

University of Cyprus

**Coaching Handbook**

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## Using this guide

*Welcome to the Coaching Toolkit - a practical guide intended to maximise the impact of your coaching experiences as a coach or as a coachee.*

You may have offered or been asked to coach someone else, or you may have decided to work with another person as your coach. In either case coaching is a powerful development experience for both the coach and the coachee and this toolkit has been written with you both in mind.

The toolkit is intended to be used flexibly

Overleaf you will find an overview of the content and suggestions on selecting the materials most relevant for you.

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# What is Coaching?

This section describes what coaching is and the expected impact.

It is recommended for all those new to coaching and as a refresher of the key principles.

Within it you will find useful preparation tips for your next coaching session.

# The Business Case for Coaching

A Leader who is a Coach can make a real difference in both dimensions by:

*Working real time on real issues which will have an immediate impact for the coachee and for the business*

- Enhancing coachee motivation and commitment by demonstrating that he / she is valued
- Promoting self reflection, analysis of options and action
- Encourage motivation
- Encourage the coachee to give his / her best
- Fostering team effectiveness

*Helping the coachee to clarify his / her direction and goals*

- Raising awareness of his / her potential and actions to achieve it
- Identifying blocks to potential and how to overcome

# Coaching defined

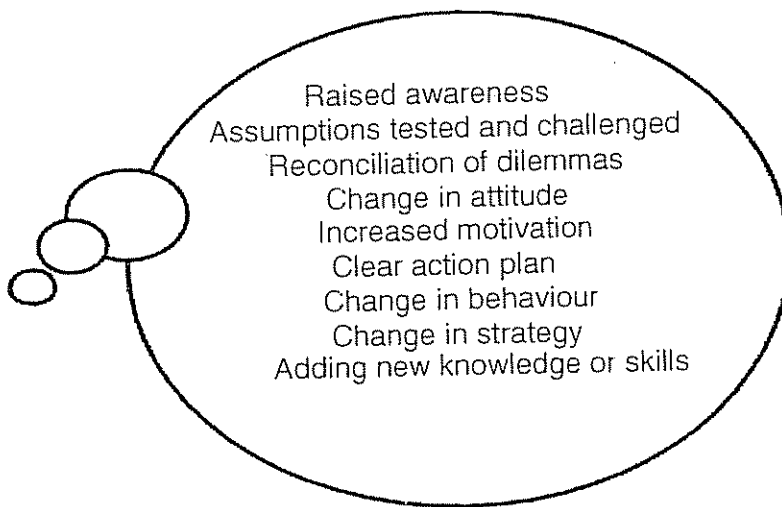
There are many definitions of coaching - here are the key elements:

- ...a leadership and management activity
- ...a personalised learning experience
- ...a relationship of trust and partnership
- ...a dialogue which promotes self-discovery
- ...guiding the coachee to discover the best way of doing something
- ...helping the coachee to help him/herself
- ...enabling the coachee's learning rather than teaching him/her
- ...assisting the coachee to confront the opportunities/challenges he/she faces
- ...raising the coachee's awareness of the situation around him/her and how he/she affects the situation
- ...aims to increase the coachee's responsibility for performance and performance improvement
- ...unlocking the coachee's potential

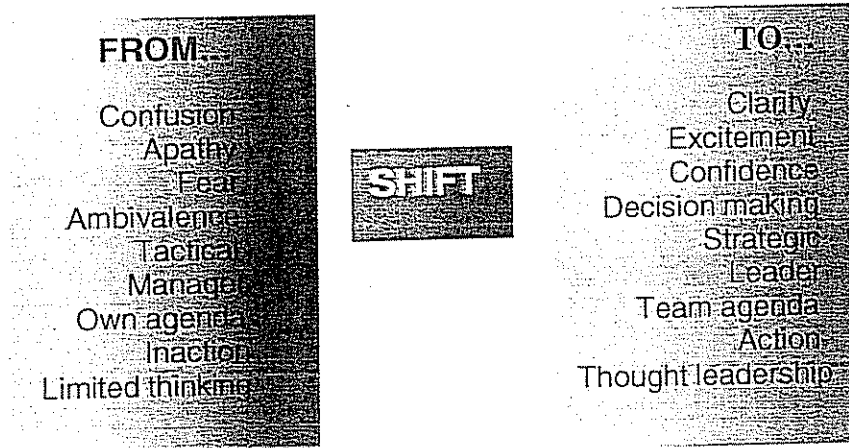
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# The expected impact from coaching

The coach's objective is to help the coachee bring about a *shift* in his / her thinking, feeling and motivation *leading to specific behaviour change*. The impact of coaching may be some or all of the following:



For example:



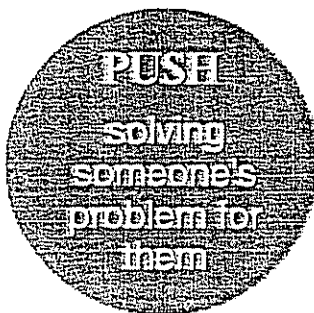
The qualities and skills used by high performing coaches to achieve this shift are described more fully in the section 'coaching qualities, skills and tools'.



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# The range of coaching styles

The style and behaviour which a coach adopts should be tailored according to the competence, experience and emotional resilience of the coachee person being coached. Coaching styles cover a wide spectrum ranging from directive to non directive.



- Telling
- Instructing
- Giving advice
- Offering guidance
- Giving feedback
- Making Suggestions
- Asking questions that raise awareness
- Summarising
- Paraphrasing
- Reflecting
- Listen to understand

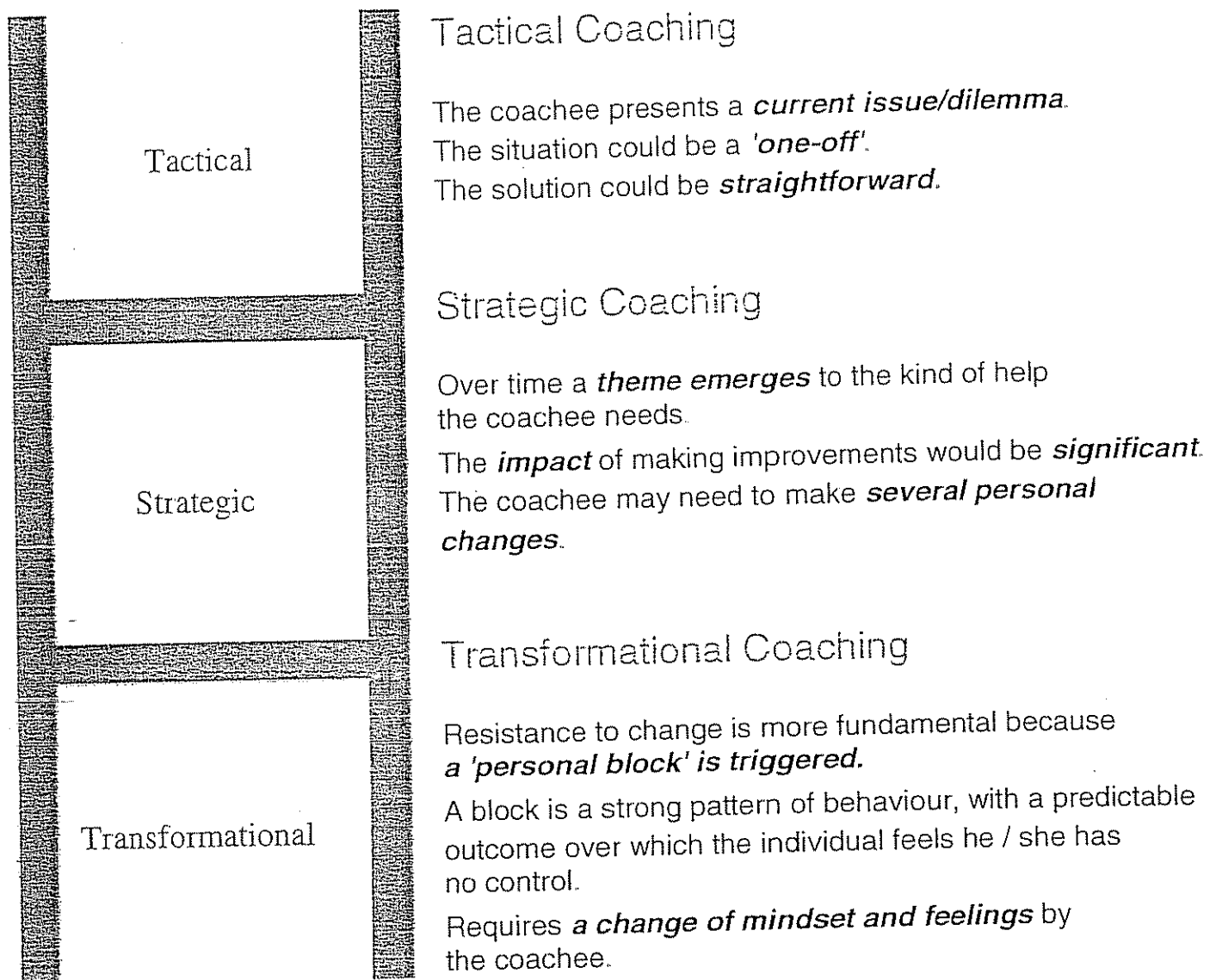


An experienced coach uses styles flexibly, selecting whichever style is appropriate "*in the moment*" to achieve impact for the coachee at that point in the conversation. More detailed notes on behavioural styles are included on page 30.

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# Coaching at different levels

Coaching can take place at a number of different levels and over different timeframes:



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# Coaching and the annual performance review, objective setting, development discussions, mentoring, counselling and therapy

Coaching is complementary to and may be integrated into a performance review, objective setting or development discussion

Mentoring and counselling or therapy fulfil different roles and objectives.

<b>The annual performance review</b>	Coaching is an effective way to raise the individual's awareness of the impact of his / her behaviour, learning, strengths and development needs over the review period. It is also likely to encourage ownership of any development actions discussed.
<b>The annual objective setting process</b>	Coaching is a means of helping the individual clarify his / her direction and goals.
<b>Development discussions</b>	Coaching can assist the individual to understand his / her potential, those things which are or may limit it, and strategies to overcome them.
<b>Mentoring</b>	Although the line between coaching and mentoring is not clear, it helps to see the role of the coach as relating to every day work issues, and the role of the mentor as relating to bigger picture career and life issues.  Typically a coach works directly with the coachee in the same team or in relation to the same role.  A mentor is normally more removed from the day to day work of the coachee and as a result brings objectivity and experience.
<b>Counselling / Therapy</b>	Good coaches know when to stop because they don't have the skills needed to support the coachee. You are not a counsellor or therapist and you are not expected to be able to handle extreme or distressing situations. If you ever find yourself in this situation you should stop and help the coachee find out who can help.

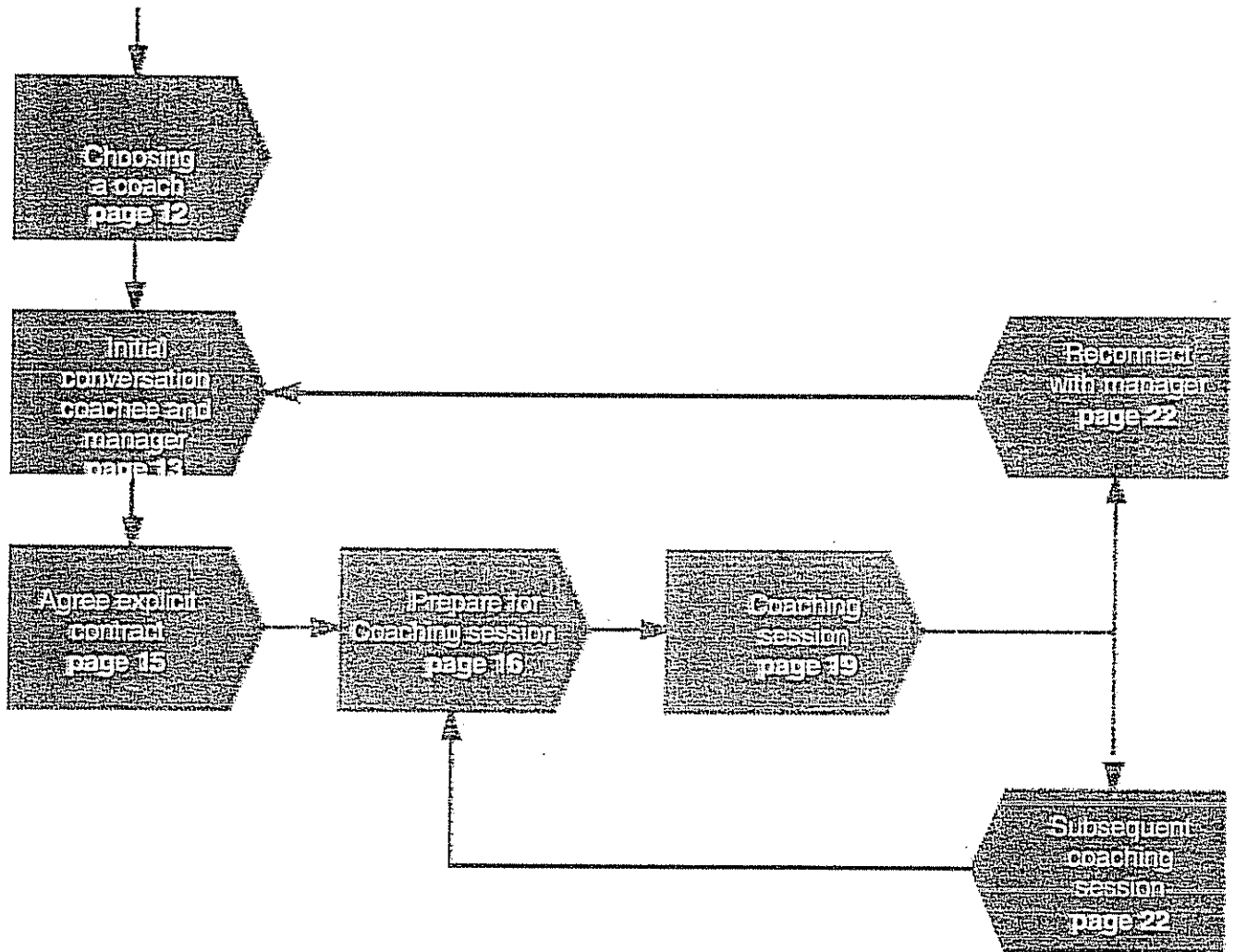
# The Coaching Process

This section sets out a best practice coaching process.

It is recommended for everyone new to coaching, and as a best practice check for more experienced coaches preparing for coaching sessions.

