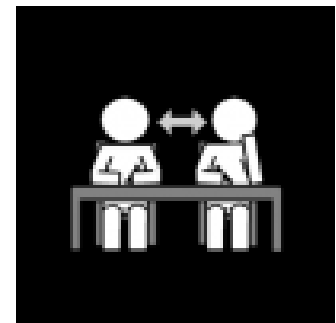


Objectives?

The Participant

- Understands the meaning of coaching
- Knows when to use coaching
- Understands the basic theories behind coaching
- Readiness to reflect on one's mindset in coaching
- Understand the core skills in coaching
- Learn to use versatile and creative methods in coaching



Contents of the Training

- What is coaching?
- Some concepts behind coaching
 - Motivation
 - Self-efficacy
 - Scaffolding
 - Zone of proximal development
- Core skills of coaching
- GROW model
- Practicing coaching and feedback
- Next steps



Some links to coaching videos

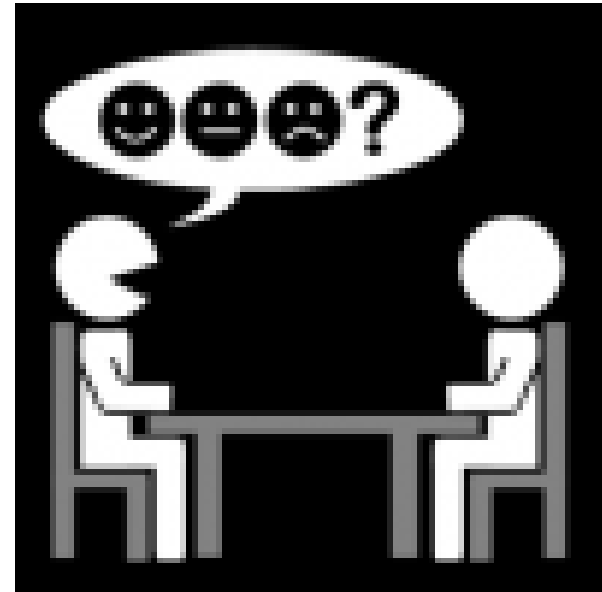
- [What is Coaching?](#)
- [Coaching Students](#)
- [Grow Model](#)

https://www.youtube.com/watch?v=qB_PRpE9DwG

- [Questions in Coaching](#)

Coaching – Definition

- Helping someone to expand and apply his or her skills, knowledge, and abilities
- Generally takes place within a defined context, such as a specific task, skill, or responsibility
- Helping others succeed through guiding, teaching, motivating, and mentoring

