

# MaWIC Online Course – Migration and Workplace Integration Coach

## Training material – Module 4: Introduction to Coaching



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Project duration: 01/09/2017-31/08/2020

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# Introduction

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Welcome to **Module 4 Coaching** !

This module will deal with the role, approach and method applied by the integration coach.

Introduction to the trainer(s)

# Basic understanding and approach

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Let's start the module with some definitions:

A widely quoted one phrased by one of the “fathers” of coaching goes like this:

*“Coaching is unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them.”*

John Whitmore, in “Coaching for Performance” (2004)

The International Coaching Federation (ICF) defines coaching on its website as:

*“Partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential “*

(<https://coachfederation.org/code-of-ethics>)

Phillip Rosinski, a coach and author in crosscultural settings understands coaching as:

*“the art of facilitating the unleashing of people`s potential to reach meaningful, important objectives”*

Phillipe Rosinski, in “Coaching across Cultures” (2003)

## Basic understanding and approach

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As all these definitions show, coaching involves the conviction that people have more potential than they are currently able to display and that they carry the answers to their problems within themselves.

The coach's role is to help the individual to explore and develop this potential, thereby discovering his or her solutions and reaching the objectives.

The coaching process consists of a specific kind of dialogue where new views and ideas are triggered off. This may occur once, or more commonly, in a number of coaching sessions.

## Goal of this module

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As a colleague at the side of the migrant employee you may adopt several roles and realize different tasks which support the integration process.

The main goals of this module are

- to make you aware **what a coaching approach means specifically**
- to learn about **techniques and procedures**
- and to develop **first practical steps**

# Terms

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In the coaching context we usually call the people we support „coachee“ or „client“.

Although you might not think of your (migrant) colleagues as clients normally, we consider it relevant to use the same terms here. The aim is to make you more and more perceiving yourself as a coach applying the necessary attitudes and points of views in this specific context of integration.

We use male and female grammatical forms alternately. In both cases men and women are meant.

# Content of the module

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## Week 1

- Introduction
- Ethical standards and guidelines
- Coaching agreements and contracts
- Roles and approaches in advisory
- Trust and relationship building

## Week 2

- Communication techniques and the power of questions
- Design and structure in coaching

# Assignments

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The assignments in this module consist of participation in two **discussion forums**, a **written task** and a **coaching practice at your workplace** which will be reflected on afterwards in written form,.

Furthermore, there will be **two online meetings** which will contain a discussion which needs some previous reflection from your side and another one where you will do an exercise.

Assignments of the first week have due dates partly during the second week. The written reflection of the coaching practice will have a due date only after the module to give you more time for it. Furthermore it can serve to connect the coaching exercise with topics of the next module.

**You will conclude this module successfully when you:**

- participate actively in at least one forum
- deliver the written task of week 1
- take part in at least one online session or deliver a written reflection instead
- deliver a short report about your coaching practice at the workplace

## Further hints

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We will be dealing with a broad subject during this module. Some of you may have some experiences already or even working as full time coaches. For others the subject might be completely new.

Feel free to always contact me individually in case of questions or feedbacks!

You will find links for reading and for watching videos in the materials. As you will notice, some materials are necessary to study, others are optional.

Please, download the [list of links](#) in the next step!



# MaWIC Online Course – Migration and Workplace Integration Coach

## Module 4: Coaching – Ethical Standards and Guidelines



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# Ethical guidelines

Coaching implies a trustful relationship between coachee and coach, for the latter takes insights into the coachee's very personal sphere. A special kind of responsibility results from this.

The International Coaching Federation (ICF), as one big association of coaches, has elaborated ethical guidelines for their members. Here is an extract of these guidelines introduced by a bit more detailed definition of coaching. For the full version visit ICF's website.

<https://coachfederation.org/code-of-ethics>

## ICF Definition of Coaching

“Coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life.

In each meeting, the client chooses the focus of conversation, while the coach listens and contributes observations and questions. This interaction creates clarity and moves the client into action. Coaching accelerates the client's progress by providing greater focus and awareness of choice. Coaching concentrates on where clients are now and what they are willing to do to get where they want to be in the future. ICF member coaches and ICF credentialed coaches recognize that results are a matter of the client's intentions, choices and actions, supported by the coach's efforts and application of the coaching process.

# The ICF standards of ethical conduct

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## Professional Conduct with Clients

1. I will be responsible for setting clear, appropriate, and culturally sensitive boundaries that govern any physical contact that I may have with my clients.
2. I will not become sexually involved with any of my clients.
3. I will construct clear agreements with my clients and will honour all agreements made in the context of professional coaching relationships.
4. I will ensure that, prior to or at the initial session, my coaching client understands the nature of coaching, the bounds of confidentiality, financial arrangements and other terms of the coaching agreement.
5. I will accurately identify my qualifications, expertise and experience as a coach.
6. I will not intentionally mislead or make false claims about what my client will receive from the coaching process or from me as their coach.