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# The Coaching Process



Note: Feedback to the Coachee's Manager *should only take place if this is agreed explicitly as part of the contract with the coachee.*

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# Choosing a coach

You may already have been chosen as a coach, or you may be deciding who to select as your coach. Here are some of the factors which should influence the selection process and your relationship:

- Coaching is a partnership with trust at the core of the relationship.
- There should be a rapport and chemistry which works for you both
- Ideally the coachee has the opportunity to select the coach and the coach volunteers for the role
- It is important to clarify your expectations as coach or as coachee. The term coach is used very broadly and expectations can range from someone who is more technically expert than me to a personal confidant. In this toolkit the term coach is used to describe someone who helps the coachee raise their performance and fulfil their potential across all dimensions of their role and future potential. This goes beyond technical aspects. See page 14 on agreeing an explicit contract for issues to cover when agreeing expectations.
- One coach though does not necessarily have to fulfil all the needs of a coachee. If you cannot support the coachee yourself, make it your responsibility to help the coachee identify other sources of help

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# Initial conversation with the coachee (and his / her manager if different)

The purpose of this conversation is to create transparency and clarity regarding expectations and to create a context for the first coaching discussion. In particular you are seeking to:

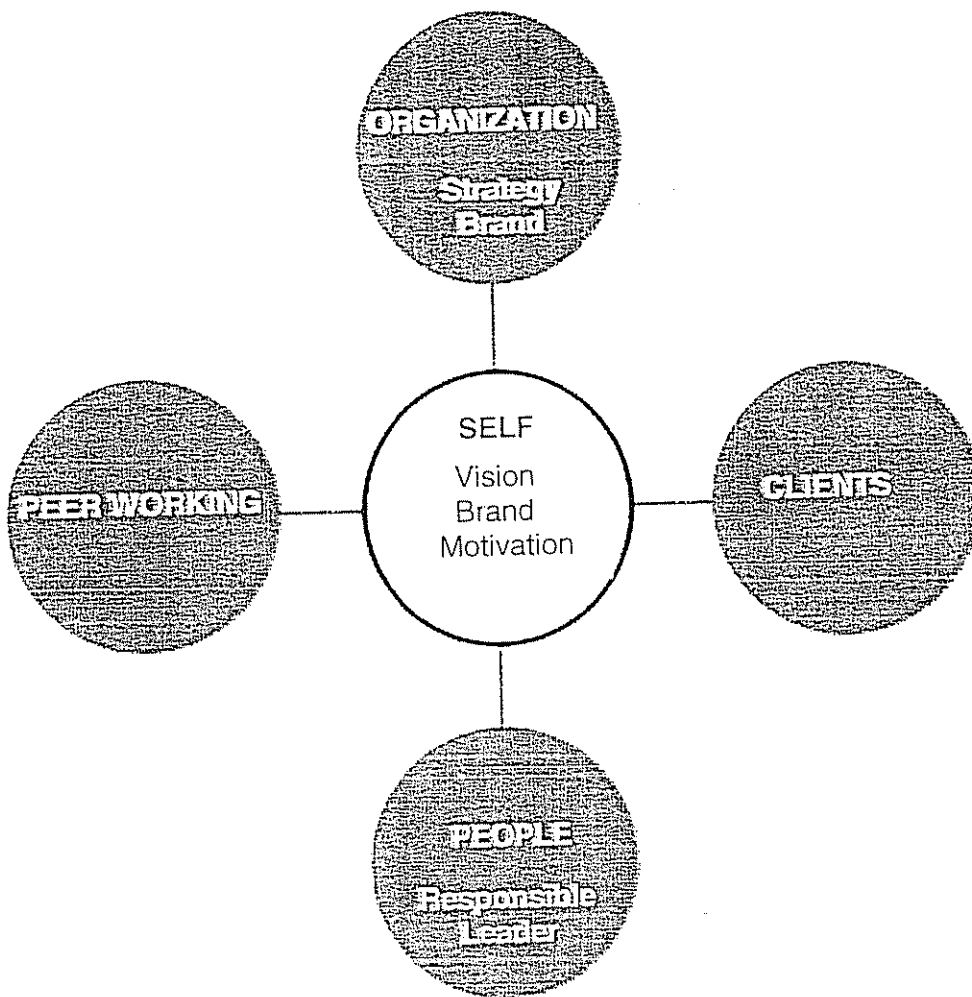
*Understand what is driving the desire for coaching, eg:*

- The personal impact of changing market conditions
- A difficult staff or team situation
- Follow up to a performance review or 360° feedback
- A change of role
- A desire for promotion
- Before an overseas secondment

*Clarify the opportunities, performance issues or development goals to be explored and the priority attaching to each.*

For example starting with the coachee's role, which aspects are development priorities?

See diagram overleaf.



These would be explored at a high level in the meeting with the coachee and his / her manager and in more depth with the coachee in the first coaching session.

***Agree expectations of the coaching relationship and roles, in particular:***

- The coachee owns the coaching relationship
- The rules of confidentiality between the coach and the manager
- Who will drive meetings & meeting logistics
- Budgets for time or expenses (if appropriate)

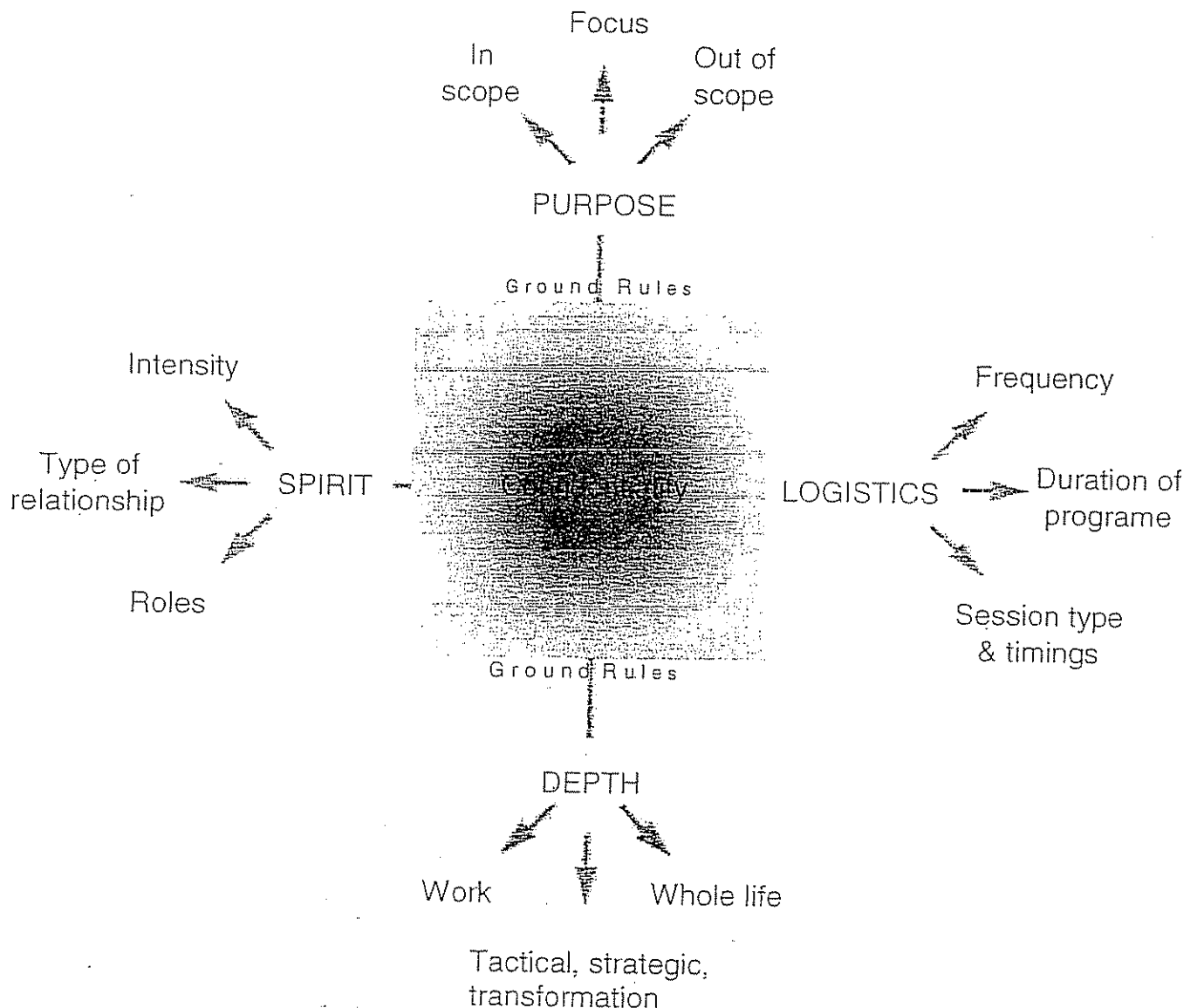


# Agree an explicit contract with your coachee

This may be done in the initial meeting with the manager and coachee or separately.

A good coach does not create dependency and one of the reasons for contracting formally with the coachee is to ensure that the ownership and responsibility for self development clearly rests with the coachee.

A good practice is to ask the coachee to document the contract which you have agreed. Items to be covered in the contract discussion include:

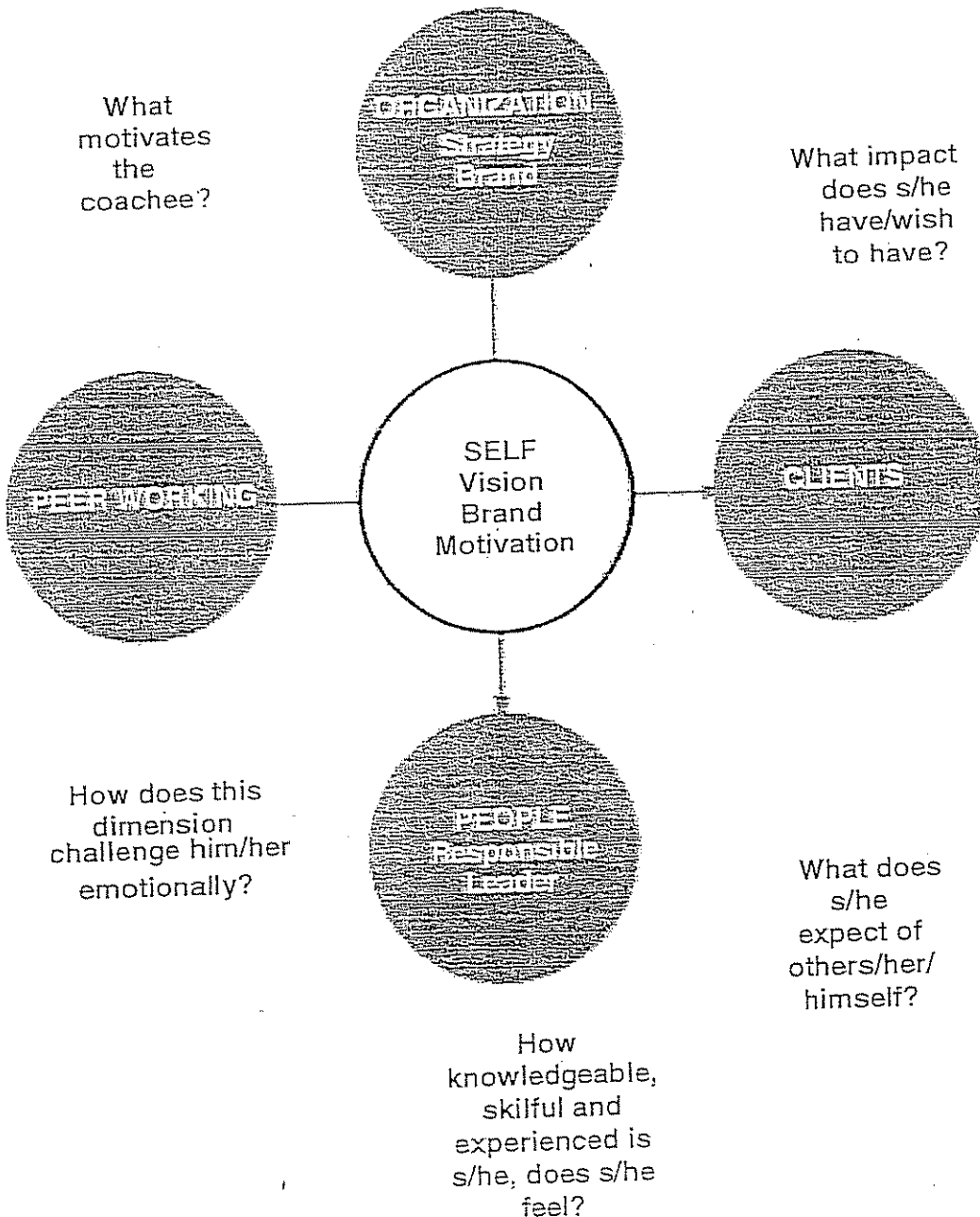


*In summary, both parties need to agree what is to be worked on and how*

# Preparing for the first coaching session

In the first coaching session, in addition to exploring further the prioritised challenges, opportunities or development goals, you will want to understand more about what motivates the individual, and his / her behaviour.

This diagram shows some additional dimensions it may be fruitful to explore, and opposite a list of suggested information sources may give you additional insight before the coaching session.



# Preparing for the first coaching session- sharing relevant information

To make the first coaching session as productive as possible it is beneficial to share relevant data and for both the coach and the coachee to do some reflection on the issues for discussion. This table shows possible sources of information, the topic it may help you to explore, and the questions it may provoke.

Useful Sources of Information	Topic for Further Exploration	Questions to Ask
Performance reviews Client feedback 360° feedback Self assessment Psychometric tools eg emotional intelligence questionnaire	MOTIVATION	What scenarios/roles most motivate the coachee? And why? What aspects of the job enthuse the coachee? How self motivated is the coachee?
Business Plan Personal objectives	PERSONAL VISION	What is her/his personal vision for each dimension of the role? What legacy does s/he want to leave behind? Is the vision aligned with what the organization expects/needs?
Self assessment 360° feedback Client feedback	IMPACT	What impact does s/he have/wish to have? Does the coachee have a lasting impact on others and situations? How significant is their contribution? Is the impact desirable? Where does the coachee need to increase impact?
Role description Competency framework	EXPECTATIONS	What does s/he expect of her/himself? What does s/he expect from others? Extent of clarity? Avoidance of some areas? What does s/he believe the organization expects? Alignment with what the organization expects & (or not?)

