

Innovative Coaching makes the Difference
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Coaching Toolkit

Toolkit for increasing young people employable
competences using coaching and traditional
games



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This coaching toolkit was designed and developed within the framework of the project "Innovative Coaching makes the Difference" (ICD). The ICD project (2018-2022) aims to offer youth workers new youth working competences and an innovative coaching approach needed to increase youth's employable skills using traditional games.

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Contact us: <https://www.inncoaching.eu>



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CAREER ADVANCEMENT ACTION SCHEME

Coaching Manual

1. WHAT IS COACHING

Coaching is a structured conversation, tailored to an individual's experience, learning needs, context and competence. The coaching process and relationship supports the individual to make more conscious decisions and to take effective action within day-to-day experiences. Coaching builds an environment of reflection and action within which an individual works out the best approaches to their challenges and opportunities. It is a supportive, thought-provoking and creative process that helps individuals gain new perspectives on themselves and their situations.

It is also:

- A short-term intervention
- Focused on change and results
- A dialogue to help coachees be more successful by:
 - setting and reaching better goals
 - focusing on actions, priorities and obstacles to change
 - applying ideas and actions from learning workshops
 - being challenged to accomplish more making use of the feedback and techniques in the coaching relationship to achieve success

2. BENEFITS OF COACHING

Coaching should have particular benefits at three levels:

For coachees

- By working with coaches, coachees are challenged to 'think harder' and more broadly about issues covered and how to achieve their learning objectives within their context
- Coachees will therefore be more accountable for delivering their stated learning objectives and achieving meaningful results
- Coaching helps to increase coachees' levels of confidence and self-awareness
- It increases application and practice of skills and knowledge

For organisations

Many organisations are talking at this time of building up coaching expertise within their organisations. The widespread use of coaching will help to build a critical mass of coaches working within organisations and communities. Coachees who receive coaching will be able to reflect on that experience and to use those skills in their work as team leaders and managers. This builds a wider repertoire of management styles.

For coaches

Any opportunity to practise coaching skills and techniques within various coaching relationships, and to reflect and receive feedback on the use of those skills, a process which is invaluable in improving coaching skills. It also helps to develop more general management and learning and development skills. Coaching has been found to be an effective way to work with partners as well as within teams and with staff members.

3. COACHING SESSIONS

The prime responsibilities of the coach are to:

Establish and maintain the coaching relationship with the coachee:

- set out the parameters of the coaching relationship
- prepare for each session by looking back at previous notes
- build trust with the coachee

Communicate effectively:

- demonstrate active listening
- demonstrate effective questioning
- provide appropriate, regular and constructive feedback to the coachee
- be open to feedback in return as to how to improve the coaching relationship

Coaches should have:

- existing coaching experience in varying contexts or have demonstrable experience of using questioning, listening and feedback skills in their current work role
- an understanding of and appreciate the dilemmas and challenges of local young people
- ability to act as a catalyst in further developing
- a coachee's potential and performance