# The ICF standards of ethical conduct

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7. I will not give my clients or prospective clients information or advice I know or believe to be misleading.
8. I will not knowingly exploit any aspect of the coach-client relationship for my personal, professional or monetary advantage or benefit.
9. I will respect the client's right to terminate coaching at any point during the process. I will be alert to indications that the client is no longer benefiting from our coaching relationship.
10. If I believe the client would be better served by another coach, or by another resource, I will encourage the client to make a change.
11. I will suggest that my clients seek the services of other professionals when deemed appropriate or necessary.
12. I will take all reasonable steps to notify the appropriate authorities in the event a client discloses an intention to endanger self or others.



# The ICF standards of ethical conduct

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## Confidentiality/Privacy

13. I will respect the confidentiality of my client's information, except as otherwise authorized by my client, or as required by law.
14. I will obtain agreement from my clients before releasing their names as clients or references, or any other client identifying information.
15. I will obtain agreement from the person being coached before releasing information to another person compensating me. “

For the full version of the ICF's website you may optionally open the link in the list of links:

1

# Next steps: Individual reflection and forum discussion

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## Assignment

Please, read the extract of ICF's code of conduct carefully:

- What are your top 5-7 elements of this list which you consider particularly relevant regarding your role as an integration coach? Why?
- Which ones may be challenging to put into practice in your context?

**Write your answers into the corresponding forum, please.**

**Due date:**

# MaWIC Online Course – Migration and Workplace Integration Coach

## Module 4 Coaching: Agreements and Contracts



# Agreements and Contracts

## Agreements in Coaching – The Three-Cornered Contract or Contract Triangle

When we work as internal or external coaches in companies and organizations the first contracting party is often not the person whom we directly support to improve performance. Depending on the size and kind of organization the initiative mostly comes from a superior or the human resource department.

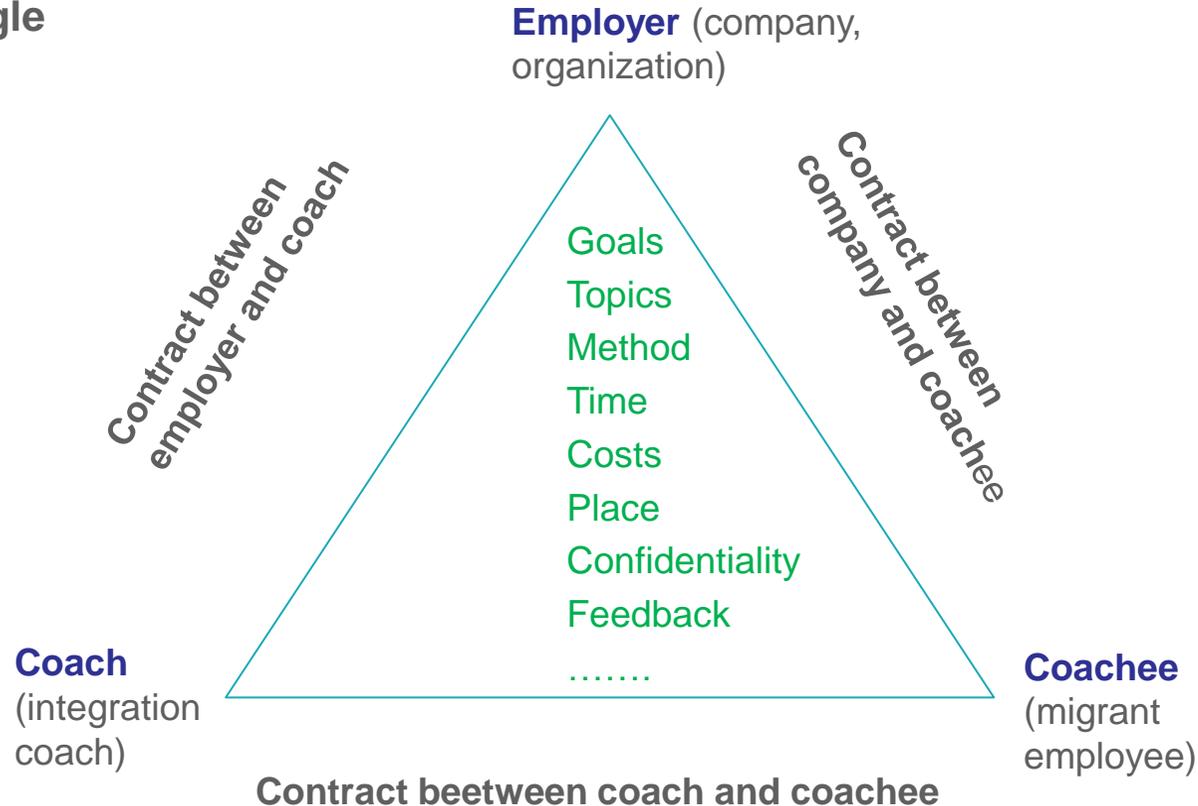
It is important to conclude separate, explicit agreements or contracts with the various parties involved. Contracts here mean clear arrangements to which both side have explicitly agreed. In addition, each person should know roughly what was agreed among the others.