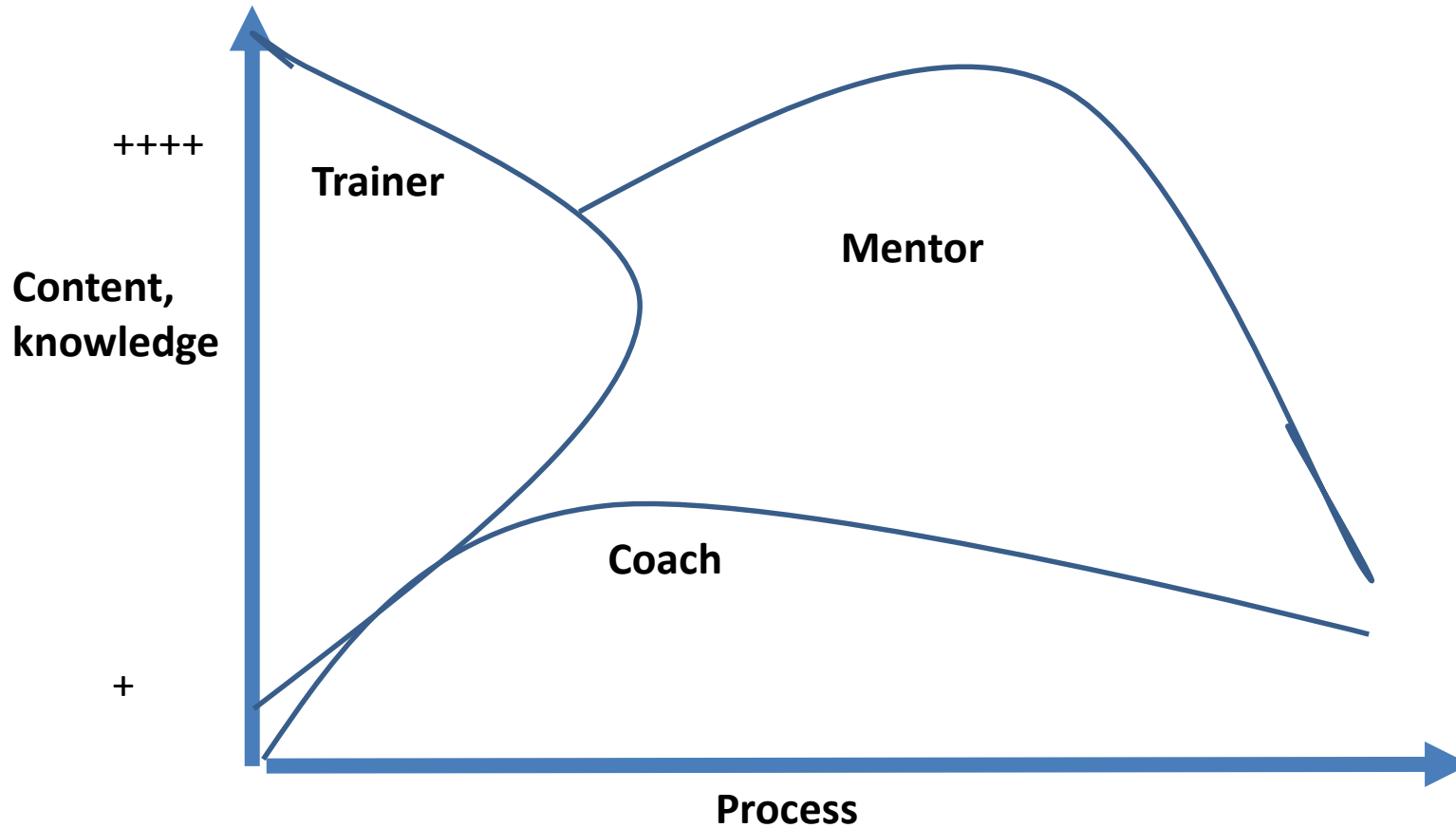


(Chen, C.W. Coaching Training. 2003. ASTD Press. USA.)

How do we

- Define the roles of
 - A teacher
 - A coach
 - A mentor?
- What do they do?
- What do they not do?

Trainer, Coach, Mentor



Some Theories behind Coaching

- Motivation
- Efficacy beliefs
- Zone of proximal development
- Scaffolding

What?

- How would you define
 - Motivation
 - Self-efficacy
 - Zone of proximal development
 - Scaffolding?
- What is the meaning of them in coaching?
- How can a coach/trainer use them in coaching/training?

Types of Motivation

Type of Motivation	Amotivation	Extrinsic Motivation				Intrinsic Motivation
Type of Regulation	Non-regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Quality of Behavior	Nonself-determined					Self-determined

Different Types of Motivation (Deci & Ryan 2002)

Amotivation

- Amotivation is the state of lacking the intention to act. When learners are amotivated, either they do not act at all or they act passively. They go through the motions with no sense of intending to do what they are doing. Amotivation results from feeling either that they are unable to achieve desired outcomes because of a lack of contingency or a lack of perceived competence, or that they do not value the activity or the outcomes it would yield. (Deci & Ryan 2002, p. 17.)
- Amotivation is a construct similar in many ways to learned helplessness, mostly because amotivated students feel incompetent and act like they have little or no control (Deci & Ryan 2002, p. 17). Their behaviors are perceived to be caused by forces outside themselves. They begin to feel helpless and may start to question the usefulness of engaging in the activity in the first place. A highly probable consequence of amotivation is to quit the activity toward which the individual is amotivated. (Deci & Ryan 2002, p. 17.) It is a real challenge for a teacher to teach learners who do not show any motivation in a classroom. If a learner cannot determine what staying in school will bring to his/her future, s(he) may decide to drop out.