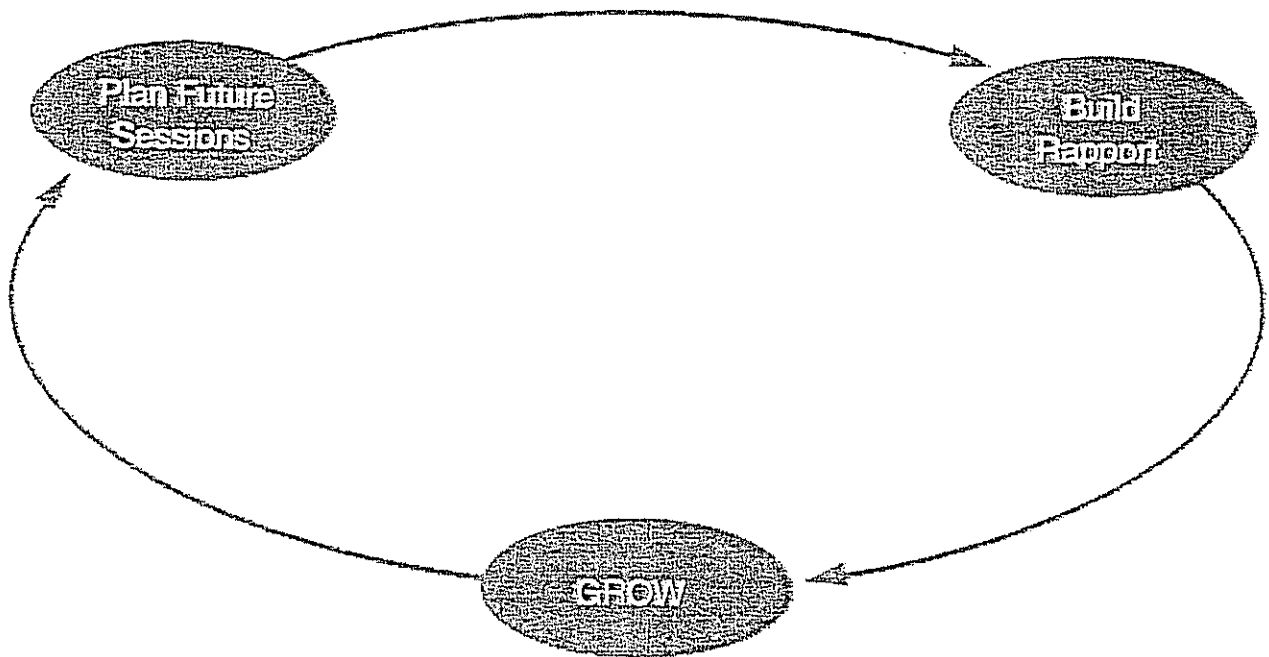
# Preparing for the first coaching session sharing relevant information

Useful Sources of Information	Topic for Further Exploration	Questions to Ask
<p>Performance reviews Client feedback 360° feedback Self assessment</p>	<p>KNOWLEDGE SKILLS AND ATTITUDE</p>	<p>How knowledgeable, skilful and experienced is / does he / she feel? Consistency or not in how others view the coachee? Similar or different self perception? Quality v quantity? Strengths, gaps, weaknesses? Significance of feedback, ie degree of seriousness? New responsibilities - is this in or out of the coachee's experience?</p>
<p>Performance reviews Client feedback 360° feedback Self assessment Psychometric tools e.g. Emotional intelligence questionnaire</p>	<p>EMOTIONAL RESILIENCE</p>	<p>How does this area challenge her/him? How emotionally resilient is s/he? Comfort / discomfort when faced with challenging situations? Ability to bounce back quickly from a difficult scenario? Degree of self esteem? Confidence or competence issues?</p>
<p>Discussions with Reporting Manager, Peers, staff 360° feedback Observation Self assessment Client feedback</p>	<p>BEHAVIOUR WHAT YOU DO, HOW YOU ACT</p>	<p>How wide is the coachee's repertoire? Style flexibility? What are the preferred styles? Intention and perceived impact on others - do they match? Coachee's view in relation to others are they similar or different?</p>

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# Structuring the first and subsequent coaching session

An effective coaching session moves through the following phases:



## Build Rapport

It is important to take time to build rapport and trust in each coaching session, but especially so in the first meeting. Allow sufficient time to share:

- your personal backgrounds
- your work experiences
- the coachee's business context
- what you both enjoy beyond work " what matters to you both in life " why you have volunteered to be coach
- how the coachee feels about the coaching opportunity

## Explore using GROW

The GROW model is described overleaf.

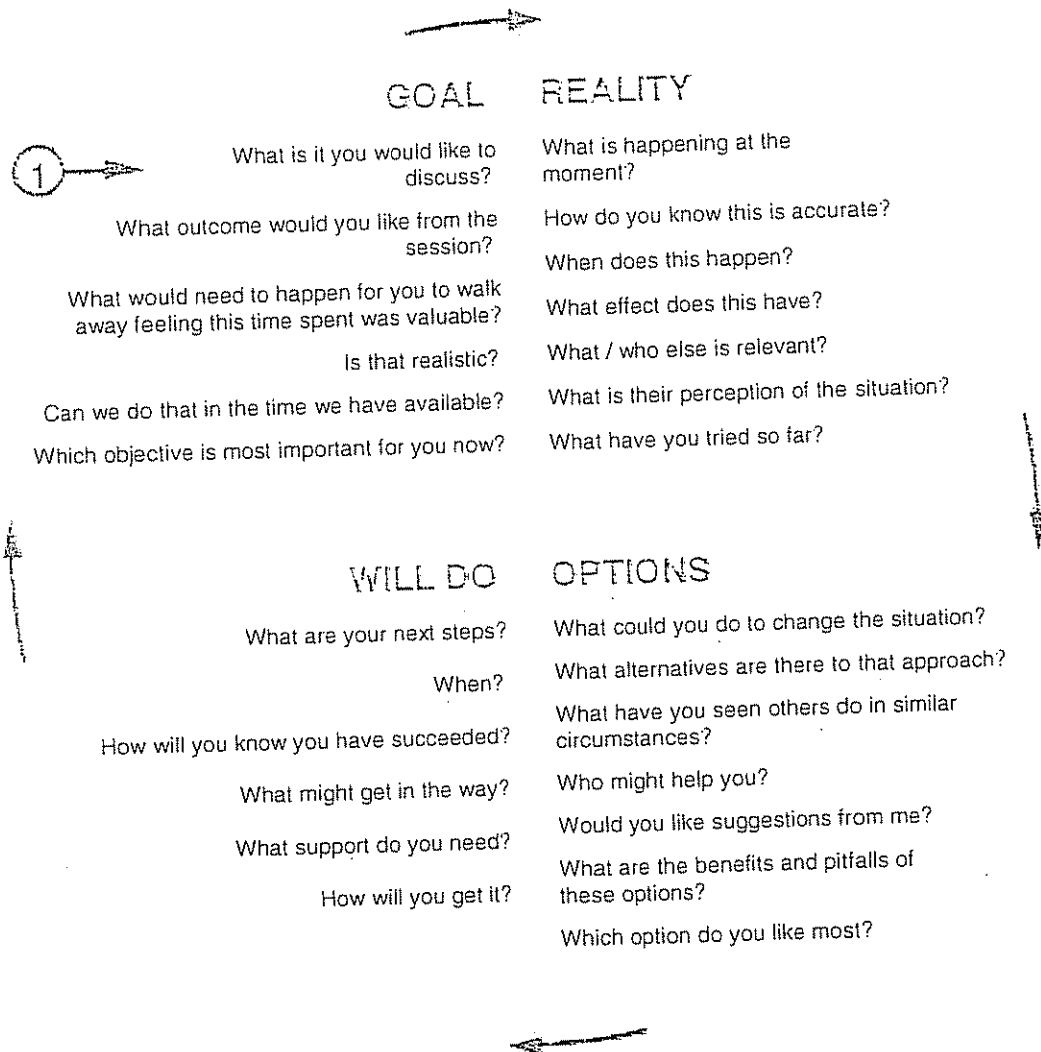
## Plan for future sessions

At the end of the meeting discuss and agree the milestones and contact points between sessions and the provisional content and depth of the next session.

# The GROW model

The GROW model is a helpful way to structure coaching sessions. It is a process that enables identification and engagement with problems and opportunities the coachee faces in a manner which leads to commitment to specific change.

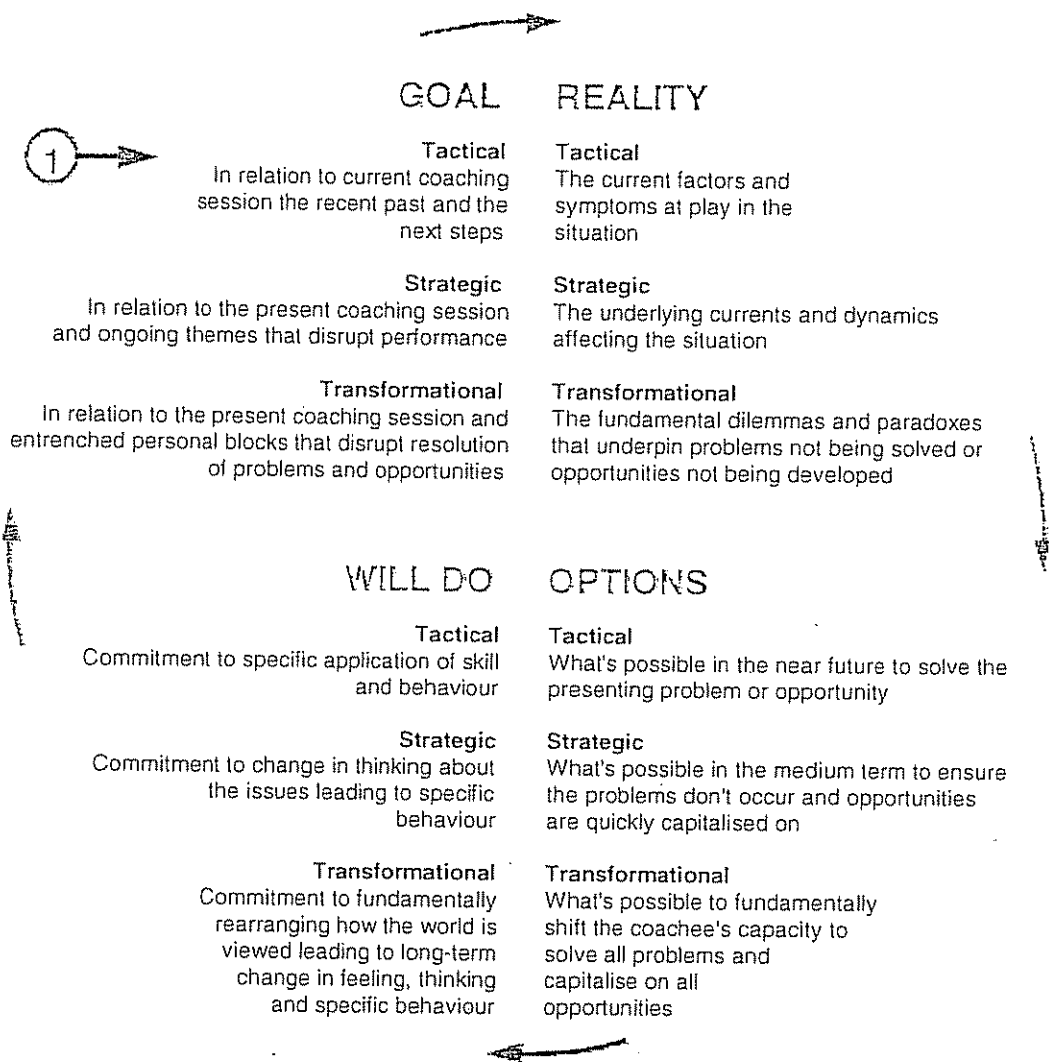
The 4 phases of GROW and useful questions in each phase are set out below.



Often least attention is paid to the 'goal' and 'will do' areas. If the goal is not clear the risk is that the coaching conversation will lack focus or could focus on the wrong topic. In the 'will do' part of the conversation the objective is to hear as a result of your conversation what 'shift' there has been, what is it the coachee is intending to do.

# The GROW model applied to the 3 levels of coaching

The GROW process works with all three levels of coaching; Tactical, Strategic and Transformational.



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## Subsequent sessions and reconnecting with the manager

- Each subsequent session should start with a review of what has happened in the intervening period
- You are seeking evidence of commitment, of experimentation and personal development
- As necessary revisit the priorities or level of commitment before moving onto the next unit of work
- If it has been agreed with the coachee that you will reconnect with the manager, make arrangements with the coachee and the manager to report back at an appropriate point in the coaching process. Keep the conversation transparent to maintain trust.



# Some common coaching challenges/how to deal with them

Coach	
Lack of motivation: I don't have enough time	<p>Sometimes after the first session all that is required is a 10 minutes check in conversation.</p> <p><b>Tip...</b> Choose a time which suits you both and then commit to it.</p>
You feel the coaching session didn't go well	<p>Did you ask for feedback at the end of the coaching session? If the feedback indicates the session was less effective than it might have been consider:</p> <p>Were the expectations for the coaching session clear? - see contracting page 16.</p> <p>Did you identify the right issue? - see page 17.</p> <p>Did you rescue the coachee by suggesting what he / she should do next - see 'will do' in GROW page 20.</p> <p><b>Tip...</b> If the feedback was positive, are you being intolerant of ambiguity, impatient, too problem focused?</p>
Lack of reward for being a coach	<p>Include in your personal objectives for the year, ask the coachee to give you and your reporting partner feedback.</p> <p><b>Tip...</b> be up front about this.</p>
Personality clash between coach and coachee	<p>Be honest. Find out if the other person feels this too.</p> <p><b>Tip...</b> Coaching requires trust in each other - if you don't feel you can work together it is better to say so.</p>
Geographically distant coachee	<p>After an initial meeting suggest telephone coaching.</p> <p><b>Tip...</b> you won't be able to see the body language to detect what is and is not being said. Skills of active listening and paraphrasing become even more important.</p>
Lack of opportunity to see how the coachee is performing	<p>If the coachee agrees you can talk with others who directly work with the coachee.</p> <p><b>Tip...</b> the confidentiality of the coaching contract is key recontract and be explicit that you have the coachee's permission when speaking to anyone.</p>

# Some common coaching challenges/how to deal with them

Coachee	
<p>Lack of commitment: The coachee habitually changes sessions</p>	<p>Place responsibility for setting the dates and committing to them clearly with the coachee. Find out if there is an underlying reason eg the coachee feels coerced into taking part.</p> <p>Tip... recontract your expectations of each other - see page 14.</p>
<p>Resistance by the coachee, demonstrated by eg failing to carry out the agreed plans, theorising about the issues, adopting a victim role, remaining preoccupied with the past</p>	<p>Change can generate resistance. Acknowledge the resistance, explore the dissatisfaction with the current situation, explore the coachee's personal vision, and encourage action. See page 42.</p> <p>Tip... resistance usually means the coachee is protecting something important for him / her. You need to explore this before</p>
<p>Fear on the part of the coachee</p>	<p>For example fear of failure, of conflict, of intimacy, of ambiguity, or authority, create a coaching environment which encourages honest exploration of these fears and experimentation / giving yourself permission to try something different.</p> <p>Tip... Use cathartic questions to try to draw out the fears - see page 34. If asked to do so share your own experiences and tips and hints.</p>
<p>You feel that the coachee needs further support from the organization</p>	<p>Discuss this with the coachee and with his / her agreement discuss with his / her supervisor.</p> <p>Tip... Again recontract around confidentiality and be clear that you have the coachee's permission to have the discussion.</p>
<p>Over-dependency by the coachee</p>	<p>Your objective is to enable the coachee to be self directing.</p> <p>Tip... After an initial coaching period it may be appropriate to meet less frequently, or not at all.</p>