When we clarify goals and frameworks with the different sides involved we address to questions as:

- What are the goals and expected outcomes? And how will these be measured?
- Which procedure will we employ?
- How much time do we have and what should be the frequency of the coaching?
- How will feedback be organized between the parties?
- How will confidentiality be dealt with?

# Agreements and Contracts

## Contract Triangle

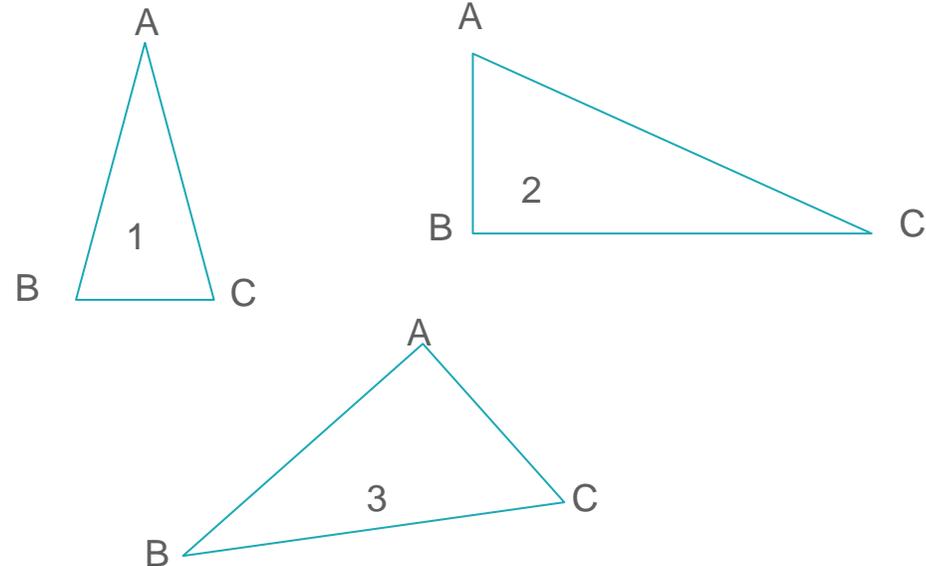


# Agreements and Contracts

The contract triangle is helpful for these clarifications. It turns existing expectations and arrangements transparent and it helps to monitor the coaching process. Even if you have got a defined position in the company as an internal coach, this transparency will be indispensable for trust building and focus in the coaching relationship.

Distortions in the contract triangle can lead to conflict. Three basic situations are to be distinguished.

1. Coach (B) and coachee (C) are close to one another, the employer (A) is far away. If the coach is too close to the coachee, a subversive situation easily arises. The coach easily becomes the ally of the coachee against the employer.



# Agreements and Contracts

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2. Coach (B) and employer (A) are close to one another, the coachee (C) is distant. Here, the coach is seen as representative of the employer. This might turn a trusting relationship with the coachee difficult and can even lead to tacit sabotage. Particularly, when the coachee is unfamiliar with the organization and the coaching setting this situation is frequent.
3. Employer (A) and coachee (B) are close to one another, the coach (C) is distant. Here, the issue can be that the person or qualifications of the coach are not accepted or there is a belief that coaching as a tool is actually not needed.

In all these situations the model of the contract triangle can help to analyze the constellations and bring about ideas how to balance the relationships.

The concept of the three-cornered contract was first coined in the therapy method called Transactional Analysis by Fanita English and modified by Nelly Micholt. For these sources see (English, Fanita: Transactional Analysis Journal Vol.5, n.4, 1975; Micholt, Nelly: Transactional Analysis Journal Vol 22, N.4, 1992)

Optional reading in this tradition:

2



# Agreements and Contracts

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## Assignment

Elaborate your contract triangle and clarify:

- Who is part of your triangle?
- Which agreements already exist?
- Which questions will you still have to clarify with your employer?
- Which ones with the coachee?
- What are your own expectations towards taking up the role of the integration coach?
- What are your responsibilities and what are the responsibilities of others?

1) Based on these reflections, design a suggestion of coaching agreement which you can present to your coachee.

2) Describe further steps in order to clarify your contracts.