Extrinsic Motivation

- According to Deci and Ryan (2002) learners, who are extrinsically motivated, are characterized by four types of regulation according:
- *External regulation* is the least autonomous form of extrinsic motivation and includes that learner is motivated only to obtain rewards (high grades, praise) and avoid punishment (parent's complaints, low grades).
- *Introjected regulation* involves an external regulation that have been internalized but the learner accepts it as his/her own.
- *Regulation through identification* is a learner that values behavioral goal or regulations consciously. In this process external regulation transforms into true self-regulation.
- *Integrated regulation* provides the most autonomous form of extrinsically motivated learner's behavior. Integrated regulation shares many qualities with intrinsic motivation, but it is still considered extrinsic because learner tries to attain personally important outcomes rather than for his/her inherent interest and enjoyment.

Intrinsic Motivation

- Intrinsic motivation is the state when a learner is doing an activity out of interest and inherent satisfaction. It is a prototype of autonomous or self-determined behavior. If a learner has intrinsic motivation, (s)he seeks and engages challenges, attempting to actualize his/her potentialities, capacities and sensibilities. Social environments can either facilitate the individual's synthetic tendencies, or alternatively wither, block, or overwhelm them (Deci & Ryan 2002, pp. 8-9.).
- Learners with intrinsic motivation are usually high achieving students, who need extra challenges in learning. If they are not challenged, they might lose their motivation. They are willing to work hard, when they are working out of interest. Learner-centered teaching methods can provide differentiating and challenging assignments for them to accomplish and develop their knowledge and skills.

Groupwork/Tools for motivation:

- Create positive environment
- Create reasons to act, why? A goal, what you could achieve, a roadmap, steps
- Empower the students

Efficacy Beliefs



In a learning process self-efficacy plays role as a mediator for performance and achievement. A learner who feels efficacious about learning should engage in thoughts and actions that improve his/her learning, such as setting goals and creating effective environments for learning. In turn, self-efficacy is influenced by the outcomes of one's behaviors (Bandura 1997, p. 22).

Behavioral choices

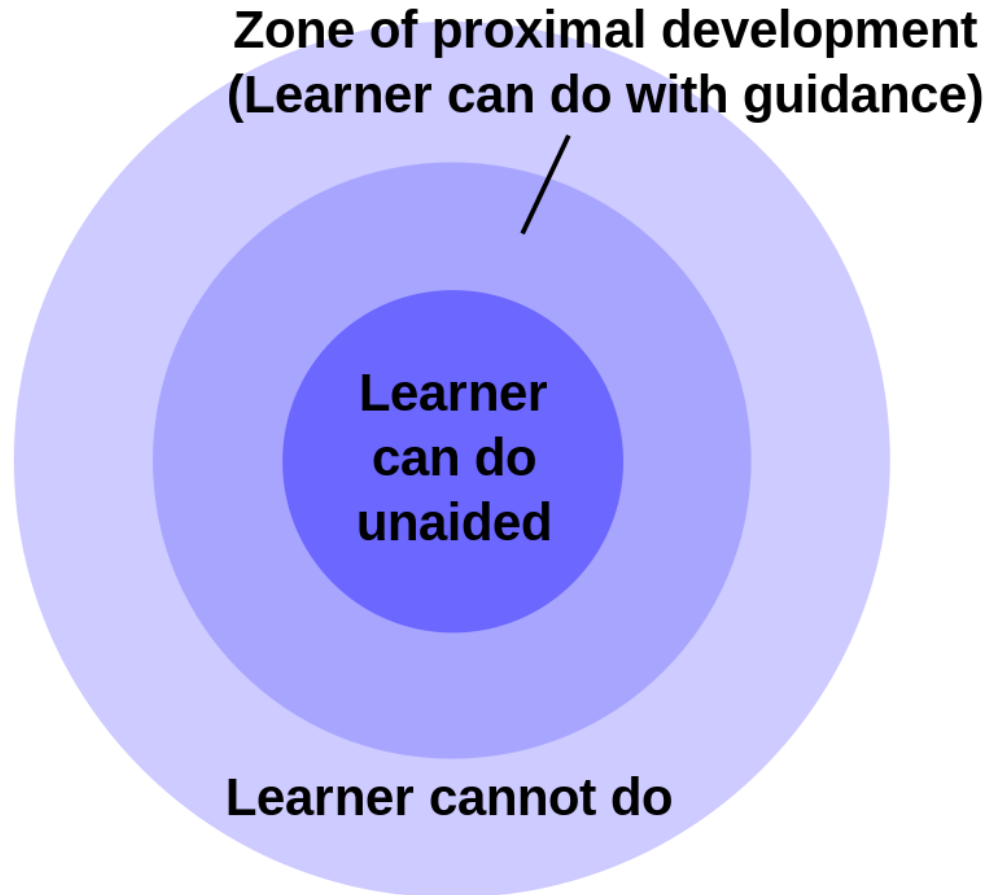
		OUTCOME EXPECTANCIES	
		-	+
EFFICACY BELIEFS	+	Protest Grievance Social activism Milieu change	Productive engagement Aspiration Personal satisfaction
	-	Resignation Apathy	Self-devaluation Despondency