# Coaching qualities, skills and tools

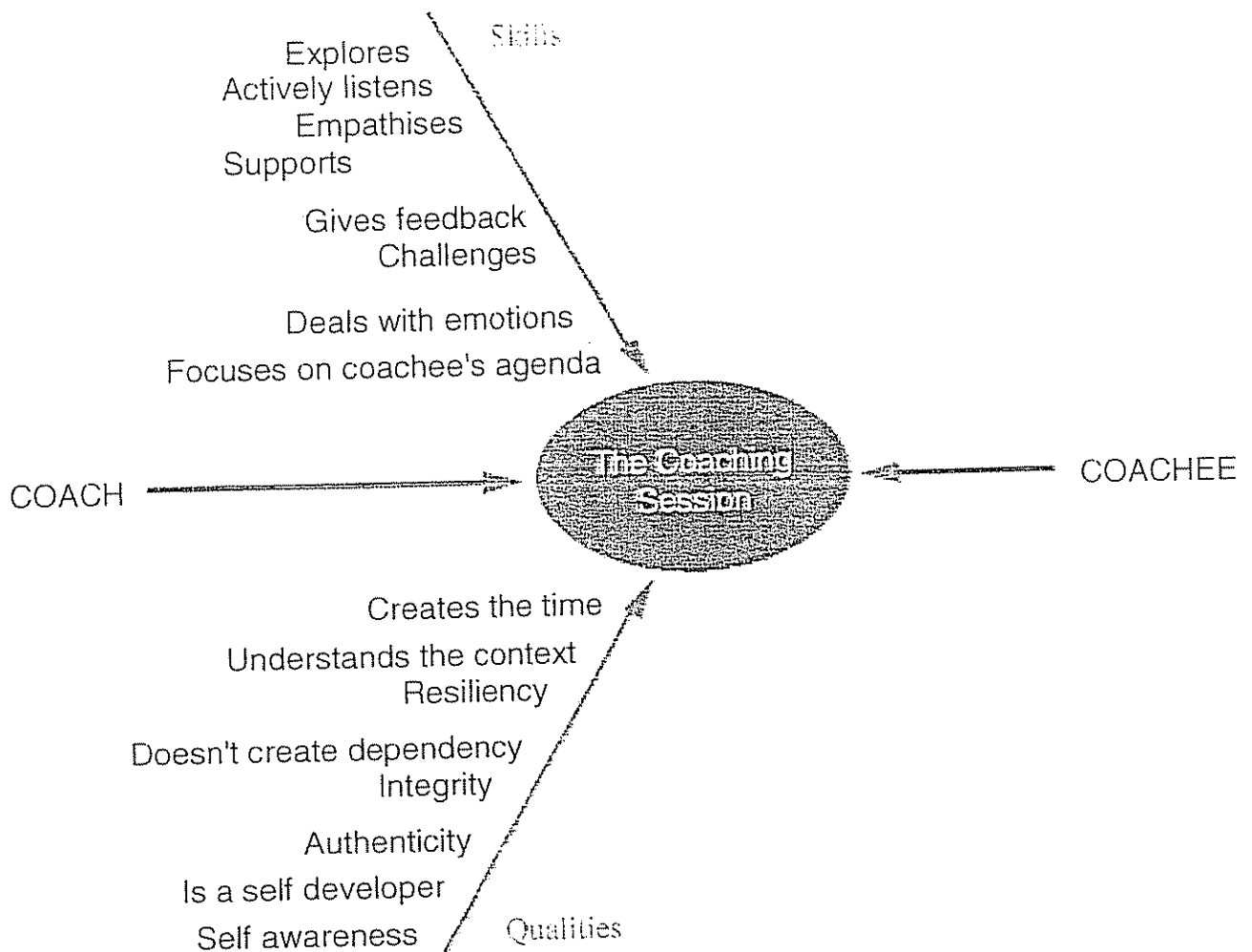
This section describes the qualities and skills of a high performing coach and coachee.

It provides frameworks to help you enhance your skills as a coach

It includes tools to help you understand your coachee's behaviour and the appropriate response.

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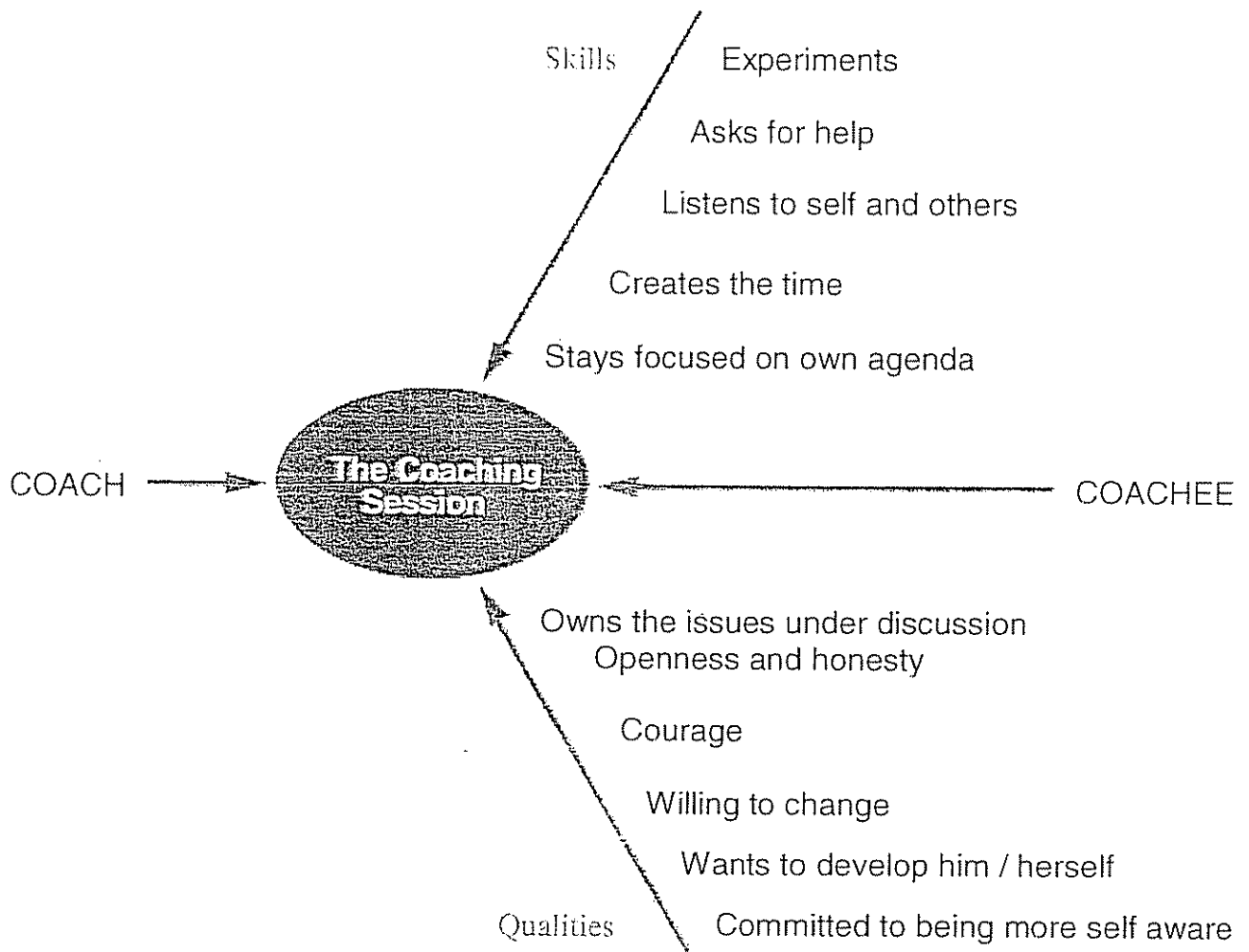
# The qualities and skills of a high performing coach



Turn to page 49 for a coaching self assessment questionnaire which explores these dimensions in more detail.

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# Qualities of a high performing coachee



You are aiming for a relationship where coaching is not 'done to' but 'done with' the coachee.

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# Key skills as a coach: questioning and listening actively

## Questions

The best to use are any open / closed questions that contribute to pushing the coachee, gently but firmly towards uncovering critical issues, setting goals and forming a workable action plan.

## Listening

The coach should be listening 70-80% of the time. This isn't easy! Deep empathetic listening involves noticing all the dimensions of communication:

<b>Words</b>	What is said, the emotional content, their impact for you
<b>Music</b>	The tone, pace, pitch of the voice
<b>Dance</b>	Body language, facial expressions

Each will give you information on the coachee's likely impact on others, what is going on inside the coachee which may not be being said, and the impact your interventions are having on the coachee.

## Active listening

Involves demonstrating that you are listening, reflecting back and tuning into what the coachee is saying. Here there are three powerful approaches:

<b>Their words</b>	Repeating using the coachee's own words
<b>Your words</b>	Paraphrasing or restating using your own words to test understanding
<b>Their feelings</b>	Testing to see if your perception of their feelings is accurate

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# Key skills as a coach: deciding what to do

Within a coaching conversation there will be a number of choice points - influencing the depth, focus, direction, impact, etc of the discussion. As coach you will need to make a quick judgement about which behaviour is most appropriate to achieve the intended

## Decide on focus

In which area does the challenge / topic sit? Remain focused on that issue.

## Guage intensity

How heavy-light does your behaviour need to be? Factors which affect this are the state of your relationship with the coachee, what efforts have previously been made to intervene on the issue, the confidence / resilience of the recipient, and how much of an impact you think you need to make to achieve a shift.

## Judge the timing

Is your coachee ready, willing, able? Are you there to help your coachee deal with the consequences of your behaviour? Should you intervene now or later? Is the topic past, current or future related?

## Select an appropriate behavioural category

See overleaf for a description of the 6 Heron categories of behaviour.

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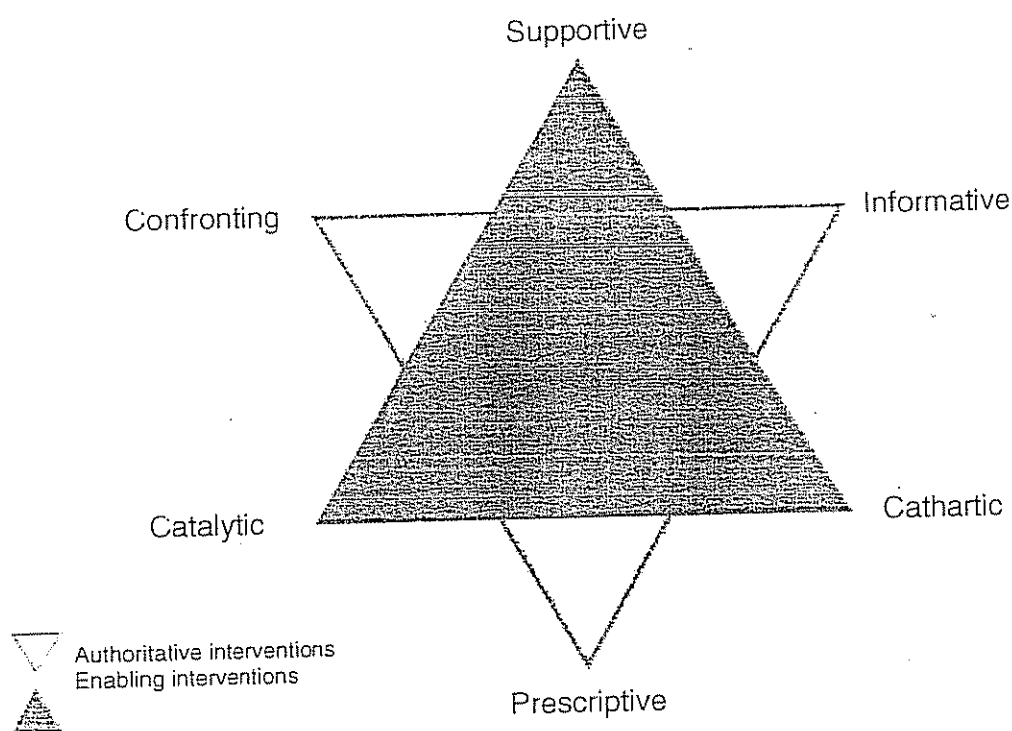
# Key skills of a coach: using a range of behavioural styles

## The Heron Interventions Model

The most effective coaches use a range of different coaching styles or behaviours to help the coachee gain new and different perspectives on their situation. They use these styles flexibly, selecting whichever style is appropriate "in the moment" to achieve impact for the coachee at that point in the conversation.

The Heron Model defines two broad categories of intervention:

- Authoritative - the coach acts from the sense that, in the moment, it is appropriate to actively guide, direct or drive the coachee towards new feeling, thought or action
- Enabling - the coach acts from a sense that, in the moment, the coachee has the capacity to help him / herself to new thought, feeling or action, thereby enabling them to uncover their own direction.



An explanation of each of the 6 styles follows.

On page 37 you will find examples of what you would say using the 6 different styles in typical coaching situations.



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# The Heron Interventions Model

## Authoritative: Prescriptive

### What

Directing the activities of the coachee: providing a new sense of direction.

### How - Key features

- Giving advice, offering expert view, putting forward own opinion, suggesting ways forward
- Choice of strength of prescription on a continuum from making a suggestion and asking the coachee's view to making a command.
- Voice and body language: Confident, clear, logical, upright, steady eye contact.

### When

Used to direct task and process. Rarely used in area of personal issues. Especially used where you have previous knowledge or expertise.

### Example

*"I think we should move on as you said you wanted to focus today on..."*

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# The Heron Interventions Model

## Authoritative: Informative

### What

Giving coach new information or offering new insight and perspectives

### How - Key features

- Offering the coachee models/methodologies, market data, past experiences
- Knowledge must be relevant to the coachee's needs. Intervention might surprise but should have no 'shock' factor for the coachee. The coachee is not guided in their use of the data imparted.
- Care should be taken to ensure the appropriate amount (enough to be useful, not so much as to overwhelm) and level of data.
- Over-use will lead to dependency on the coach.
- Voice and body language: Clear, concise, confident, steady eye contact.

### When

You have information the coachee does not have. By giving the coachee information they will move towards self directed learning.

Informative interventions are extensively used in western education systems.

### **Example:**

*"From my experience there are a number of things which might help here....."*

---

# The Heron Interventions Model

## Authoritative: Confronting

### What

Directly challenging or bringing into the open the actions, attitudes & beliefs which limit the coachee's effectiveness and of which the client is unaware.