**Please, upload your text until:**

# MaWIC Online Course – Migration and Workplace Integration Coach

## Module 4: Coaching Roles and Approaches in Advisory



# Different roles and approaches in advisory

We can differentiate several professional roles where one person supports another one to identify and implement solutions for a given issue. All of them may be called advisory roles and coaching is one of them. They imply different approaches attitudes and procedures. Let us compare the core idea of some relevant roles:

## Coach

- Unlocking coachee's potential finding own answers and solutions

## Mentor

- Guiding and giving advice based on own experience

## Trainer

- Showing specific tools and methods to improve performance

## Expert consultant

- Suggesting a solution based on specific expert knowledge

## Supervisor

- Explaining tasks and showing how to do them correctly. This is a mixture of a superior and advisory role.

# Different roles and approaches

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The following model is helpful to understand the differences between the roles and particularly between coaching and other roles and approaches.

Each role has a position between two intentions:

- 1. Achieving results for the client** and
- 2. Developing capabilities of the client to find and implement own solutions**

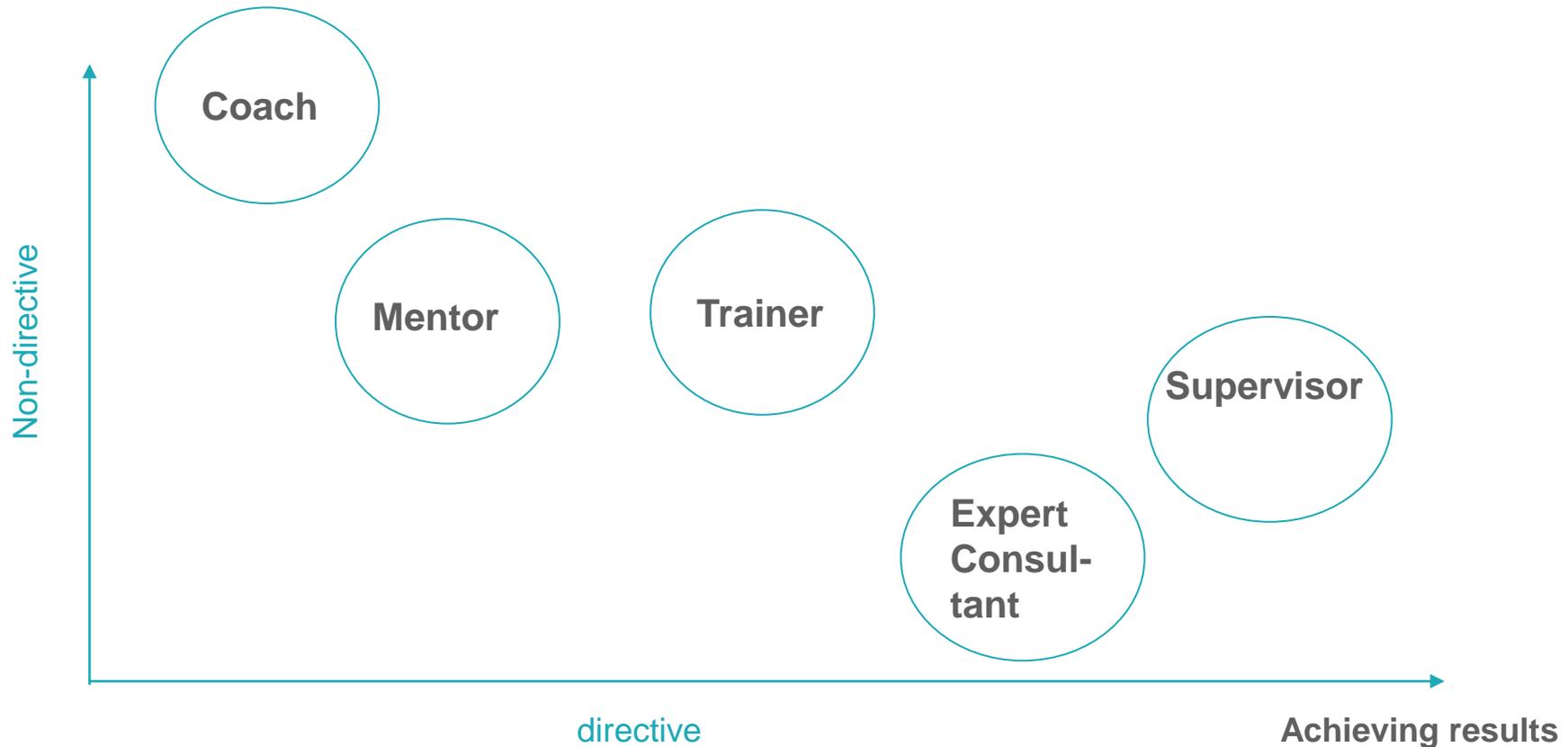
(see: Champion, D.P. et al: "Choosing a Consultancy Role" in: Training and Development Journal, Feb. 1990)

The first intention is linked to a directive approach of telling what to do. The second intention is non-directive. It is the client who formulates his own solution ways and is supported to do so.