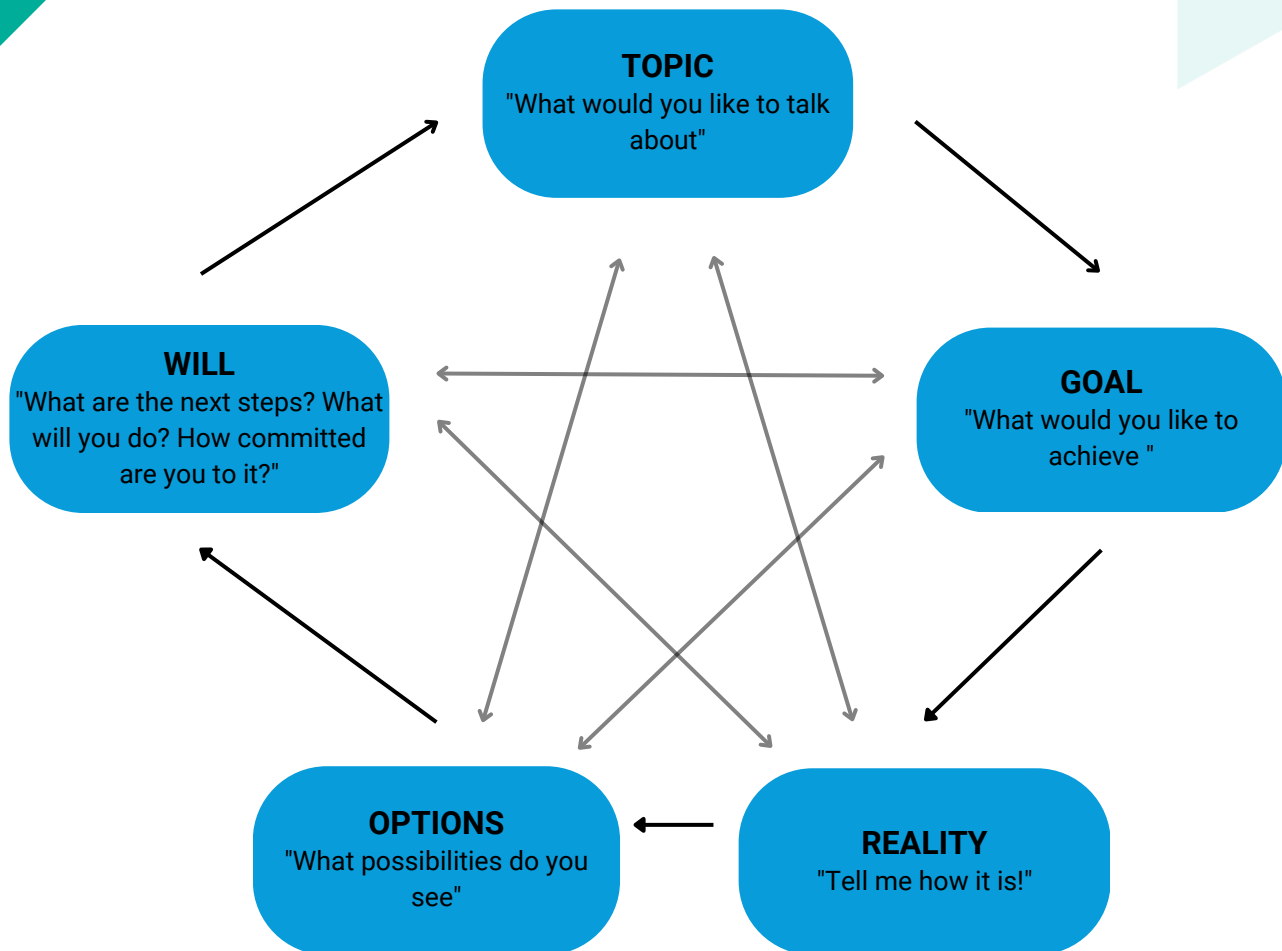
4. COACHING MODELS

The GROW model provides a basic structure for any coaching session, and can be used flexibly to guide the coach and the coachee towards successful decisions, learning and actions. It was originated by John Whitmore (2002).

The stages of the model are as follows:

G	GOAL	Establish the Goal of the meeting in discussion with the coachee Having established what the coachee wants to discuss in the session, the coach explores the coachee's goal, where they ideally want to get to by the end of the session and what they want to achieve.
R	REALITY	Establish the current situation The coach then helps them to explore the way things are now, their ability, probing to establish why things are the way they are. This helps to establish the gap between the present reality and the ultimate goal
O	OPTIONS	Identify options Having established the Goal and Reality, the coach can then assist the coachee to look at different options that may help them to get from their current reality to their future goal.
W	WILL	Decide the next steps to be taken Most importantly, the final stage is to get the coachee to commit to specific, practical and achievable actions that will enable them to move closer to their goal.

The GROW model



Mentoring and how it differs from coaching

Mentoring involves the use of the same models and skills of questioning, listening, clarifying and reframing associated with coaching. However, mentoring has tended to describe a relationship in which a more experienced are using their greater knowledge and understanding to support the development of young people. Key distinction is that mentoring relationships tend to be longer term than coaching arrangements.