### How - Key features

- Pointing out inconsistencies between what the coachee says and does, or between his / her words and body language.
- Giving constructive feedback on your own impressions of a person's behaviour.
- Asking direct questions aimed at revealing what the coachee is concealing, denying or avoiding.
- Confronting their disempowerment by asking them to change their language - "I can't" to "I chose not to..."
- Non aggressive, done with intention of challenging or questioning the behaviour and supporting the coachee.
- Will cause shock in the coachee, so allow time to absorb before progressing.
- Voice and body language: Firm, calm, fair, confident, steady eye contact, leave space for reaction. The 'confronting' comes from the content of the message, the delivery needs to be supportive.
- Note: Often avoided by coaches because of their own anxiety. Care needed to ensure the intervention is powerful enough to have impact but not totally overwhelming.

### When

You genuinely believe the coachee would be helped through making the intervention. You are on your coachee's agenda not your own. You see something that the coachee is not seeing for themselves.

### Example

*"You have avoided talking about this issue for the last 3 meetings..."*

---

# The Heron Interventions Model

## Enabling: Cathartic

### What

Helping the coachee get rid of unhelpful emotions that are preventing him / her from moving on and surface feelings that will enable resolution.

### How - Key features

- Facilitator must develop a contract to work with the coachee at this level: it is most appropriate to use catharsis when the coachee is aware their feelings are getting in the way.
- Focus on the coachee; ask him / her to express their current feelings, articulate non-verbal values
- Ask the coachee to describe the difficult incident
- Ask them to re-enact the incident articulating what was left unsaid
- Play back emotive words, focus on adjectives and adverbs.
- Voice and body language: supportive, encouraging, physically close, steady eye contact evenly paced, empathetic.

### When

- Coachee is unable to move on because they are distracted by their feelings - this may be the need to celebrate as well as the need to express frustration, anger or fear.
- May be particularly relevant in any organisational change programme when the coachee is feeling threatened or uncertain.

### Example

*"How are you feeling right now?"*

---

# The Heron Interventions Model

## Enabling: Catalytic

### What

Helping the coachee 'do it' for themselves; solve own problems, plan own course of action, learn for themselves.

### How - Key features

- Assumes the coachee has the answer within them. The coach's role is to help them uncover the answer for themselves.
- Not about meeting the coach's need for information - driven by the coachee's agenda and needs. Involves asking questions about the coachee's past experiences, present position and future possibilities and actively listening to their responses to help them think for themselves.
- Picking up non verbal clues, offering participants ways of rehearsing for the future. Voice and body language: Encouraging, empathetic, matching body language of speaker.

### When

- Especially important when building commitment is vital.
- Equally valuable when working on personal and task/process issues.

### Example

*"What options do you have?"*

# The Heron Interventions Model

## Enabling: Supportive

### What

Showing that you value the coachee in some way.

### How - Key features

- Giving full attention to the coachee
  - giving positive feedback about the person's positive impact
  - expressing personal regard
  - giving permission; offering help
  - talking about own similar experiences.
- Underpins all the other interventions; must be authentic to be effective; shows regard for the coachee; values the coachee regardless of any ineffective behaviour.
- Voice and body language: Warm, empathetic, genuine, eye contact.

### When

Critical to establish rapport and build positive climate that will allow you to work with the other interventions and work through difficulties.

### Example

*"I know I would feel the same in these circumstances"*

---

# Examples of Heron applied to coaching situations

Here are some examples contrasting the use and impact of the 6 Heron styles in typical coaching situations:

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• Working with other departments	38
• Changing market conditions	39
• Leading a new project	40
• Negative feedback from a client	41

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# Working with other departments

## Coachee

*...I can see that we could work more closely together, but frankly I'm just too busy right now.'*

## Possible coach responses

### **Prescriptive:**

*'Let's look at how you're currently prioritising projects, and tasks.'*

### **Informative:**

*'There may be ways of achieving this without it taking a lot of your time, e.g. encouraging your team to network with other departments; sharing existing data; seeing if another Manager could take the lead on this matter in the short-term, etc.'*

### **Confronting:**

*'Lack of time is not an acceptable excuse. We need people, especially Managers to role model an integrated approach - to help ensure continued business development.'*

### **Cathartic:**

*'You sound rather frustrated and irritated with this request.'*

### **Catalytic:**

*'Who do you see doing a good job of this, and how do they do it?'*

### **Supportive:**

*'What help do you need to manage your current workload?'*



---

# Changing market conditions

## Coachee

*... 'These type of projects make me feel uncomfortable. It's a new area for me.'*

## Possible coach responses

### **Prescriptive:**

*'It would be useful for you to connect with others who have been successful in this area.'*

### **Informative:**

*'There is a lot of guidance available from the organization to help you - such as...'*

### **Confronting:**

*'You appear challenged by the ambiguity?'*

### **Cathartic:**

*'What particular aspect makes you feel uncomfortable?'*

### **Catalytic:**

*'When you've been faced with new situations in the past - how have you overcome them? What might be the first step?'*

### **Supportive:**

*'There are many others who feel the same way. It is a different situation to having to work with existing clients plus recurring projects.'*

---

# Leading a new project

## Coachee

*'I appreciate being asked to lead the project but I think that Marios would be a better person for that role.'*

## Possible coach responses

### **Prescriptive:**

*'I suggest you take on the role, even if you're a little concerned. It will be a good experience.'*

### **Informative:**

*'I think you have many strengths that will help you in this project. You also have a good track record given the nature of the assignment. When faced with a similar situation, I use the capabilities of the team to help me.'*

### **Confronting:**

*'You will be letting the whole team down if you don't take the opportunity. You are the most appropriate person to lead this project.'*

### **Cathartic**

*'It's unlike you to hesitate in this kind of situation. What's concerning you?'*

### **Catalytic:**

*'What could you do to deal with those concerns?'*

### **Supportive:**

*'I will be in the background to support you, if you need it.'*

---

# Negative feedback from a client

Coachee

*'Several of my clients say that I'm not available enough.'*

Possible responses from coach

**Prescriptive:**

*'I propose we look at where and how you're spending your time - let's meet before the end of the week to discuss this.'*

**Informative:**

*'There are a number of ways that you could give your clients more attention that are not necessarily time consuming. These are ...'*

**Confronting:**

*'You must be avoiding something? What is it?'*

**Cathartic:**

*'How do you feel about these clients?'*

**Catalytic:**

*'What other issues are at play here? What might be some ways forward?'*

**Supportive:**

*'Clients will always want more! It's challenging to have to juggle so many demands.'*

---

# Transformational Coaching

On a continuum tactical - strategic - transformational, transformational is the most complex and deepest level of coaching. Notes on transformational coaching are included for experienced coaches who wish to understand what this next level of coaching involves.

In a transformational coaching situation, the underlying resistance to change is more fundamental. A personal 'block' is triggered. A block is a strong pattern of behaviour, with a predictable outcome over which the individual feels he / she has no control. Often based on feelings of fear - imagining negative consequences following certain behaviours.

A number of orienting principles underline the concept of transformational coaching.

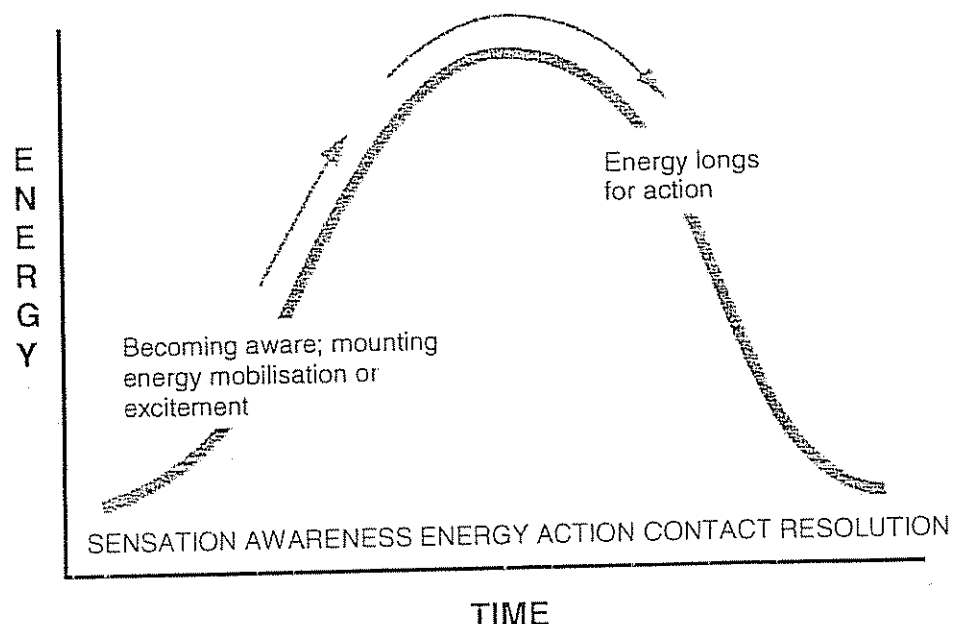
## A Complete Unit of Work

The transformational coach works with his / her coachee through a complete unit of work or a cycle of experience moving through a distinct series of phases:

- awareness of need for change
- generating energy for change
- bringing about change
- completion and movement of attention to next need for change

This is represented clearly in the Gestalt Cycle of Experience.

The transformational coach works with the coachee to complete the necessary number of units of work needed for him / her to feel enabled to successfully bring about change.



---

# The Concept of "Shift"

The outcome of completing a unit of work is to create a 'shift' toward change. Solutions that bring about change are made up of a number of 'shifts' in

- thinking
- feeling
- behaving

Noticing and building on what may seem small 'shifts' generates an accumulation of energy to make real change really happen. Conversely a plan of action, no matter how clever or clear, that is evolved without 'shifts' happening in the making of the plan will have less chance of working.

## Contained and Parallel Process

Transformational coaches work with their coachee to bring out and help resolve issues for change that occur in his / her life. One of the basic premises of transformational coaching is that behaviours in one conversation are likely to be *paralleled* in other relationships which the coachee has. Likewise 'shifts' in one conversation will most likely produce 'shifts' in parallel relationships. For example, a coachee who is finding it hard to talk about the future to their coach may be a risk averse leader who talks rather than acts, which in turn is limiting results. The essence of transformational coaching is to help the coachee bring about change in the "here and now" in such a way that change at the furthest systems boundary is more likely.

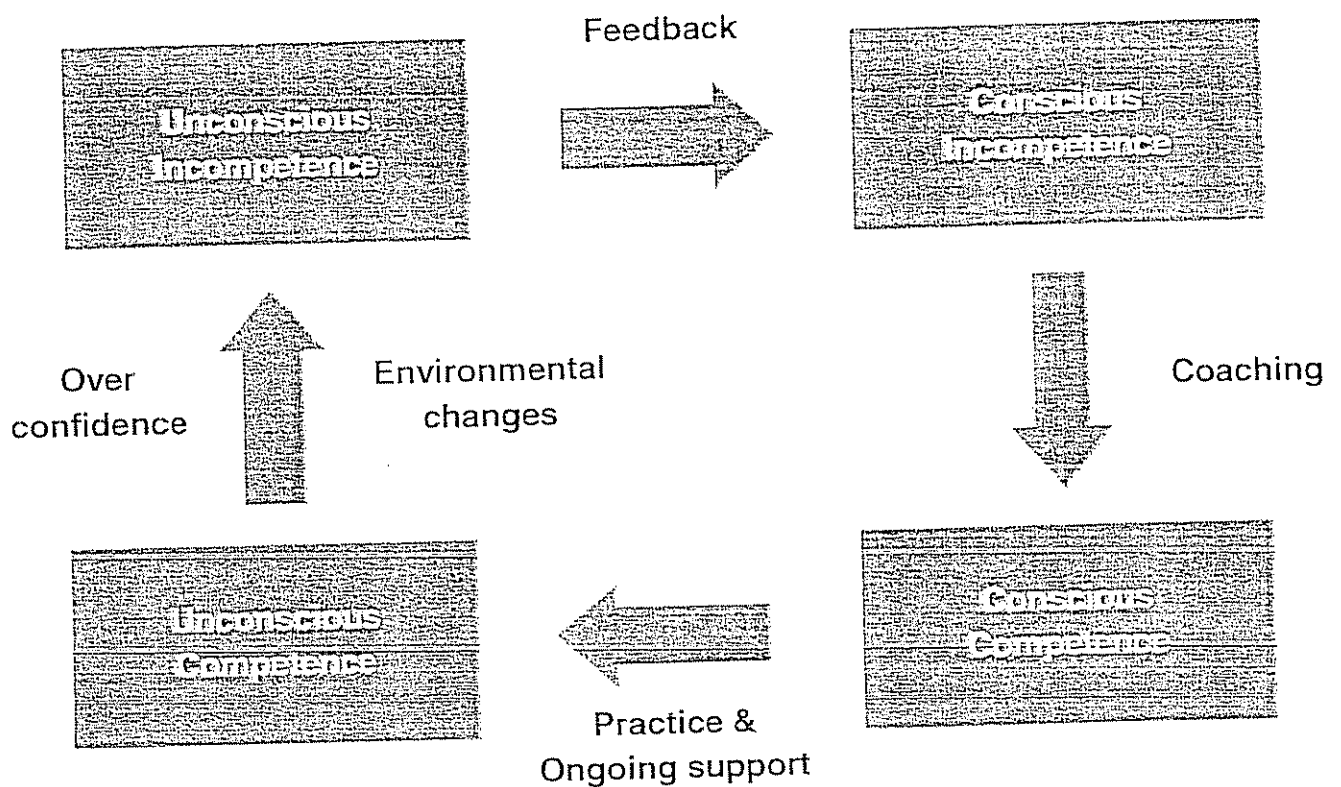
Noticing and working with these *parallel* processes that *contain* issues live in other relationships is what makes transformational coaching so potent. The shared attempt to make the connection between the issues being resolved live in the coaching relationship and the parallel issues which need resolution in other relationships means that any changes the coachee makes are more likely to affect all of his / her relationships in all of the systems they are part of.

This means that change in the room leads to change outside the room, noticeable "shifts" in the "here and now" ensure that change is more likely to happen when the coachee goes back to their life and the parallel change issues he / she faces.

# Understanding the coachee's behaviour

## The coachee's state of awareness

When preparing for a coaching session it is useful to consider the coachee's awareness of his / her level of competence.