You may find yourself in several roles in your workplace and also in regard to the migrant employee who is your coachee. The model helps to reflect yourself and to adjust your role.

# Different roles and approaches

Developing capabilities



(adapted from: Champion, D.P. et al: Choosing a Consultancy Role, in: Training and Development Journal, Feb. 1990 )



# Important concepts and principles in coaching

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Although there are different “schools” and academic traditions in coaching, some important principles unite all of them:

- **Solution orientation:** As coaches we don't spend a lot of time on analyzing how a problem originated and we support clients who have a strong problem focus to switch perspectives. We help to identify experiences, abilities and ideas which lead to solutions.
- **Appreciation of client's potentials:** We are convinced that the client knows best how a feasible solution for him looks like. It is only him who has the necessary expertise on “himself “ to bring about this match. We can maybe contribute with our ideas, but we are careful not to make choice for him.
- **Asking questions instead of telling answers:** This is connected to our belief in the client's potential. We don't have the answers. Our expertise is asking inspiring questions to bring about the client's answer.
- **Ownership:** People usually identify most with what they themselves have produced. Therefore we make the client formulate her objectives and conclusions. We avoid doing anything he or she herself can do.

# Materials

Necessary texts and youtube video in the list of links!

Please read the texts on ICF's website:

3

4

And watch an interesting youtube video which picks up our subject:

5

# Next step: questions to prepare first online session

## Assignment

Have a look at your current role in the integration process:

- What kind of approach or role are you currently adopting?

- How is this role called?

It is possible that there are different perspectives on your role:

- Which approach does your company expect?
- What may your client expect?
- Which approach do you prefer?
- How does this reflection influence the content of your “contracts” ?

When you consider coaching as we have defined it here:

- What are preconditions to apply this approach on the side of the coachee? What is needed from him or from her?

**If you participate in the webinar, please, bring some (mental) notes to discuss these questions.**

**If you can not participate, upload your written reflections until ..., please.**

# MaWIC Online Course – Migration and Workplace Integration Coach

## Module 4: Coaching Trust and Relationship Building



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# Trust and Relationship Building

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Unlike in expert consulting or training where the focus is on a subject outside the client, coaching implies the connection between this subject and the client's view and dealing with it. The coachee's hopes and fears, his very personal thoughts and feelings might be touched in this context. Reliance on the appreciative attitude and on the confidentiality of the coach is absolutely necessary here – the more when both work in the same organization.

Furthermore, trust in his good intentions and integrity are the basis for the coach to challenge the client occasionally during the process getting him out of his comfort zone.

We can state that a trustful relationship is in several respects the precondition for any successful coaching process. So, what is necessary to promote this kind of relationship?

Creating a positive contact with the client should be always the first aim of the coach. For most people coaching is a new situation and they may feel unsure about what will happen, how the contact to the coach will be like and what will be expected from them.

# Trust and Relationship Building

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The need for trust and relationship building in order to be able to work together differs from person to person and from culture to culture. It depends on the coach's sensitivity to find out how much effort has to be invested and what the aspects are which are important to the client in order to rely and trust.

Attitudes and behaviors which should be in focus are:

- Creating a safe and comfortable environment
- Linking to the client by, for example, finding something in common: an experience, an interest or something both can laugh about
- Showing interest, attention and appreciation for the person's story
- Being sensitive to conditions and obstacles that the person faces like language difficulties, working hours and duties etc.
- Sharing information about oneself
- Being transparent i.e. about procedures, roles, experiences etc.
- Showing oneself accountable and reliable regarding own tasks

# Next step: Forum discussion on trust and relationship building



## Assignment:

Please analyze regarding the specific setting of your coaching:

- Which aspects do you consider particularly important for trust and relationship building?
- What might your migrant client need from you concretely in order to build up trust?
- Which behaviors and activities can you realize in order to develop a trustful relationship?

**Please put your reflections into the forum created for this topic until ...!**



# MaWIC Online Course – Migration and Workplace Integration Coach

## Module 4.5: Coaching Communication Techniques and the Power of Questions



# Communicating Effectively

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As we have seen before coaching is a process which is mainly based on the dialogue between coach and coachee.

Communication skills and techniques are therefore core competences of any coach.

The ICF defines three communication skills in an elaborated and detailed way:

- Active Listening
- Powerful Questioning
- Direct Communication

The following slides will depict the full description of these competences from the ICF's website which makes us realize the broad abilities required in communication during coaching. (<https://coachfederation.org/core-competencies>)

# Active Listening

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“Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client’s desires, and to support client self-expression.