5. GUIDE TO THE COACHING SESSIONS

First coaching session

As part of the introduction, think about and make clear:

- timing
- explain your role as a coach
- assure that details of the game session remain confidential
- establish clear outcomes for the coaching – what the coachee wants to achieve through the learning process.
- explain as a coach you will summarise general points from the session to help create an overview of effectiveness and development needs
- explain that you will write up notes after each coaching session to summarise general learning points.

Sample questions to guide the coaching session:

The goals for the sessions are developed by the coachee, which helps them to control the learning that derives from it. Opening questions should reflect this.

- What would you like to cover during the first coaching session? Check against what they had initially outlined or set out as their outcomes.
- How do you want to use this session?
- What in particular do you want us to focus on?
- How can I help you achieve this?
- What do you want to achieve before our next session?
- What strengths do you want to build on?

Session wrap up:

- Confirm the details for the next coaching session – date and time.
- Confirm any actions and follow up

Ask for feedback on the session:

- How has the coaching worked?
- What was useful?
- How was it useful?
- Where could I (the coach) have pushed you harder in your thinking?

Subsequent coaching sessions

- What are your key learning points from the last coaching session so far?
- What was new or surprising?
- What did you learn about yourself?
- Strengths, areas to improve?
- How do these reflect the learning priorities that you have identified?
- How has it been since the last coaching session?
- How relevant was the learning to your current role?
- What have you been able to put into practice?
- What would be the most helpful thing for you to take away from this coaching session?
- What have been the significant events and learning for you?
- What have been the areas with which you didn't cope so well?
- What are the reasons for that?
- What can you do about them?
- What has been easy?
- What has been difficult?
- What is stopping you from implementing the actions discussed before?
- What has supported you in implementing the actions?
- What have you done about this?
- What do you think?
- What is next?
- Who can support you further to continue the changes you want to make?

Final session

- How best do you want to use this final session?
- What has happened since we last spoke?
- What else do you need to do to build up your competences?
- How have you used coaching skills yourself?
- With what effect?
- What do you think?
- What is next?

6. THE IMPORTANCE OF LISTENING, GIVING FEEDBACK AND QUESTIONING COMPETENCES IN COACHING

Listening

It is not only about the questions you ask in coaching that are important, but also how effectively you listen to the coachee's answers and the story told. Here are a few reminders to help achieve active listening.

- **Focus on content.** Listen to what is being said and how it is said rather than assuming you know what will be said. Be curious and listen out for inconsistencies to explore with the coachee.
- **Remain open minded.** How does the coachee see the world? This is likely to be different to your own view. What is the best way to work with the coachee to help them view their situation from different perspectives?
- **Avoid distractions.** If your mind wanders or is distracted, then breathe deeply and bring yourself back to the immediate moment. Distractions are to be expected and it is important to be aware of this.
- **Treat listening as a challenging mental task.** You need to concentrate on what is said and listen out for words, images, tone and energy.
- **Stay active by asking yourself questions.** Active listening keeps you alert. It is a disciplined approach. Here are some questions you can ask yourself as you listen: What key point is the person making? How does this fit with what I have already heard? What unmet need does this point to?

Feedback

Here are some principles for giving and receiving feedback in coaching.

- When giving feedback, the more recent the example, the more impact it will have
- Ensure the timing is appropriate for the individual (e.g. avoid times when they are under tight time pressures, or the session is about to end)
- Consider your motives before giving feedback i.e. what do you want the end result to be? Ensure it serves the needs of the learner and not the giver
- Give feedback on successes as well as where things can be improved
- Focus on behaviour, not personality e.g. 'In that example what was the balance between who was speaking and who was listening?
- Give feedback on something that can be changed. There is no point in drawing attention to something that cannot be remedied

- Make your feedback detailed, based on descriptions of specific behaviour you hear
- Be descriptive rather than judgmental or evaluative - avoid phrasing feedback in terms of good or bad, right or wrong
- Limit your feedback to the amount of information that a recipient can use – don't overload
- Focus on what is missing, rather than what is wrong - this helps performance next time

Questioning

As a coach, by using questions you will encourage the coachee to think situations through for themselves and this will encourage deeper learning. Types of questions that can be used include:

Open Questions

These do not have a definite answer. They encourage the individual to think more deeply about a situation and explore different ways of thinking. Open questions develop rapport, create involvement and check understanding in more depth.