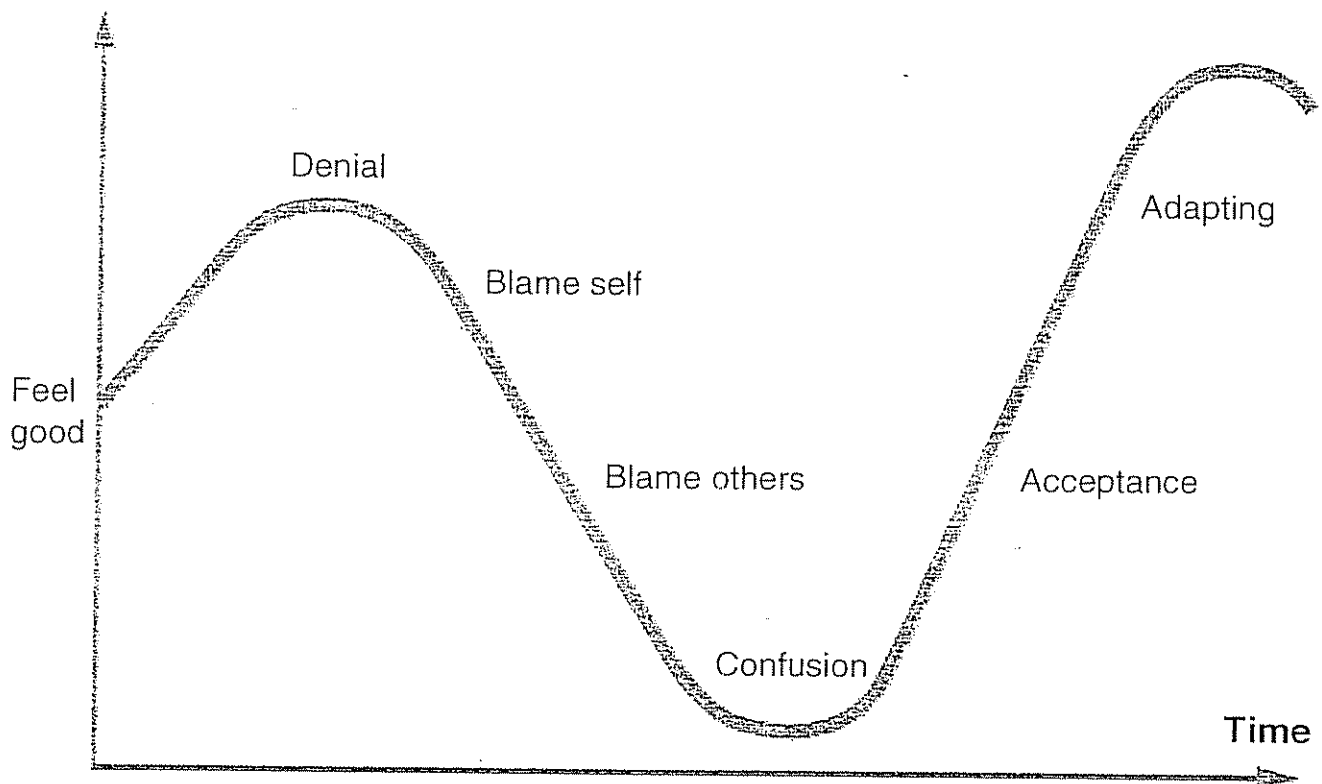
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# Understanding the coachee's behaviour

## Reaction to change

Reaction to a new situation depends on where the individual is on the change curve. This shows the range of emotions an individual might typically experience when faced with change.

Change curve



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# Understanding the coachee's behaviour

## Reaction to change (continued)

### Denial

The stage when we grapple to accept the reality of the information; will this actually happen, do I want it to happen, can I cope with it happening, perhaps I should pretend it is not really happening

### Blaming self

As we continue to move on we may find ourselves feeling more and more of it's our fault - of course it's not their fault, it's really me - how dreadful, what an awful person I am etc.

### Blaming others

As we move from denial to acceptance it is easy to blame others for the pain / discomfort we are starting to experience - it's all their fault

### Confusion

The feeling most normally associated with 'acceptance' - often the most unnerving place to be but the one that appears necessary before real change can start to happen.

### Acceptance

Often a very low period when the full impact of change is acknowledged and we are in the middle of our fears or frustrations at solving it.

### Adaptation

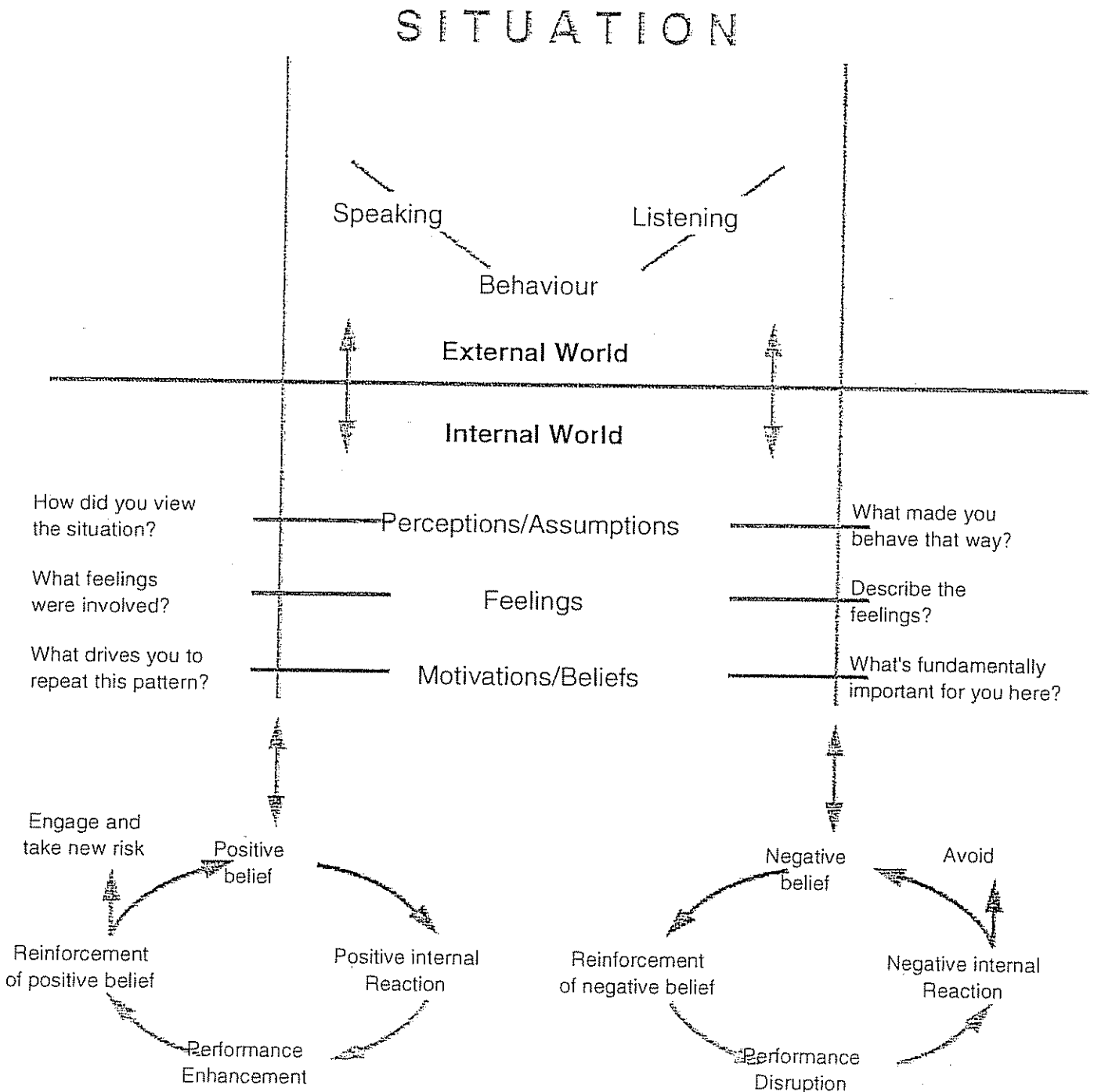
The stage where our problem solving skills have started to work and in 'acting' we begin to move towards the new situation. In acting the mood will become more positive.



# Understanding the coachee's behaviour

## Negative belief cycles

As a coach it is helpful to understand and explore how your coachee's underlying perceptions, feelings and beliefs are influencing the way in which he/she engages with others, and where appropriate to help unlock negative behaviours which are limiting potential.



---

# Understanding the coachee's behaviour

## Negative belief cycles (continued)

Our behaviour is determined by:

- Our *perception* of what will/won't work well with the particular people and situations
- Our *feelings* about ourselves and the others we are communicating with
- *What is motivating us* to speak and listen to these people in these particular situations?
- If we are strongly motivated, feel positive about ourselves and others and perceive with clarity what will work and not work, we are likely to behave in ways which engage and excite others.
- *Negative belief* cycles can disrupt our behaviour and impact

For example take a presentation situation - a source of fear for almost everyone. The presenter starts from the belief that he is not good presenter and will therefore fail to get his message across. Panic grips him as he stands up to speak. Any signs of boredom, irritation or lack of attention are taken as negative feedback and blind panic sets in internally. His ability to present is severely diminished as he trembles and stutters, his mind goes blank and his voice assumes a nervous and sometimes higher pitch. The presentation goes badly and he confirms to himself what a useless presenter he is. From now on he will be even more afraid of presentations and will try to avoid them.

However, negative beliefs can be reversed through understanding and unlocking the negative beliefs which have created a block and working through strategies to deal with them.

# Coaching skills questionnaire

This section contains a questionnaire to help you self assess your coaching skills

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# Coaching Skills Questionnaire

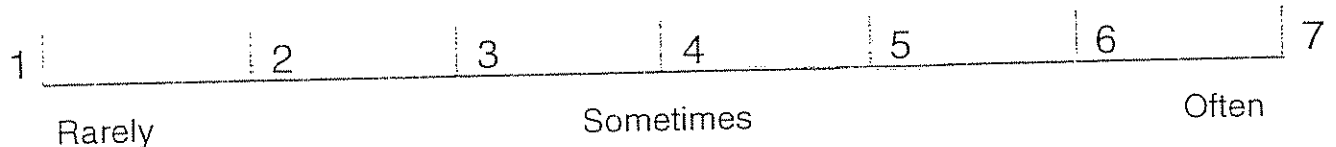
## Self Perception

This Questionnaire is designed to help you assess more fully your style as a coach. The Questionnaire seeks to distinguish between the frequency with which you deliver a particular type of behaviour and the quality with which you deliver it. So for instance, whilst you might rarely challenge someone's thinking, when you do, you consider it to be a very focused and incisive challenge, which succeeds in bringing about a change in that person's behaviour (Low Frequency: High Quality). Equally you may offer a lot of advice to people but may also be aware that it is not always appropriate to do so, or that you sometimes deliver it dogmatically (High Frequency: Medium Quality).

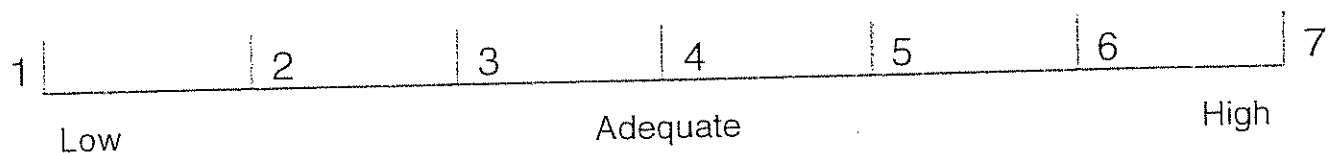
## Scoring System

Please base your answers on actual situations.

### Frequency Scale



### Quality Scale



Other issues to consider in assessing the quality are: timing, appropriateness, sensitivity, clarity of delivery.

## The Coaching Skills Scoring Sheet

Use the questions on the next pages and the Coaching Skills Scoring Sheet that follows to record your scores. Place the number which best represents your views in the box provided. In order to give yourself more useful data please use both ends of the scale and avoid too many mid point scores.

---

# Questions

1. I agree/check the purpose of a meeting at the beginning
2. I control meetings
3. I give advice
4. I explain the background to things
5. I challenge the coachee's thinking
6. I ask questions which encourage fresh thinking
7. I help the coachee to express their feelings
8. I make appreciative comments about the recipient
9. I jointly agree the agenda, and process at a meeting
10. I cope with ambiguity
11. I direct the coachee's behaviour
12. I keep the coachee informed
13. I tackle difficult issues
14. I get the coachee to think for themselves
15. I empathise
16. I make people feel confident
17. I seek to understand how I could help the individual
18. I am aware of and intervene in the "here and now" dynamics of a meeting
19. I tell the recipient what to do
20. I give my views on how I see things
21. I deliver negative feedback
22. I allow the coachee to find their own solutions
23. I am comfortable when the coachee expresses emotions
24. I acknowledge people's efforts and good intentions
25. I seek clarification of my role at a meeting
26. I am able to make others feel relaxed
27. I follow through on the advice I give to ensure completion
28. I explain underlying principles
29. I identify and articulate what blocks the coachee's progress
30. I encourage the recipient to generate options for themselves

---

## Questions (continued)

31. I am aware of my own emotions
32. I praise people
33. I check expectations for a meeting
34. I am aware of my own impact
35. I give guidance
36. I help people view things differently as a result of my explanations
37. I make interventions which prevent the coachee from repeating the same mistakes
38. I don't impose my own solutions to a problem
39. I deal with emotional resistance to change
40. I am unconditional in my acceptance of the coachee as a person
41. I am sensitive to the coachee's concerns at the start of a meeting
42. I have a positive presence
43. I clearly state what the recipient is to do or think
44. I use metaphors, analogies, anecdotes to help the coachee understand
45. I don't tolerate poor performance
46. I listen and summarise
47. I encourage the coachee to articulate their fears about change
48. I am not embarrassed to show appreciation

# Coaching Skills Scoring Sheet

1-7	1-7	1-7	1-7	1-7	1-7	1-7	1-7				
1	<input type="text"/>	<input type="text"/>	2	<input type="text"/>	<input type="text"/>	3	<input type="text"/>	<input type="text"/>	4	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	10	<input type="text"/>	<input type="text"/>	11	<input type="text"/>	<input type="text"/>	12	<input type="text"/>	<input type="text"/>
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Totals: Scale 1		Totals: Scale 2		Totals: Scale 3		Totals: Scale 4					
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				

# Coaching Skills Scoring Sheet

1-7		1-7		1-7		1-7		1-7		1-7					
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<b>Totals Scale 5</b>		<b>Totals Scale 6</b>		<b>Totals Scale 7</b>		<b>Totals Scale 8</b>									
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



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# Classifying your scores

## Categories

### Scale 1: Contracting

- Q.1 Agrees/Checks purpose of a meeting at the beginning
- Q.9 Jointly agrees agenda, and process at a meeting
- Q.17 Seeks to understand how they could help the individual
- Q.25 Seeks clarification of my role at a meeting
- Q.33 Checks the expectations from a meeting
- Q.41 Is sensitive to the coachee's concerns at the start of a meeting

### Scale 2: Creating Learning Environments

- Q.2 Controls meetings
- Q.10 Copes with ambiguity
- Q.18 Is aware of and intervenes in the 'here and now' dynamics of a meeting
- Q.26 Is able to make others feel relaxed
- Q.34 Is aware of their impact
- Q.42 Has a positive presence

### Scale 3: Prescriptive Interventions

- Q.3 Gives advice
- Q.11 Directs the coachee's behaviour
- Q.19 Tells the recipient what to do
- Q.27 Follows through on advice to ensure completion
- Q.35 Gives guidance
- Q.43 Clearly states what the recipient is to do or think

### Scale 4: Informative Interventions

- Q.4 Explains the background to things
- Q.12 Keeps the coachee informed
- Q.20 Gives their views on how they see things
- Q.28 Explains the underlying principles
- Q.36 Helps the coachee view things differently as a result of their explanations
- Q.44 Uses metaphors, analogies, anecdotes to help the coachee understand

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### Scale 5: Confronting Interventions

- Q.5 Challenges the coachee's thinking
- Q.13 Tackles difficult issues
- Q.21 Delivers negative feedback
- Q.29 Identifies and articulates what blocks the coachee's progress
- Q.37 Makes interventions to prevent the coachee from repeating the same mistakes
- Q.45 Doesn't tolerate poor performance

### Scale 6: Catalytic Interventions

- Q.6 Asks questions which encourage fresh thinking
- Q.14 Gets the coachee to think for themselves
- Q.22 Allows the coachee to find their own solutions
- Q.30 Encourages the coachee to generate options for themselves
- Q.38 Doesn't impose their own solutions to a problem
- Q.46 Listens and summarises

### Scale 7: Cathartic Interventions

- Q.7 Helps the coachee to express their feelings
- Q.15 Empathises
- Q.23 Is comfortable when the coachee expresses emotions
- Q.31 Is aware of their own emotions
- Q.39 Deals with emotional resistance to change
- Q.47 Encourages the coachee to articulate their fears about change

### Scale 8: Supportive Interventions

- Q.8 Makes appreciative comments about the recipient
- Q.16 Makes people feel confident
- Q.24 Acknowledges people's efforts and good intentions
- Q.32 Praises people
- Q.40 Is unconditional in their acceptance of the coachee as a person
- Q.48 Is not embarrassed to show appreciation

---

# Interpreting the questionnaire results

As a minimum, completing the questionnaire should help you better understand how the intervention styles differ from each other, and highlight a range of behaviours.