- Attends to the client and the client’s agenda and not to the coach’s agenda for the client.
- Hears the client’s concerns, goals, values and beliefs about what is and is not possible.
- Distinguishes between the words, the tone of voice, and the body language.
- Summarizes, paraphrases, reiterates, and mirrors back what client has said to ensure clarity and understanding.
- Encourages, accepts, explores and reinforces the client’s expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
- Integrates and builds on client’s ideas and suggestions. “Bottom-lines” or understands the essence of the client’s communication and helps the client get there rather than engaging in long, descriptive stories.
- Allows the client to vent or “clear” the situation without judgment or attachment in order to move on to next steps.” (Source: <https://coachfederation.org/core-competencies>)



# Powerful Questions

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“Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

- Asks questions that reflect active listening and an understanding of the client’s perspective.
- Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client’s assumptions).
- Asks open-ended questions that create greater clarity, possibility or new learning.
- Asks questions that move the client toward what they desire, not questions that ask for the client to justify or look backward.”

(Source: <https://coachfederation.org/core-competencies>)



# Direct Communication

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“Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

- Is clear, articulate and direct in sharing and providing feedback.
- Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about.
- Clearly states coaching objectives, meeting agenda, and purpose of techniques or exercises.
- Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon).
- Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.”  
(<https://coachfederation.org/core-competencies>)

For further reading look at the IFS’s website optionally:

# The Role of Questions in Coaching

## „For your information I would like to ask you a question“ (Kurt Lewin)

You have read about the importance of powerful questions before.

As the above quotation tells us, a question is not only a means to get information for the person who asks. In a helpful coaching process, we may state, it should be even the other way around.

Asking questions – new and inspiring ones - is the core of a coach's art. Questions can make someone aware of his perceptions and interpretations and they can be used for trying out new perspectives. Coaching can thus be understood as an information creating process for the client (in the first place) and for the coach.

Questions need time in order to trigger new thought processes. Patience and calmness are useful here. Keeping quiet often means that important things are happening in the head of the conversational partner.

Let's have a look at kinds of questions which are particularly interesting for coaches.

Watch this video necessarily:

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# Open-ended und Closed Questions

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You may have already heard about the difference between these question types:

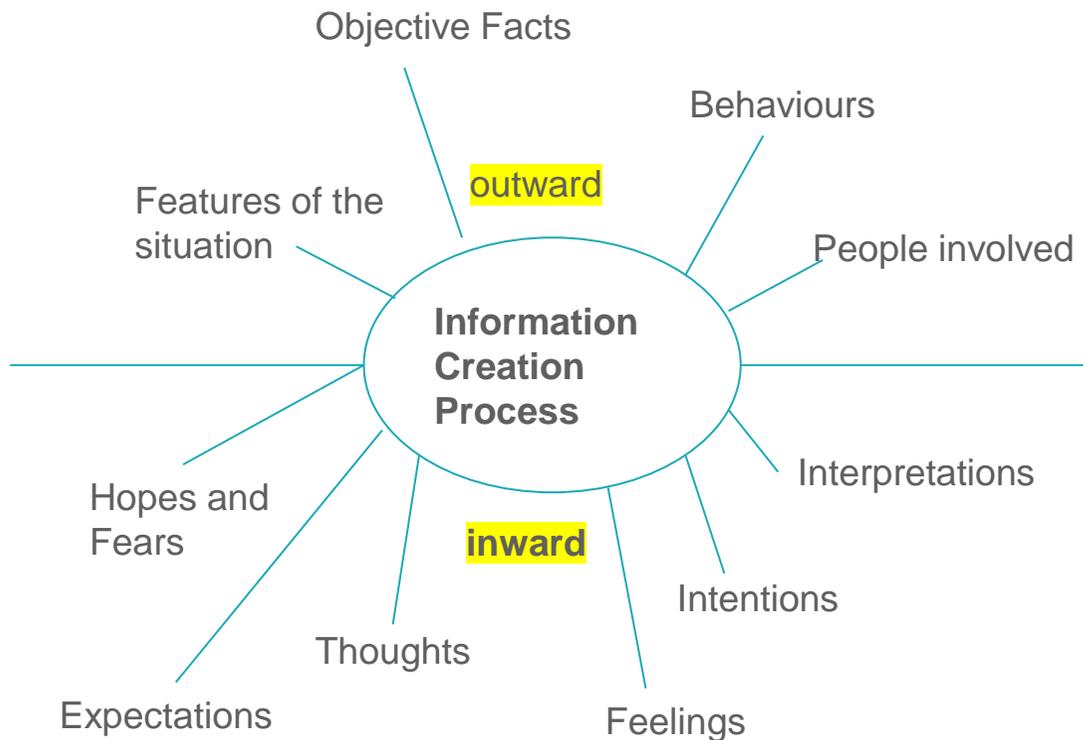
Did you have milk for breakfast today? – closed

What did you have for breakfast today? – open-ended

**Closed questions** carry a defined content which already determines the kind of answer that can be given. They are called closed because they only allow for a yes- or no-answer. They are appropriate when we are looking for confirmation or when we would like to have a short answer. On the other hand they imply the risk that we can hardly realize whether our question was relevant to the person or whether he or she has understood the question correctly.