There are some behavioral choices that are based on the connections between efficacy beliefs and outcome expectancies. These behavioral alternatives are familiar for most teachers/coaches. How can teachers/coaches respond to behaviors of resignation, apathy, self-devaluation or despondency?

Groupwork/Tools for Self-efficacy:

- Five steps
 - Previous competences
 - Practise with guidance
 - Positive feedback / constructive feedback
 - Higher level, raising the bar
 - Mistakes are allowed

The zone of proximal development



The zone of proximal development

- The concept was introduced, yet not fully developed, by Soviet psychologist [Lev Vygotsky](#) (1896–1934) during the last ten years of his life. Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help. Vygotsky and some other educators believe that the role of education is to give children experiences that are within their zones of proximal development, thereby encouraging and advancing their individual learning. (Wikipedia).

Groupwork/Tools for Zone of Proximal Development:

- Monitor where your students are
- Collaboration with other students
- Realize what students can't do
- Teach first some theory, then students can learn by doing, by guidance

Scaffolding

- **Scaffolding** is a learning process designed to promote a deeper level of learning.
- Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals
- Scaffolding is the provision of sufficient support to promote learning. These supports may include the following:
 - resources
 - a compelling task
 - templates and guides
 - guidance on the development of cognitive and social skills.



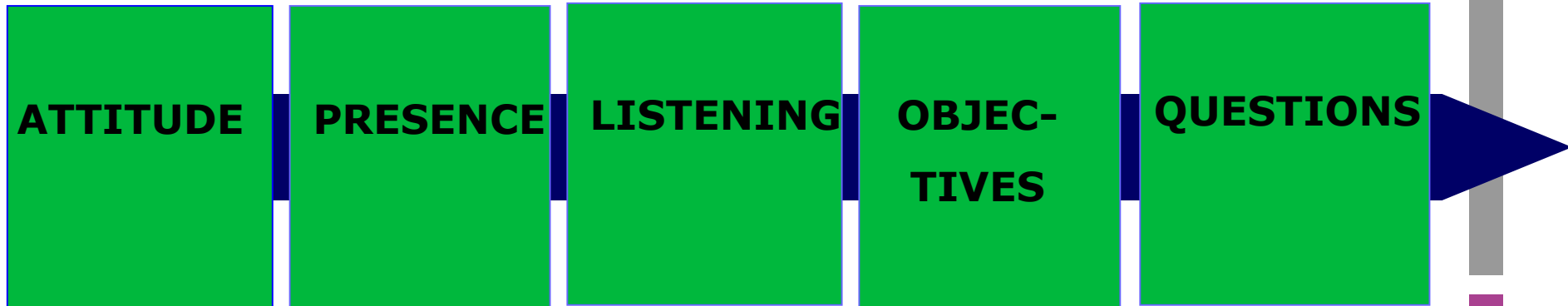
Scaffolding

- Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.
- One of the main goals of scaffolding is to reduce the negative emotions and self-perceptions that students may experience when they get frustrated, intimidated, or discouraged when attempting a difficult task without the assistance, direction, or understanding they need to complete it.

Groupwork/Tools for Scaffolding:

- Achieving more capacity and autonomy
- Have to know what students know
- Activities, different for each student (different learners)
- Different ways to the target, different paths/steps

Core Skills of Coaching



Focusing on Solution



Focus on Problems

- The Past
- Things that do not work
- Defects, flaws, insufficiencies
- Too much control
- Complexity
- Analysing : causes and consequences
- Definitions
- Absorbing and forcing energy
- "Only this is necessary"
- EITHER – OR

Focus on Solution

- The Future
- Things that work and strong points
- Learning and development
- Co-operation and Influence
- Resources
- Simplicity
- Action
- Releasing energy
- Trust
- Openness
- BOTH – AND and WIN - WIN

Think...

Think about the discussions you have had during the past week or two.