In a general sense, 'quality' is more important than 'frequency', so reflect on your strengths in this area; and what would increase your positive impact.

Your **frequency** scores will highlight the styles you most use, and those that perhaps you avoid. Why is this? Does your choice reflect the real requirements of the situation, i.e. What will most help your coachee, or are you avoiding certain approaches due to your personal discomfort?

**Contracting** (Scale 1) is an essential part of the coaching process - so attention should be given to this area at the beginning of the coaching relationship. If your frequency score in the area is low, then an 'agreement' can still be discussed even if the coaching has already started.

**Creating Learning Environments** (Scale 2): 'quality' and 'frequency' needs to be high in this area - providing a positive working climate throughout the coaching process.

---

# Implications of the overuse or underuse of each style

## Prescriptive Interventions (Scale 3)

**Overuse:** Coachee does not feel fully engaged/valued in the process. May become either too dependant on coach, or counter-dependant, i.e. eventually rejecting their advice. Impact could be patronising if coachee does have relevant experience that is not being drawn on.

**Underuse:** Coachee may not know how to proceed, i.e. the situation/topic being explored is outside of their experience. They would therefore value being given some direction.

## Informative Interventions (Scale 4)

**Overuse:** If the coach is over-talkative, the coachee may become passive. If there are too many options presented - confusion may arise. The conversation could become too theoretical/intellectual - avoiding action.

**Underuse:** It can be very helpful for the coachee to see a range of possibilities; and take personal responsibility for deciding on the most appropriate way forward, so this style can provide guidance to the coachee without being too dominant.

## Confronting Interventions (Scale 5)

**Overuse:** The coachee may feel too challenged, and not supported enough - creating stress, and lack of disclosure. The overuse of this style could lead to a serious lack of confidence.

**Underuse:** All coachees will have blind spots in their awareness, and personal blocks, leading to creative avoidance. If the coach does not hold up the mirror to help the coachee see these limitations, then the pattern will continue.

## Catalytic Interventions (Scale 6)

**Overuse:** This could frustrate the coachee if they believe valuable experience on the part of the coach is being withheld. If someone really doesn't know how to proceed this style would not be helpful.

**Underuse:** The coachee may become reliant on the coach always providing the answer therefore leading to lack of responsibility and ownership by the participant.

---

## Cathartic Interventions (Scale 7)

**Overuse:** Only feelings, not thoughts are dealt with. The coachee will need to examine both in pursuit of increased confidence, and competence. This approach could become intrusive if overused.

**Underuse:** Feelings are always present in any situation - the extent to which they are understood, and managed can provide a powerful source of insight and energy. If feelings are left unexpressed they can block creative thought processes.

## Supportive Interventions (Scale 8)

**Overuse:** This could lead to collusion with the coachee, i.e. supporting ineffective behaviours, encouraging them to keep using the same approach, rather than make personal changes.

**Underuse:** If the coachee does not feel supported in a general sense, i.e. that the coach is interested in them, and wants to help, then the recipient will be less likely to fully engage in the process. The coachee should be encouraged to learn from what they do well; in addition to where they need to improve.

# Views from others

If you have invited others to also complete a questionnaire, then please consider the following:

- Look at trends not absolute scores
- What are the key messages?
- You should adapt your approach depending on the situation (from person to person; from meeting to meeting). Is your style too rigid?
- If the 'quality' scores are higher with some coachees, what could have influenced this?
- Personal reflection on the scores is useful, however an open discussion with the coachee about the impact of your approach may help you better understand the data. The questionnaire results can therefore be used to prompt the conversation.

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## More sources of help

### Reading

'Executive Coaching with Backbone and Heart' by Mary Beth O'Neill. ISBN 0 -7879-5016-5

*Highly recommended*

'The Complete Facilitators Handbook' by John Heron. ISBN 0-7494-2798-1

'Management Learning Integrating Perspectives in Theory and Practice' by Borgoyne and Reynolds. ISBN 0-8039-7644-5

'Working with Emotional Intelligence' by Daniel Goleman. ISBN 0-7475-4384-4 'The Trusted Advisor' by David Maister. ISBN 0-7432-0776-9 'The Magic of Dialogue' by Daniel Yanhelovich. ISBN 1-85788-256-3 'Helping The Client' by John Heron. ISBN 0-8039-8291-7

'Supervision in the Helping Professions' by Peter Hawkins and Robin Shohet. ISBN 0-335-20117-2

A Manager's Guide to Self-Development' by Pedler, Burgoyne and Boydell. ISBN 0 - 07 084924 -2

'The Collected Papers of Roger Harrison' (Development Organisations Series) ISBN 0-07-709090-X

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# Notes Page





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## Εργαστήριο Καθοδήγησης

Το μοντέλο GROW – Ερωτήσεις/Παραδείγματα:

### ΣΤΟΧΟΙ (GOALS)

- Τι θα ήθελες να συζητήσουμε;
- Τι θα ήθελες να καταφέρουμε;
- Τι θα ήθελες να καταφέρεις σε/από αυτή τη συνάντηση; ή Τι θα ήθελες να μάθεις από αυτή τη συνάντηση; Σημαντικές προκλήσεις.
- Τι θα ήθελες να αλλάξει φεύγοντας από αυτή τη συνάντηση;
- Πως μπορούμε να συνεργαστούμε για να κάνουμε τη συνάντηση εποικοδομητική;
- Ποιο είναι το αποτέλεσμα που θα ήθελες;
- Τι θα σε έκανε να αισθανθείς πως η συνάντηση αυτή άξιζε τον χρόνο σου;
- Αν θα μπορούσα να πραγματοποιήσω μια ευχή για αυτή τη συνάντηση, ποια θα ήταν;
- Αν θα μπορούσες να καταφέρεις οτιδήποτε από αυτή τη συνάντηση, τι θα ήταν αυτό;
- Τι θα μπορούσε να γίνει που δεν γίνεται τώρα, ή τι θα μπορούσε να μη γίνει που γίνεται τώρα;
- Είναι εφικτό;
- Μπορεί να επιτευχθεί στο διαθέσιμο χρόνο;
- Θα ήταν πραγματικά χρήσιμο για σένα;

## ΠΡΑΓΜΑΤΙΚΟΤΗΤΑ (REALITY)

- Τι συμβαίνει τώρα; ή Τι πραγματικά συμβαίνει;
- Πως χειρίζεσαι την παρούσα κατάσταση;
- Τι πραγματικά συνέβηκε; Τι άλλο συνέβηκε;
- Πως θα περιέγραφες τον εαυτό σου;
- Υπήρξε κάτι άλλο στη συνάντηση που σε ξάφνιασε;
- Γιατί συμβαίνει αυτό;
- Πες μου λίγο περισσότερο για αυτό...
- Πώς ξέρεις πως είναι ακριβές;
- Πότε συμβαίνει;
- Πόσο συχνά συμβαίνει; Αν μπορείς να είσαι ακριβής
- Τι επιπτώσεις έχει;
- Πως ξέρεις πως υπάρχει πρόβλημα;
- Πως το εξακρίβωσες ή θα το εξακριβώσεις;
- Ποιοι άλλοι παράγοντες είναι σχετικοί;
- Ποια άλλα άτομα έχουν σχέση;
- Ποια η αντίληψη τους για τη κατάσταση;
- Τι άλλο;
- Τι δοκίμασες μέχρι στιγμής;

## ΕΠΙΛΟΓΕΣ (OPTIONS)

- Τι θα μπορούσες να κάνεις για αυτό;
- Τι συνέπειες έχει;
- Τι μπορείς να κάνεις; Τι επιλογές έχεις; Τι εναλλακτικές υπάρχουν;
- Σε ένα ιδανικό κόσμο, πως θα ήταν διαφορετικά τα πράγματα;
- Τι θα μπορούσες να κάνεις διαφορετικά;
- Τι χρειάζεται να συμβεί από τώρα και στο εξής;
- Πως μπορείς να το πραγματοποιήσεις;
- Πόσο σίγουρος είσαι πως θα επιτύχει;
- Τι άλλο μπορείς να σκεφτείς .....; ( σκέψου πιθανές λύσεις )
- Πες μου τι πιθανές κινήσεις σκέφτεσαι; Μην σε απασχολεί αν είναι εφικτές στο παρόν στάδιο.
- Τι είδες να χρησιμοποιείται, ή χρησιμοποίησες ο ίδιος σε παρόμοιες καταστάσεις;
- Ποιος θα μπορούσε να βοηθήσει;
- Θα ήσουν ανοιχτός σε εισηγήσεις από εμένα;
- Ποια τα πλεονεκτήματα και ποια τα μειονεκτήματα των επιλογών αυτών;
- Ποιες από αυτές σου αρέσουν περισσότερο;
- Από αυτές τις επιλογές ποιες σε ενδιαφέρουν περισσότερο;
- Βαθμολόγησε από το 1-10 πόσο πρακτικές νομίζεις πως είναι αυτές οι επιλογές.
- Θα ήθελες να διαλέξεις μια;

## ΘΑ ΚΑΝΩ - ΜΕΘΟΔΟΙ ΝΑ ΠΑΜΕ ΜΠΡΟΣΤΑ (WAY FORWARD)

- Ποιο είναι το/τα επόμενο/α βήμα(τα);
- Ποια είναι η επόμενη κίνηση που σίγουρα θα κάνεις;
- Τι χρειάζεται να κάνεις;
- Από όλες τις πιθανές επιλογές, ποιες θα μπορούσες να υλοποιήσεις...;
- Πως μπορούμε να μετρήσουμε την αλλαγή;
- Αφού είμαστε και οι δυο εδώ, πες μου συγκεκριμένα τι θα κάνεις;
- Πότε λογαριάζεις να το κάνεις;
- Τι θα μπορούσε να είναι εμπόδιο;
- Χρειάζεσαι να γράψεις τα βήματα που θα ακολουθήσεις στο ημερολόγιο σου;
- Τι στήριξη χρειάζεσαι;
- Πως και πότε μπορεί να χρειαστείς τη στήριξη;
- Από το 1-10 πόσο δεσμευμένος είσαι στο να ακολουθήσεις αυτές τις κινήσεις?
- Τι σε εμποδίζει από το να δεσμευτείς στο 10;
- Τι θα μπορούσες να κάνεις για να δεσμευτείς στο 10;
- Υπάρχει κάτι άλλο που θα ήθελες να συζητήσουμε, ή έχουμε τελειώσει;

ΤΟ ΜΟΝΤΕΛΟ HERON

Παράδειγμα 1

Καθοδηγούμενος: “Εκτιμώ το ότι μου ζητήθηκε να διευθύνω το πρόγραμμα αυτό, αλλά πιστεύω ότι θα ταίριαζε καλύτερα ο ρόλος αυτός στο Χρίστο .”

Πιθανές απαντήσεις από τον καθοδηγητή

<b>Prescriptive (Δίνει κατεύθυνση)</b>

<b>Informative (Δίνει πληροφόρηση)</b>

<b>Confronting (Αντιπαράθεση)</b>

<b>Cathartic (Κάθαρση)</b>

<b>Catalytic (Καταλυτική προσέγγιση)</b>

<b>Supportive (Παρέχει υποστήριξη)</b>

## ΤΟ ΜΟΝΤΕΛΟ HERON

### Παράδειγμα 2

Καθοδηγούμενος: “ Ένας μεγάλος αριθμός των πελατών μου, λέει πως δεν είμαι αρκετά διαθέσιμος”

Πιθανές απαντήσεις από τον καθοδηγητή

**Prescriptive ( Δίνει κατεύθυνση)**

--

**Informative ( Δίνει πληροφόρηση)**

--

**Confronting ( Αντιπαράθεση)**

--

**Cathartic ( Κάθαρση)**

--

**Catalytic ( Καταλυτική προσέγγιση)**

--

**Supportive ( Παρέχει υποστήριξη)**

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## ΤΟ ΜΟΝΤΕΛΟ HERON

### Παράδειγμα 1

**Καθοδηγούμενος:** “Εκτιμώ το ότι μου ζητήθηκε να διευθύνω το πρόγραμμα αυτό, αλλά πιστεύω ότι θα ταίριαζε καλύτερα ο ρόλος αυτός στο Χρίστο .”

### Πιθανές απαντήσεις από τον καθοδηγητή

#### **Prescriptive (Δίνει κατεύθυνση)**

Εισηγούμαι να αναλάβεις τον ρόλο, έστω και εάν σε φοβίζει λίγο. Θα είναι καλή εμπειρία

#### **Informative (Δίνει πληροφόρηση)**

Πιστεύω έχεις αρκετά δυνατά στοιχεία που θα σε βοηθήσουν σε αυτό το πρόγραμμα. Επίσης, έχεις καλό ιστορικό με τέτοια προγράμματα. Όταν έχω να αντιμετωπίσω παρόμοιες καταστάσεις, χρησιμοποιώ τις δυνατότητες/εμπειρίες της ομάδας και των ατόμων να με βοηθήσουν.

#### **Confronting (Αντιπαράθεση)**

Θα απογοητεύσεις όλη την ομάδα αν δεν πάρεις την ευκαιρία. Είσαι ο καταλληλότερος να διευθύνεις το πρόγραμμα αυτό.