**Open-ended question** leave the answer open. The addressed person can answer whatever he or she considers appropriate. The answer, thus, tell us something about this person, what's on his mind and what is relevant for him or what he has understood. Often the answers tell us more, or something different than we had expected. Possible answers to above question could be: „I don't have breakfast“, „I had rice with fish or „We are in a religious fasting period currently and I may not eat“.

# Inward and Outward Directed Questions



Questions of the **outward type** are common in different professional contexts. Usually we are less familiar with questions of **the inward type**. They require sensitivity and at least some positive contact. In this case they have a strong potential to reveal “new information” to the client. Questions about interpretation and perceptions also have proven to be valuable especially in exploration of cultural particularities.

# Types of Questions

There are many different types of questions used in coaching which have specific purposes and effects. Lets look at some of them.

Question Type	Benefit/Effect	Example
Questions about context	Give facts about the situation, Can reveal overseen facts	Who was present/absent in the meeting? Who talked most? What happend then?
Questions about subjective interpretation	Give insight into the „inner map“, show individual`s logic	What did you think when he refused to stay with you? What makes you angry about it?
Questions about behaviour	Take a closer look on perceptions and conclusions	What did she do when you perceived her as unfriendly?
Questions about the future	Open one`s eyes for the future	Where do you want to be in 2 years?

# Types of Questions

Type of Question	Benefit/Effect	Example
Hypothetical questions	Allow to think „outside the box“, point to hopes and fears, open new possibilities	Assuming that.. In an ideal world what would you do? If you wanted to qualify yourself, what would be your next step?
Distiguishing questions	turn general statements precise, help to differenciate	For whom is this result most important? On a scale from 0 to 10: how satisfied are you with this job?
Metaphoric questions	Looking from a distance, when words are lacking	If your challenge was a landsacpe, how would it look like?
Circular questions	Bringing perspectives of third parties in	What would your sister think if she heared you saying this?

# Adapted Language

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In the integration context we often deal with people who are not fluent in the language of the coaching.

This is a big challenge, hence as we have seen, in the coaching process we want to achieve more than getting yes- or no-answers. We want to support people to discover their own answers and we are convinced that any self developed answer is more sustainable than one that is given by the coach.

So, how can we avoid jumping into a conversation where we talk more than the coachee using closed questions, because it seems to be easier?

On the next slide you find some ideas how to adapt one's language in this situation.

# Adapted language

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- Use short sentences and questions. Divide the sentence into several ones and possibly modify the structure.

Example:

*„What are your hopes when you think about the time after your internship?“*

better:

*„Imagine it is two month later and your internship is over: What is your dream: what happens then ?“*

- Use the client's (key) words
- Look up terms together in a dictionary which are important in coaching but not so common in everyday language ( for example terms like expectation, intention, meaning, thought).

Stick to these same terms later on. Always use the same terms for the same things or ideas.

- Visualize, draw and have your coachee drawing (situations, people, himself/herself etc.) and use pictures instead of words.

# Next step: Exercising questions in the second online session



Different kinds of questions and specific coaching questions will be subject of the next online session. You will have the chance to exercise them and get feedback. So please study them before.

You all will be coaches who give „good questions“ to a person who is looking for solution ideas in a particular case.

In den beginning of the exercise, you will listen to this case or issue. After that, you will formulate different kinds of questions into the chat room which might bring helpful „information“ to the case giver.

These questions should be open-ended using the different types you have got to know.

The client will read all the questions and select some which are particularly inspiring and helpful for him or for her.

Detailed instructions for the exercise will be given during the online session or shortly before.

Something else: As we need a real issue of one of you participants, please think whether you could bring a not too complex issue in briefly, where you would like to have impulses on. If there are several issues we will choose one.

The online sessions will happen with the help of national trainers on ... .



# MaWIC Online Course – Migration and Workplace Integration Coach

## Module 4: Coaching Design and Structure in Coaching



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# Coaching phases

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Coaching can be considered as a structured conversation. This may last from 20 minutes to several hours. Creating the structure is one of the main tasks of the coach. The easiest way to understand this structure is looking at a single session.

Each coaching session can be divided into phases. These lead from the first sentences exchanged between coach and coachee to the formulation of the issue that is to be solved until the conclusions and decisions of the session.

Coaching models usually work with phases or steps serving as guideline for the coach. While coaching approaches differ in how they call these phases and how they describe them in detail, they mostly use a 4 or 5-phases-model.

The first phases always have the purpose to listen, to understand the issue and to define the objective, whereas the later phases work on options, solutions, conclusions and next steps.