Probing questions

Probing questions are used following open questions to probe opinions, feelings or generate alternatives

Summarising/clarifying questions

These are used to ensure that you have correctly understood thoughts, feelings or opinions.

Statements

Certain sorts of statements help fuller discussion of difficult areas.

7. FINALISING THE COACHING - REPORT, REFLECTION AND EVALUATION

As a coach you need to keep notes on each session and so that a summary overview can be created. The summary overview could cover the general themes identified, broad areas of discussion and progress as identified by the coachee. The actual content of sessions should remain confidential. Only top-level information needs to be shared and it should not compromise the confidential nature of the coaching relationship. As a coach, this is your opportunity to reflect on your development as a coach. It is important that coaches value improved self-awareness and learning from the process in the same way that you are encouraging the coachees to do this. In addition to self-reflection, you may wish to send an email to the coachee after the formal coaching sessions have finished to gain feedback on the coaching. In this way, you can learn how your coaching has helped the coachee to develop and grow in a particular way.

Suggested questions could be:

- How did the coaching help you to develop as part of your learning programme?
- What specific actions or questions helped you most?
- How could I improve my coaching approach in the future?
- What would you say are the benefits of coaching as you have?

INDIVIDUAL COMPETENCE MAPPING TOOL

1. DEFINITION OF COMPETENCY

Various scholars have defined competency in various ways. A few of them are: **Boyatzis** in 1982 defined competencies as a capacity that exists in a person that leads to behaviour that meets the job demands within the parameters of the organisational environment and that in turn brings about the desired results. **Hayes** has defined competences as generic knowledge, motive, trait, social role or skill of a person linked to superior performance on the job. **Albanese** considered competencies as personal characteristics which contribute to effective managerial performance. In 1991, **Woodruffe** considered competency as a person-related concept that refers to the dimension of behaviour lying behind a competent performer while competence is a work-related concept that refers to the area of work at which the person is competent.

ANSFIELD (1997): Underlying Characteristics of a person that results in an effective superior performance National Institute of Health (NIH), (the primary Federal agency for conducting and supporting medical research) developed an organisation-wide competency model for its entire workforce. NIH defines competencies as "...the combination of knowledge, skills and abilities that contribute to individual and organisational performance.

According to **UNIDO** (2002): A Competency is a set of Skills, related knowledge and attributes that allow an individual to successfully perform a task or an activity within a specific function or a job.

According to **RANKIN** (2002): "Competencies are definition of skills and behaviors that organisation expects their staff to practice in work". A competence is not a behavior or performance itself but it is a repertoire of capabilities, activities, processes and responses available that enable a range of work demands to be met more effectively by some people than by others.

2. INNOVATIVE COACHING MAKES THE DIFFERENCE FOCUS

Any underlying characteristic required to perform a given task, activity, or role successfully can be considered competency. Competency may take the following forms:

- Knowledge
- Attitude
- Skill

Other characteristics of an individual include:

- Motives
- Values
- Traits
- Self Concept etc.

Competencies may be grouped into various areas but within this project, we will focus on the following competences

Leadership & Teamwork

Leadership is competence encompassing the ability of an individual or organisation to "lead" or guide other individuals, teams, or entire organisations, while teamwork is the collaborative effort of a team to achieve a common goal or to complete a task in the most effective and efficient way

Confidence & self-efficacy

"It should be noted that the construct of self-efficacy differs from the colloquial term "confidence." Confidence is a nondescript term that refers to the strength of belief but does not necessarily specify what the certainty is about. I can be supremely confident that I will fail at an endeavor. Perceived self-efficacy refers to belief in one's agentive capabilities, that one can produce given levels of attainment. A self-efficacy assessment, therefore, includes both an affirmation of a capability level and the strength of that belief. Confidence is a catchword rather than a construct embedded in a theoretical system. Advances in a field are best achieved by constructs that fully reflect the phenomena of interest and are rooted in a theory that specifies their determinants, mediating processes, and multiple effects. Theory-based constructs pay dividends in understanding and operational guidance. The terms used to characterise personal agency, therefore, represent more than merely lexical preferences.