#### **Cathartic (Κάθαρση)**

Δεν είναι του χαρακτήρα σου να διστάζεις σε τέτοιες περιστάσεις. Τι σε προβληματίζει;

#### **Catalytic (Καταλυτική προσέγγιση)**

Τι θα μπορούσες να κάνεις για να αντιμετωπίσεις αυτούς τους προβληματισμούς;

#### **Supportive (Παρέχει υποστήριξη)**

Θα είμαι κοντά σου να σε στηρίξω σε περίπτωση που με χρειαστείς

## ΤΟ MONTELO HERON

### Παράδειγμα 2

Καθοδηγούμενος: “Ένας μεγάλος αριθμός των πελατών μου, λέει πως δεν είμαι αρκετά διαθέσιμος”

Πιθανές απαντήσεις από τον καθοδηγητή

#### Prescriptive ( Δίνει κατεύθυνση)

Εισηγούμαι να κοιτάξουμε πού και πώς περνάς τον χρόνο σου – καλύτερα να συναντηθούμε πριν το τέλος της βδομάδας να το συζητήσουμε

#### Informative ( Δίνει πληροφόρηση )

Υπάρχουν πολλοί τρόποι με τους οποίους θα μπορούσες να αφιερώσεις περισσότερο χρόνο στους πελάτες σου, χωρίς να σου αποσπούν μεγάλο μέρος του συνολικού χρόνου σου.

#### Confronting ( Αντιπαράθεση )

Φαίνεται πως αποφεύγεις κάτι. Τι είναι αυτό;

#### Cathartic ( Κάθαρση )

Πώς νιώθεις για αυτούς τους πελάτες;

#### Catalytic ( Καταλυτική προσέγγιση )

Τι άλλα προβλήματα υπάρχουν; Πώς μπορούμε να προχωρήσουμε;

#### Supportive ( Παρέχει υποστήριξη)

Οι πελάτες πάντοτε θα θέλουν περισσότερα. Είναι μια πρόκληση να χειρίζεσαι ταυτόχρονα τόσες απαιτήσεις.

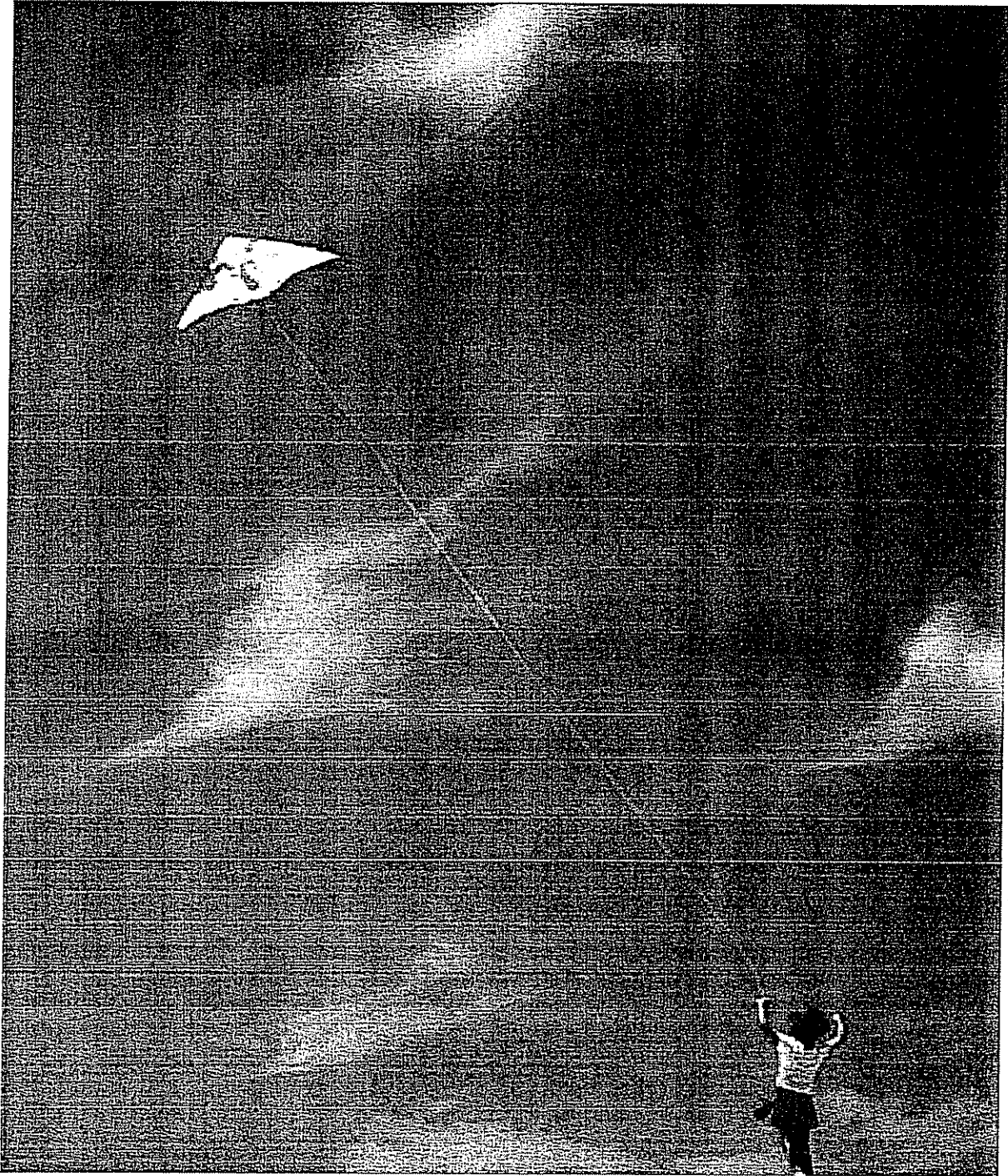
## Αποτελεσματική Καθοδήγηση – Πρακτική εξάσκηση Το εγχειρίδιο του παρατηρητή

Παρακαλώ παρατηρήστε προσεχτικά την καθοδηγητική συνάντηση και γράψετε τις σημειώσεις σας για να δώσετε εποικοδομητικά σχόλια στον καθοδηγητή.

	Ναι	Όχι	Σχόλια
Έκανε τον καθοδηγούμενο να αισθανθεί άνετα			
Χρησιμοποίησε ανοιχτές ερωτήσεις			
Χρησιμοποίησε το μοντέλο GROW			
Ικανοποιητική ανάλυση των ζητημάτων του καθοδηγούμενου			
Ισορροπία σε καθοδήγηση και προώθηση αναλογισμού			
Συμφωνήθηκαν οι επόμενες κινήσεις;			
Σημειώσεις για επικοινωνία μέσω εκφράσεων/στάσης του σώματος του καθοδηγητή κατά την συνάντηση			
Άλλες σημειώσεις			



## Εργαστήριο Καθοδήγησης



### 3 ο στάσιος σκηνής του καθοδηγητή

Βαθμολόγησε τον εαυτό σου από το 1-10 (1 το ελάχιστο και 10 το μέγιστο)  
το βαθμό που αισθάνεσαι πως σκέφτεσαι σήμερα σαν καθοδηγητής:

Σκέψου τι θα ήταν καλό να κάνεις για να βελτιώσεις το βαθμό σου:

### Εργασία της καθοδήγησης – Το μοντέλο HERON

Βαθμολόγησε τον εαυτό σου από το 1-10 (1 το ελάχιστο και 10 το μέγιστο)  
στο πόσο καλός/άνετος είσαι στο να εφαρμόζεις τις διάφορες τεχνικές του  
μοντέλου HERON σε μια συνάντηση καθοδήγησης:

Σκέψου τι θα ήταν καλό να κάνεις για να βελτιώσεις το βαθμό σου:

**Εργαλείο της καθοδήγησης – Ενεργητική Ακρόαση**

Βαθμολόγησε τον εαυτό σου από το 1-10 (1 το ελάχιστο και 10 το μέγιστο)  
στο πόσο ενεργητικός ακροατής είσαι:

Σκέψου τι θα ήταν καλό να κάνεις για να βελτιώσεις το βαθμό σου:

**Εργαλείο της καθοδήγησης – Αποτελεσματικοί τρόποι για ερωτήσεις**

Βαθμολόγησε τον εαυτό σου από το 1-10 (1 το ελάχιστο και 10 το μέγιστο)  
στο πόσο αποτελεσματικές είναι οι ερωτήσεις που κάνεις:

Σκέψου τι θα ήταν καλό να κάνεις για να βελτιώσεις το βαθμό σου:

**Εργαλείο της καθοδήγησης – Μιλώντας για συναισθήματα**

Βαθμολόγησε τον εαυτό σου από το 1-10 (1 το ελάχιστο και 10 το μέγιστο) για την ικανότητα σου να προσδιορίζεις και να μιλάς για συναισθήματα κατά την διάρκεια της καθοδήγησης:

Σκέψου τι θα ήταν καλό να κάνεις για να βελτιώσεις το βαθμό σου:

**Πρακτική – Ποιμαντικό GROW**

Βαθμολόγησε τον εαυτό σου από το 1-10 (1 το ελάχιστο και 10 το μέγιστο) στο πόσο άνετος αισθάνεσαι να κατευθύνεις τη καθοδηγητική συνομιλία με βάση τη μεθοδολογία του GROW :

Σκέψου τι θα ήταν καλό να κάνεις για να βελτιώσεις το βαθμό σου:



**Εργαλείο της καθοδήγησης – Ενεργητική Ακρόαση**

Βαθμολόγησε τον εαυτό σου από το 1-10 (1 το ελάχιστο και 10 το μέγιστο)  
στο πόσο ενεργητικός ακροατής είσαι:

Σκέψου τι θα ήταν καλό να κάνεις για να βελτιώσεις το βαθμό σου:

**Εργαλείο της καθοδήγησης – Αποτελεσματικοί τρόποι για ερωτήσεις**

Βαθμολόγησε τον εαυτό σου από το 1-10 (1 το ελάχιστο και 10 το μέγιστο)  
στο πόσο αποτελεσματικές είναι οι ερωτήσεις που κάνεις:

Σκέψου τι θα ήταν καλό να κάνεις για να βελτιώσεις το βαθμό σου:

**Εργαλείο της καθοδήγησης – Μιλώντας για συναισθήματα**

Βαθμολόγησε τον εαυτό σου από το 1-10 (1 το ελάχιστο και 10 το μέγιστο) για την ικανότητα σου να προσδιορίζεις και να μιλάς για συναισθήματα κατά την διάρκεια της καθοδήγησης:

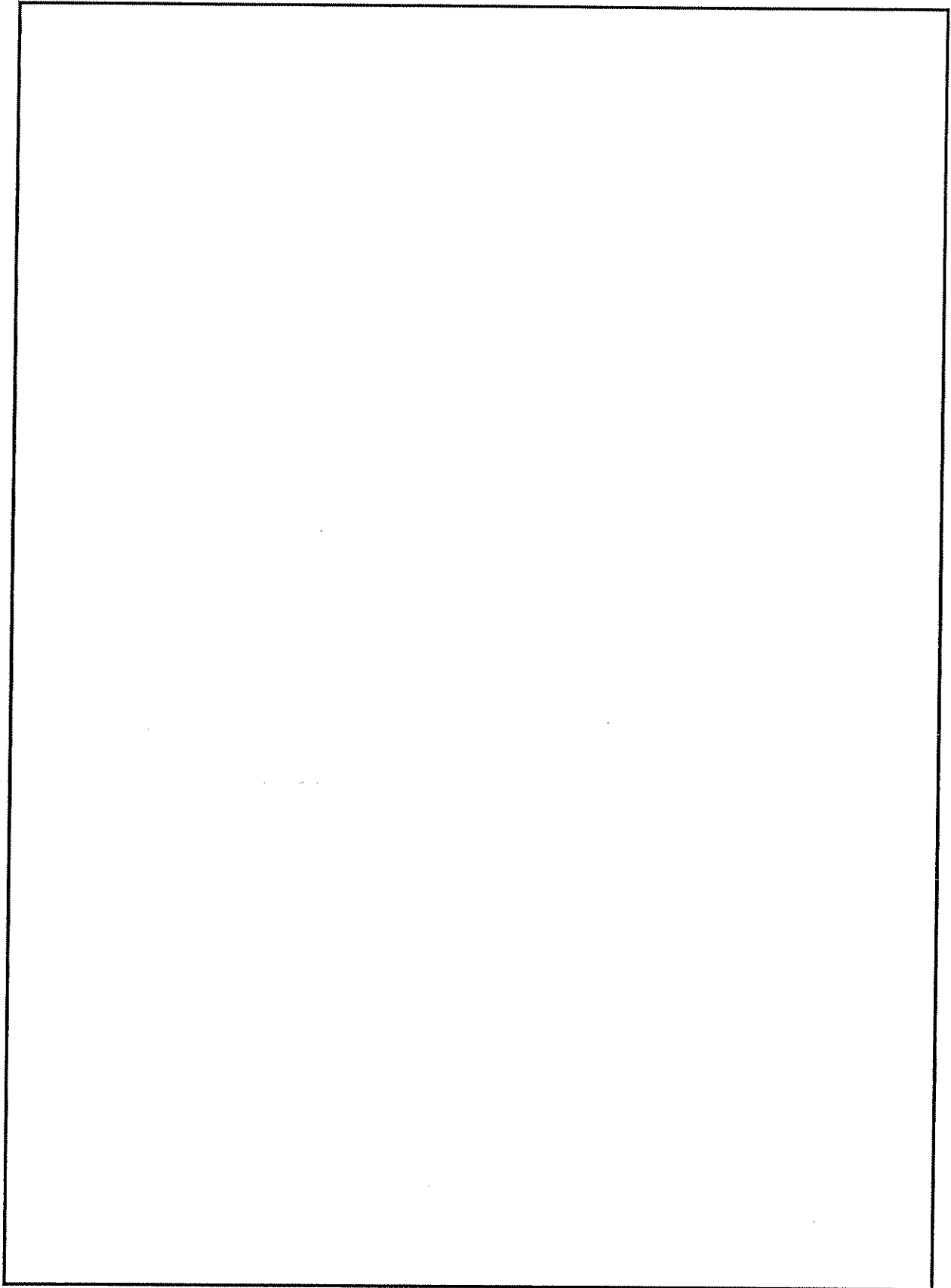
Σκέψου τι θα ήταν καλό να κάνεις για να βελτιώσεις το βαθμό σου:

**Πρωταρχική – Το μοντέλο GROW**

Βαθμολόγησε τον εαυτό σου από το 1-10 (1 το ελάχιστο και 10 το μέγιστο) στο πόσο άνετος αισθάνεσαι να κατευθύνεις τη καθοδηγητική συνομιλία με βάση τη μεθοδολογία του GROW :

Σκέψου τι θα ήταν καλό να κάνεις για να βελτιώσεις το βαθμό σου:

Προσωπικές σημειώσεις

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the user to write their personal notes.