The following slides describe five phases and typical activities related:

**Contact → Orientation → Goal Setting/Contract → Change → Conclusion**



# The 5 Phases

## 1. Contact

- Creating a positive climate
- Making the client feel well and welcome
- Showing interest and an appreciative attitude

## 2. Orientation

- Listening to the client with calmness, giving attention
- Asking questions concerning the context and the client's views
- The aim is getting an overview as the coach about the issue and concern

## 3. Goal setting/ Contract for the Coaching session

- Finding a common understanding about the goal of the coaching
- Comparing the client's expectation with the coaches possibilities (What can I do? What do I want to do?)
- Creating an agreement on objective, procedure and framework

# The 5 Phases

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## 4. Exploration and Change

- Going deeper into the issue asking questions and exploring outer and inner aspects
- Exploring perceptions and interpretations
- Asking for solution attempts and solution ideas of the client
- Developing further alternative views and options
- Having the client decide on an option or next step

## 5. Conclusion

- Summing up insights
- Ascertaining decision and to do's
- Agreeing on further session or terminating the coaching

Two easy procedures as examples should be watched on youtube necessarily:

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9



# The GROW Model

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Models, as we said before, have the function to serve as guidelines or orientation frameworks for the coach.

A simple and widely used one is the GROW Model. It uses four phases, and each is represented by a letter. Here, the coaching starts with the goal setting followed by understanding reality, creating options and next steps.

G - Goals

R - Reality

O - Options

W – Wrap up/Will do

Each phase can be characterized by typical questions as:

# The GROW Model

## GOAL\*

### For the situation outside

- What is it that should be different?
- What is the problem?

### For the coaching session

- What would make this conversation helpful for you?
- What would you like to get out of this conversation today?

## REALITY

- What are you experiencing?
- What have you already tried?
- What are the obstacles?

\*It is helpful to differentiate between a goal that the client wants to achieve in the world outside and the goal for the coaching.

The coaching goal contributes to the goal outside, but it is not the same.

### Example

*Goal outside:*

Get a good job

*Coaching goal (s):*

Identify own expectations, find strategy, compare options, plan steps, exercise interviews, etc.)

# The GROW Model

## OPTIONS

- What options can you try out?
- Which seem possible to you?
- Who is available to support you in this?

## WRAP UP/WILL DO

- What are your insights?
- What are your next steps?
- What do you need to get started

These questions are basic examples and do not exclude others. Question types that we got to know before can be applied particularly in the *Reality*-phase and in the *Options*-Phase.

Please watch youtube clips on the GROW Model necessarily;

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More ideas can be found on this website optionally:

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# Models as guidelines

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A model is not a rigid framework. It can be necessary to move back and forth between the phases. Some phases might be short, and others take much time conforming issue and circumstances.

It can happen, for example, that the overview about the issue is achieved in a short time and the client is very clear about his objective right from the start. The coach may proceed then with working on solution ideas. And if he or she should recognize that some background information is still lacking there is no problem of course to still ask for it. It may also occur that in the course of the conversation the coach gets the impression that the stated issue and objective are not what really concern the client most. It would be his task to make this impression explicit and have the client choose to go on or to „go back“ and alter the objective.

As a coach it is crucial to be able to localize oneself in the conversation. It is the coaches responsibility to keep the main issue and objective in mind, help the client not to lose track of it and making her aware if this should happen.

We can imagine the coach as being in at least „two places“ at the same time: In the conversation with the client, actively listening and asking questions. And being somewhat distant observing the conversation bearing the objective and development of the conversation in mind.

# Models as guidelines

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We took the single coaching session as an example for this structure. In a sequence of sessions, coach and coachee usually look back on the conclusions and steps defined in the previous session, checking the current state of this issue and then defining the goal of the new session. This can be a continuation of the last one or something different.

The phase model which orientates the single session can also **lead through the whole coaching consisting of a predefined number of sessions or fixed timeframe** (for example, 6 coaching sessions or 3 months for the entire coaching).

In this case the first sessions are dedicated for building up the contact, getting an overview of the issues/situation and defining of objective. The following phases deal with evaluating options and trying out solutions.

We may state that the pattern of entire coaching is repeated in every coaching session or vice versa.



# Next step: Practice a coaching session

## Assignment

As you already know you will finalize the module by an own coaching experience. Maybe you have already agreed on time and place with your client for it. It is not necessary that this person is a migrant, but the person should have a real issue he or she wants to talk about.

**Prepare the coaching** making yourself aware of:

- the basic attitude and principles to be applied by a coach
- the kind of questions and language to be used
- the guideline of phases or the Grow Model that you want to use for your own orientation

**Realize the exercise** taking between 20 and 60 minutes for it.

Reflect on the experience and **write a short report** considering the following questions:

- What went well?
- How did I perceive myself in terms of attitude, questions used and structure given to the session?
- What else did you perceive or has been important?
- What are my main learnings?

**Upload your report until ! Optional webinar for exchange on**