- What kind of discussions have been focused on problems?
- What kind of discussions have been focused on solutions?

Building Trust and Rapport 1/2

- Two aspects of trust:
 - Trust in the other's motivation
 - Do their intentions align with yours?
 - Trust in the other's competence
 - Do they have the ability to carry out those intentions?
- Trust helps build healthy relationship when the trustor and trustee share a common understanding of the boundaries
 - Who?
 - Regarding what responsibility?
 - For how long?

Building Trust and Rapport 2/2

Building Trust

- Trust begets trust
 - If you show trust in someone else, he/she is more likely to trust you in return
- Self-disclosure
 - Judiciously disclosing personal or private information demonstrates trust
- Make eye contact
 - The eyes have been called the “windows to the soul”.
- Honor the other’s skills and accomplishments
- Common self-interest
 - Most people trust others to pursue their own self-interests
 - Build trust by showing your self-interest aligns with the other person’s self-interest

Building Rapport

- People are more alike than different
- Relationships are strengthened when we focus on similarities
- Avoid the tendency to focus on disagreements
- Key: Focus on something you respect in the other person

Presence

- Presence in coaching or mentoring means that you have cleared your mind of thoughts and you focus in being present for you coachee/mentee.
- Your head is "empty", you are ready to listen.
- Remember to show your presence with your body language as well.
- Slow down.
- You can try if mindfulness exercises will help you.

Mindfulness exercises

- A. One-minute silence

- B. Smiley-face face
 1. Whatever you are doing just smile.
 2. You can make this easier for yourself by pretending to read something amusing
 3. Lift the corners of your mouth up gently, allow the forehead to smooth and lift the eyes be soft – go on...
 4. See how you feel
 5. Allow yourself to embrace all this experience nothing more, nothing less. Accepting it just as it is.
 6. Simplify the moment by leaving any thoughts, images or memories to themselves.
 7. And remember to exhale.

(Sinclair, M. & Seydel, J. 2013. Mindfulness for busy people. Pearson.