Resilience

Psychological resilience is the ability to cope with a crisis or to return to pre-crisis status quickly. Resilience exists when the person uses "mental processes and behaviors in promoting personal assets and protecting self from the potential negative effects of stressors". In simpler terms, psychological resilience exists in people who develop psychological and behavioral capabilities that allow them to remain calm during crises/chaos and to move on from the incident without long-term negative consequences.

Creativity

Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterised by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking, then producing. "Creativity is a combinatorial force: it's our ability to tap into our 'inner' pool of resources – knowledge, insight, information, inspiration and all the fragments populating our minds – that we've accumulated over the years just by being present and alive and awake to the world and to combine them in extraordinary new ways." – Maria Popova, Brainpickings "Creativity is the process of bringing something new into being. Creativity requires passion and commitment. It brings to our awareness what has previously been hidden and points to new life. The experience is one of heightened consciousness: ecstasy." – Rollo May, The Courage to Create

Analytical & Critical thinking

Analytical thinking describes a thinking style that enables a person to break down complex information or a series of comprehensive data. It uses a step-by-step method to analyze a problem and then come to an answer or solution. In essence, analytical thinking represents a cause-and-effect style of looking at a problem and is sometimes referred to as perceiving something through multiple lenses. An example of analytical thinking involves understanding the relationship between leaves and the color green. One could ask "Why are leaves green?" and then use analytical thinking skills to tie the answer together. Critical thinking has to do with evaluating information that is fed to you, and determining how to interpret it, what to believe and whether something appears to be right or wrong. In this style of thinking the thinker employs reasoning to come to a conclusion about how he wants to perceive the information. Critical thinking also takes outside information into account during the thought process. Rather than sticking strictly with the information presented, critical thinking lets the thinker explore other elements that could be of influence.

Communication & networking

Communicating is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior, while networking can be defined as the process of reaching out to others to build relationships that can be used for mutual gain. Networking is the building of personal and professional connections in a variety of ways ranging from old-fashioned one-on-one connections made in conference rooms to media-based connections, such as those made online.

Goal-setting

Goal setting involves the development of an action plan designed to motivate and guide a person or group toward a goal. Goal setting can be guided by goal-setting criteria (or rules) such as SMART criteria.

Self-judgement & Decision-making

Self-judgment results from thoughts individuals have about themselves and the meanings attached to those thoughts. The thoughts, hence, produce related feelings such as anxiety, anger, and depression. Judgments (The process of forming an opinion, or reaching a conclusion based on the available material.) While decision-making (also spelled decision-making and decision-making) is regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities. Every decision-making process produces a final choice, which may or may not prompt action. Decision-making is the process of identifying and choosing alternatives based on the values, preferences and beliefs of the decision-maker.

3. ICD - INDIVIDUAL DEVELOPMENT PLAN

NAME SURNAME	MENTOR:	DATE:
<i>Assessment requirements and performance:</i>		
Profile field	Description	Degree of Performance (overachieved, achieved, satisfactory, adequate, underachieved)
1.1 What requirements should be fulfilled for the desired job/position		
1.2 Competences Required?		
Leadership & Teamwork		
Confidence & self-efficacy		
Resilience		
Creativity		
Analytical & Critical thinking		
Communication & networking		
Self-judgement & Decision-making		
1.3 Further Competences Required		

CAREER ADVANCEMENT ACTION SCHEME

NAME SURNAME	MENTOR:		DATE:
Career Goals	Educational Plans	Graduate School	Career Related Experience
My overall goals are:	My Potential academic major:	My potential Graduate School programs related to career goals	Internships/other experiences that would support my career preparation:
Job function that interest me:	How does potential major relate to my career goal?	Preparation required to be eligible for professional school admissions:	Optimal time for planning these experiences:
Industries to which I am attracted:	General education courses that might support my career development:	Key faculty or staff who can help me explore my options:	Connecting with alumni professionals:
Priority locations for work:	Elective courses which will enhance my career development:	Timeline for application process:	On/off jobs which would contribute to my career preparation: