step R)

R: Resources

Review of reference sources

At this stage, the Coach examines the reference sources.

The meaning of resources is all the potentials, capabilities, talents, strengths, facilities, connections, connections and valuable possessions of references.

The fifth stage (Step I)

## I: Interference & obstacles

Examining roadblocks, limiting beliefs and client interventions

What prevents our full potential from becoming a performance is roadblocks, limiting beliefs, mental biases, and interventions that often exist as mental and internal barriers in people.

The sixth step (step S)

## S: Self-awareness & Self consciousness

Arousing the self-awareness of clients

Inner awareness is the starting point for personal development and positive change. People with inner awareness can improve their relationships with others, improve their self-confidence and improve their quality of life.

By using tools and techniques such as powerful questioning, silence, metaphor or analogy, a professional coach facilitates the insight and learning of clients and causes awareness in clients.

The seventh step (step M)

## M: Manners & methods

Examining solutions and methods to solve the problem of the progress of references

This stage of Coaching Karisma's dialogue model is the stage of determining future options and solutions (ideas).

After the references reach awareness, we go to the review of the existing solutions, the supplementary review and solving the obstacles, and the review of the tested existing solutions. In fact, at this stage, we are going to identify solutions to move from the current situation to the desired situation.

The eighth step (step A)

## A: Actions & KPIs

Check Actions and determination of reference performance evaluation indicators.

This stage, which is the final stage of the CHARISMA model, is based on the solutions selected in the previous stage, the list of actions of the authorities until the next meeting and performance evaluation indicators of the authorities are prepared and the commitment to perform the actions is checked.

In the end, dear readers are invited to get more details of this practical model and also to see a scenario of a coaching conversation based on the CHARISMA model, the book "Coaching in Action", a practical guide for conducting effective coaching sessions based on the CHARISMA model, authored by Saeed Rahimi, first edition., spring 1403, read Adina publications.

## References

- [1] Agarwal, R. Angset, CM & magni. M. (2019). The performance effects of coaching: a multi-level analysis using hierarchical linear modeling. *International Journal of Human Resource Management*, 20(10), 21102134.
- [2] Allen, NJ & Meyer JP (2019). Organizational socialization tactics: A longitudinal analysis of links to newcomers' commitment and role orientation. *Academy of Management Journal*, 33, 847858.
- [3] Arnold, RD & Wade, JP (2015). A definition of systems thinking: A systems approach. *Procedia Computer Science*.
- [4] Arora, A. & Kaur, S. (2015). "Performance Assessment Model for Management Educators Based on KRA/KPI". In *International Conference on Technology and Business Management*.
- [5] Bakker, AB Demerouti, E. & Schaufeli, WB (2013). Dual processes at work in a call center: An application of the job demands-resource model. *European Journal of Work and Organizational Psychology*.
- [6] Baetu, TM (2012). Emergence, therefore antireductionism. A critique of emergent antireductionism. *Biology and Philosophy*, 27(3), 433-448.
- [7] Banchetti-Robino, MP (2011). Ontological tensions in sixteenth and seventeenth-century chemistry: Between mechanism and vitalism. *Foundations of Chemistry*, 13(3), 173-186.
- [8] Baeten, M. Dochy, F. & Struyven, K. (2012). "Enhancing students' approaches to learning: The added value of gradually implementing case-based learning". *European Journal of Psychology of Education*, 28 (2), 315-336.
- [9] Bungay Stanier, Michael (2016). *The coaching habit, say less, ask more and change the way you lead forever*.
- [10] Ellis, A. (1994). *Reason and Emotion in Psychotherapy*. Secaucus, NJ: Birch Lane Press.
- [11] Evers, WJ, Brouwers, A., & Tomic, W. (2006). A quasi-experimental study on management coaching effectiveness. *Consulting Psychology Journal: Practice and Research*
- [12] Feldman, DC, & Lankau, MJ (2005). Executive coaching: A review and agenda for future research. *Journal of Management*.
- [13] Fillery-Travis, A. & Lane, DA (2021). Does coaching work or are we asking the wrong question.
- [14] Gallway, WT (2004). *The inner game of tennis: The ultimate guide to the mental side of peak performance*. Pan Macmillan.
- [15] Passmore, J., & Tee, D. (eds), *Coaching Researched: A Coaching Psychology Reader*, pp. 47-64. Hoboken, NJ: Wiley. Forbes Coaches Council (2018). 16 powerful questions coaches ask their clients to help achieve their goals.
- [16] Garvin, DA (2013). How Google sold its engineers on management. *Harvard Business Review*, 91(12), 74-82.
- Gates, B. (2013). Teachers need real feedback. [https://www.ted.com/talks/bill\\_gates\\_teachers\\_need\\_real\\_feedback#t-2483](https://www.ted.com/talks/bill_gates_teachers_need_real_feedback#t-2483), accessed 30 October 2020.
- [17] Good, D., Yeganeh, B., & Yeganeh, R. (2013). Cognitive behavioral executive coaching. *Research in Organizational Change and Development*, 21, 175-200.

- [18] Grant, AM (2003). The impact of life coaching on goal attainment, metacognition and mental health. *Social Behavior and Personality: An International Journal*, 31(3), 253-263.
- [19] Grant, A. (2021). An integrated model of goal-focused coaching: An evidence-based framework for teaching and practice.
- [20] Stoltzfus, T. (2008). *Coaching Questions: A Coach's Guide to Powerful Asking Skills*. Virginia Beach, VA: Tony Stoltzfus.
- [21] Sue-Chan, C., & Latham, GP (2004). The relative effectiveness of external, peer, and self-coaches. *Applied Psychology*, 53(2), 260-278.
- [22] Starr, Julie (2016). *Brilliant coaching: how to be a brilliant coach in your workplace*
- [23] Su, AJ (2014). The questions good coaches ask. <https://hbr.org/2014/12/the-questions-good-coaches-ask> , published 12 December 2014, accessed 7 December 2020.
- [24] Tkach, JT & DiGirolamo, JA (2021). The state and future of coaching supervision. In: Passmore, J., & Tee, D. (eds), *Coaching Researched: A Coaching Psychology Reader*.
- [25] Vickers, A. & Bavister, S. (2010). *Confident Coaching: The Fundamental Theories and Concepts of Coaching*. London: Hodder Education.
- [26] Wasylyshyn, KM (2003). Executive coaching: An outcome study. *Consulting Psychology Journal: Practice and Research*.
- [27] Weger Jr, H., Castle, GR, & Emmett, MC (2010). Active listening in peer interviews: The influence of message paraphrasing on perceptions of listening skill. *The International Journal of Listening*, 24(1), 34-49.
- [28] Whitmore, Sir J. (2017). *Coaching for Performance: The Principles and Practice of Coaching and Leadership*. 5th ed. London/Boston: Nicholas Brealey Publishing.
- [29] Williams, H. & Palmer, S. (2018). *CLARITY: A case study application of a cognitive behavioral coaching model*.