Listening for Understanding

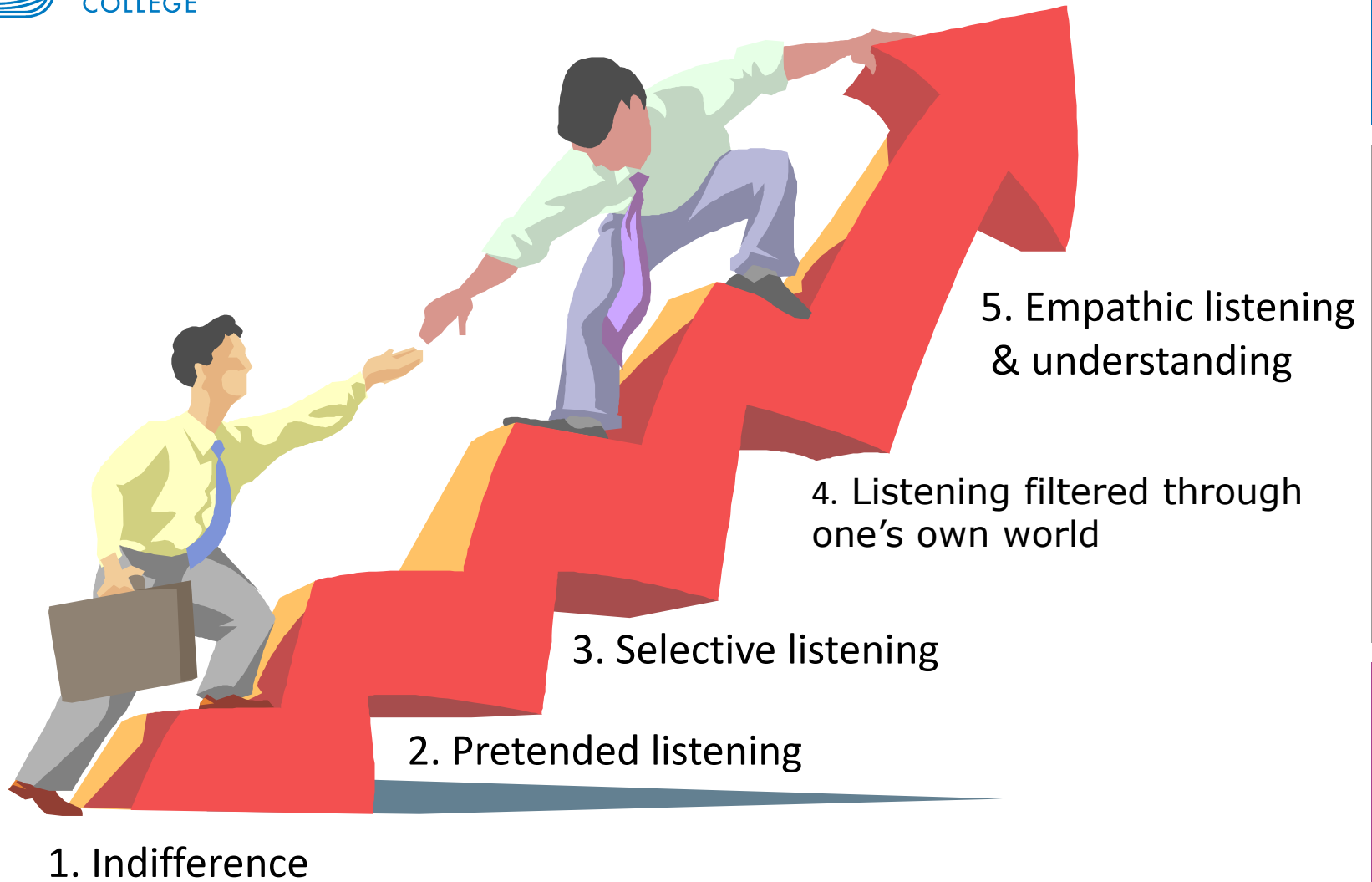
Keys to effective listening

- **Focus**
 - Paying complete attention to the speaker and the message he/she is trying to convey
 - » Face the speaker
 - » Make an eye contact
 - » Don't let your brain outrun the conversation
 - » Pay attention to physical and verbal cues
- **Feedback**
 - Actively engaging the speaker through encouraging words and gestures, clarifying questions, and summarizing key points
 - » Verbal:
 - Ask clarifying questions
 - Restate or paraphrase comments
 - Use listening comments such as "I see", "uh-huh" or "oh really"
 - Summarize facts, feelings conveyed, or other key points
 - Don't interrupt the speaker to make listening comments, paraphrases, or summaries
 - » Non-verbal
 - Face the speaker
 - Maintain eye contact
 - Adopt a listening posture
 - Change your body posture if you find yourself drifting
 - Keep arms at your side or hands in your lap
 - » Take your time in responding

Listening for Understanding

- **Filtering**
 - Concentrate on what the speaker is trying to say
 - Don't mentally argue or judge comments prematurely
 - Avoid emotional reactions until the conversation is complete
 - Try to remain objective and open-minded
 - Be judicious in anticipating statements
- **The power of silence**
 - Silence can be a powerful tool for eliciting information
 - Silence during a conversation is uncomfortable and people feel compelled to break it
 - Be silent, but engaged (maintain eye contact and listening posture) and the other person usually will volunteer more information on whatever topic is being addressed

Active listening



The Process of Coaching

GROW

- Goal
- Reality
- Options
- Will

REALITY AND OPTIONS
What is the current situation? What is possible? What is not possible?

WILL
What is my action plan to reach the goal?

GOAL
- Defining a vision

GROW

- GOAL setting for the session as well as short and long term.
- REALITY checking to explore the current situation.
- OPTIONS and alternative strategies or courses of action.
- WHAT is to be done, WHEN, by WHOM and the WILL to do it.

Clarifying vision

- Help the person you are coaching clarify and articulate his/her personal vision
- Set short-term goals that move him/her closer to this personal vision
- Clarify his/her role and tasks

VISION

- Gives a sense of the future
- Guides decisions
- Shapes behavior
- Inspires creativity and energy
- Constantly evolves

How to successfully set goals using SMART

SPECIFIC

- What is the goal?
- Why this or those goals in particular?
- How are you going to go about accomplishing this goal?
- When answering what the goal is make sure you answer what you are going to do. For example: “my goal is to lose one pound a week” or “my goal is to run a mile every day.”
- These are specific goals that also have direction. You see when your goal is too broad it will not be as easy to accomplish and it will be easy to focus on other things. Here is an example of a broad version of the goal mentioned previously, “My goal is to lose weight” or “My goal is to start running.”

How to successfully set goals using SMART

MEASURABLE

- A measurable goal is simply one that you can keep track of.
- If you run a mile, you can record that you did the mile for that day. If you so happen to skip a day then it will reflect on your records.
- You can also track your time speed; maybe as you progress in running every day, your speed becomes faster. If losing a certain amount of weight every week is your goal, then that is something that can certainly be measured.

How to successfully set goals using SMART

ATTAINABLE

- Can your goal actually be attained? Here are some things to think about as far as attainable goals:
- Do you have enough time to work on this goal?
- Does this goal require you to spend money? If so do you have the finances?
- Those are the most important things to consider when determining if your goal is attainable. Sometimes your goal may sounds good but you have to determine if you actually can do it right now.

How to successfully set goals using SMART

REALISTIC

- Is your goal realistic? Can you really accomplish this goal?
- It is true that sometimes people do set goals that are just unrealistic. For example it may not be wise to say that you are going to lose 60 pounds a week or run 50 miles a day if you know that you honestly do not have the time or will power to do so.
- The unrealistic goals that we set usually end up being the ones that cause us disappointment. Be true to yourself and realize what you can do. Of course push yourself a little but not too much.

How to successfully set goals using SMART

TIMELY

- Is your goal “timely”? Do you have a time frame for your goal and can it be completed in that time frame?
- Make sure that the goal that you set can be accomplished in a timely manner. Do not set a goal to do something in week that you know will probably take some months to accomplish.

Using questions

Closed questions:

Only one answer:

- Are you?
- Is it?
- Can it ?
- Would it be possible?
- Do you want to?

Open questions:

Gather information, clarify, enhance co-operation:

- How?
- What?
- When?
- Where?
- Who?
- What else?

Remember!

- Telling or asking closed questions saves people from having to think.
- Asking open questions causes them to think for themselves

Open questions

- Four groups:
 - Clarifying questions
 - Opening questions
 - Processing questions
 - Testing questions

Clarifying questions

- How work has been progressing in your opinion?
- What exactly does it mean to you?
- Have I understood correctly that ...
- If I have understood correctly, you mean ...
- I remember from earlier that you would like to ...

Opening questions

- What options have you had in mind?
- How have you seen others act in similar situations?
- I would like to hear your thoughts ...
- Would you like to talk more about it?
- I would be glad to hear more about it
- How would you solve this if you did not have any restrictions?

Processing questions

- What would you like to reach through this appointment?
- What should I tell you so that ...?
- What do you need so that you could take care of this?
- What kind of help do you need from me?
- What kind of decisions do you need so that ...?

Testing questions

- What can you yourself do with this ...?
- In what way would this increase...?
- What other things should we consider here?
- Who else would we need to join us?
- What would you do to get the others committed to this?
- What will possibly be difficult here?

Some more types of questions

QUESTIONS

- **Starting off-** questions (What do you wish...)
- **Motivating** questions (What benefits would you get ...)
- **Incentive** questions (If a miracle happened ...)
- **Adjusting** questions (What options...)
- **Monitoring success** by these questions (How have you achieved ...)
- **Challenging** questions (Are you sure?)
- With **Problematic situations** (What is the situation?)
- With **"Hopeless" situations** (If this situations does not change...)
- **Enhancing Pondering** with these questions (Where would you like to be in a year from now?)
- **Assessing** questions (What works well in our way of working?)

Tools for Coaching

- A letter to myself
- Goals for my life
 - A week – When I'm 80 years old
- SWOT
- Dream Ladder
- Magic Wand
 - If a Miracle Happened...
- Scales (1 – 10)
- Paper and pen
- The power of word YET
 - I can't use Snapchat -> I can't use Snapchat YET
- Saying your goal aloud for as many people as possible



“Tell me and I will forget.
Show me and I may
remember.
Involve me and I will
understand.”

(An old Chinese proverb)

References

- Bandura, A. (1997). Self-efficacy. The exercise of control. W.H. Freeman and Company. New York.
- Deci, E.L. & Ryan, R.M. (2002). Handbook of self-determination research. The University of Rochester Press. New York.
- Reeves, T.C. & Reeves, R.M. (2015). Learning. In Cantoni, L. & Danowski, J.A. (Eds.). Communication and Technology: handbook of communication science (pp. 467-483. Berlin. De Gruyter Mouton.