

# Welcome to the Coaching Fundamentals





## Hello and welcome!

We are very excited to welcome you to **BeCoach Academy** online Coaching Fundamentals course! The journey you are about to begin will be full of discoveries, learning and insights, sometimes challenges and always growth. At BeCoach Academy, we emphasise the importance of your personal growth as a coach. And therefore, the main focus of our training days is on YOU experiencing and practising core coaching competencies, coaching tools and techniques. Because we believe that coaching is not just a set of skills, it is not just a profession or an instrument for better people management, it is a lifestyle, an attitude and a way of being.



**Be a Coach** means embracing such values as continues growth and development, integrity and service, respect and honesty.

**Be a Coach** means developing your self-awareness, learning to master your fears and being willing to challenge your assumptions and limiting beliefs.

**Be a Coach** means letting go of your ego, wholeheartedly believing in the potential and resourcefulness of human beings, giving in your need to be right or need to be liked.

Coaching is an incredibly fulfilling, empowering and deeply insightful journey of self-discovery and a way of empowering, inspiring and serving others!



*“You are not a drop in the ocean.  
You are the entire ocean in one drop”*

*- Rumi*

At BeCoach Academy we are inspired by these words of Rumi. We believe in the resourcefulness of everyone. We believe that people are inherently whole, powerful and capable of achieving all that is important to them. And coaching supports them in reconnecting to their resourcefulness, wholeness and ability to evolve.

By BEcoming a Coach you contribute to your happiness, evolvment and fulfilment; you contribute to the happiness, evolvment and fulfilment of every individual you communicate with (not only your coaching clients or members of a team you lead), you contribute to the happiness, evolvment and fulfilment of humanity.

BEing a coach is a precious gift to give to yourself and others.



Before you start your journey through this module, let's define your starting position and clarify what you already know about coaching.

Checking your knowledge will help you to measure your progress when you reach the end of the module.



Statement	YES!	Somehow	Not really
I have a very clear understanding what coaching is.			
I can clearly define the difference between coaching and other disciplines (therapy, mentoring, training, consulting).			
I now what difference coaching can bring into my leadership.			
I understand the coaching Ethics.			
I understand the Core Coaching Competencies defined by International Coaching Federation.			
I am clear about the role and responsibilities of a coach.			
I am clear about coaching principles and their role in coaching process.			
I know how to adapt my coaching to different communication styles of my clients (coachees).			
I know the structure of a coaching conversation – how to start and how to finish.			

For every YES give yourself 3 points;

For every Somehow – 2 points;

For every Not really – 1 point (you certainly do have some ideas 😊)

<b>TOTAL SCORE</b>		



## In Coaching Fundamental Module you will learn:



- ✓ The definition of Coaching, what coaching really is.
- ✓ Coaching Ethics.
- ✓ Core Coaching competencies as defined by International Coaching Federation.
- ✓ How Coaching differs from other disciplines.
- ✓ Coaching principles.
- ✓ The role of a Coach.
- ✓ The role of coaching in Leadership.
- ✓ Communication styles and how to adapt your coaching.
- ✓ GROW – a basic structure to a coaching conversation.
- ✓ Importance of reflection.



Who will accompany you in this journey?

Meet your trainers: Elena and Isil



Are you excited?

Then let's dive in!



# Definition of Coaching. Coaching Ethics.



Welcome to the Definition of Coaching and Coaching Ethics class of the Coaching Fundamentals Module!

There are many interpretations of what coaching is. At BeCoach Academy, we follow the standards of the International Coaching Federation. Here you will learn how ICF defines coaching and what it means to be a professional coach who is guided by the Coaching Code of Ethics.

Follow the slides of the presentation below, one slide after another, and answer the quiz questions to check your understanding.

Enjoy the learning!





## What is ICF (International Coaching Federation)

The **International Coaching Federation (ICF)** is a non-profit organisation dedicated to professional coaching. ICF has been called "the main accrediting and credentialing body for both training programs and coaches"

ICF serves more than 50,000 members in more than 150 countries and territories around the world as of January 2022, with 143 chapters serving local members in more than 80 countries and territories. As of March 2021, there were over 33,000 certified coaches .

ICF's services include establishing a professional code of ethics and standards, providing continuous education and networking opportunities in local chapters, hosting conferences and Communities of Practice, providing accreditation for coach-specific training programs, and administering an internationally recognized credentialing program.



<https://coachingfederation.org>



Our Training programmes are built around core coaching competencies as defined by ICF (International Coaching Federation). They follow the standards, principles and ethics of ICF. In every module, we discuss every competency in detail allowing the possibility for practice with other training fellows.

Core coaching competencies are also the focus of the Coaching Lab sessions which we organise once a week for the students of the programme and our feedback is concentrated on them using these competencies effectively.

### ICF Standards

Acting as a professional coach means acting in accordance with the Coaching Code of Ethics. As you are embarking on your coaching journey, it is important that you take time to introduce yourself to the Code of Ethics and follow it during each of your coaching interactions from day one.



## Definition of Coaching

ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.



<https://coachingfederation.org>



*"You cannot teach a man anything.  
You can only help him discover it  
within himself."*

- Galileo Galilei

<https://youtu.be/GGHey9lqdm0>



## Code of Ethics

In January 2020, ICF revisited professional coaching Code of Ethics to reflect the expectations and the challenges of the modern time.

It now composed of 5 main parts:

- Introduction
- Key Definitions
- ICF Core Values and Ethical Principles
- Ethical Standards
- Pledge



<https://coachingfederation.org>



The ICF Code of Ethics serves to uphold the integrity of ICF and the global coaching profession by:

- Setting standards of conduct consistent with ICF core values and ethical principles.
- Guiding ethical reflection, education, and decision-making
- Adjudicating and preserving ICF coach standards through the ICF Ethical Conduct Review (ECR) process
- Providing the basis for ICF ethics training in ICF-accredited programs



Code of Ethics contains comprehensive explanation of different roles and responsibilities within coaching context, how to act in professional environment, what to avoid and what to pay attention to.

It would answer many of your questions. We highly recommend you, if are serious about becoming a professional coach, to read the Code of Ethics.



## Key Definitions

**“Client”**—the individual or team/group being coached, the coach being mentored or supervised, or the coach or the student coach being trained.

**“Coaching”**—partnering with Clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

**“Coaching Relationship”**—a relationship that is established by the ICF Professional and the Client(s)/Sponsor(s) under an agreement or a contract that defines the responsibilities and expectations of each party.

**“Code”**—ICF Code of Ethics





**“Conflict of Interest”**—a situation in which an ICF Professional is involved in multiple interests where serving one interest could work against or be in conflict with another. This could be financial, personal or otherwise.

**“Equality”**—a situation in which all people experience inclusion, access to resources and opportunity, regardless of their race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, religion, immigration status, mental or physical disability, and other areas of human difference.

**“ICF Professional”**—individuals who represent themselves as an ICF Member or ICF Credential-holder, in roles including but not limited to Coach, Coach Supervisor, Mentor Coach, Coach Trainer, and Student of Coaching

**“Confidentiality”**—protection of any information obtained around the coaching engagement unless consent to release is given.



**“ICF Staff”**— the ICF support personnel who are contracted by the managing company that provides professional management and administrative services on behalf of ICF.

**“Internal Coach”**— an individual who is employed within an organization and coaches either part-time or full-time the employees of that organization.

**“Sponsor”**—the entity (including its representatives) paying for and/or arranging or defining the coaching services to be provided.

**“Support Personnel”**—the people who work for ICF Professionals in support of their Clients.

**“Systemic equality”**—gender equality, race equality and other forms of equality that are institutionalized in the ethics, core values, policies, structures, and cultures of communities, organizations, nations and society.



## Professionalism

We commit to a coaching mindset and professional quality that encompasses responsibility, respect, integrity, competence and excellence.

## Collaboration

We commit to develop social connection and community building.

## Humanity

We commit to being humane, kind, compassionate and respectful toward others.

## Equity

We commit to use a coaching mindset to explore and understand the needs of others so we can practice equitable processes at all times that create equality for all.



## Section I—Responsibility to Clients

As an ICF Professional, I:

1. Explain and ensure that, prior to or at the initial meeting, my coaching Client(s) and Sponsor(s) understand the nature and potential value of coaching, the nature and limits of confidentiality, financial arrangements, and any other terms of the coaching agreement.
2. Create an agreement/contract regarding the roles, responsibilities and rights of all parties involved with my Client(s) and Sponsor(s) prior to the commencement of services.





3. Maintain the strictest levels of confidentiality with all parties as agreed upon. I am aware of and agree to comply with all applicable laws that pertain to personal data and communications.
4. Have a clear understanding about how information is exchanged among all parties involved during all coaching interactions.
5. Have a clear understanding with both Clients and Sponsors or interested parties about the conditions under which information will not be kept confidential (e.g., illegal activity, if required by law, pursuant to valid court order or subpoena; imminent or likely risk of danger to self or to others; etc.). Where I reasonably believe one of the above circumstances is applicable, I may need to inform appropriate authorities.



6. When working as an Internal Coach, manage conflicts of interest or potential conflicts of interest with my coaching Clients and Sponsor(s) through coaching agreement(s) and ongoing dialogue. This should include addressing organizational roles, responsibilities, relationships, records, confidentiality and other reporting requirements.

7. Maintain, store and dispose of any records, including electronic files and communications, created during my professional interactions in a manner that promotes confidentiality, security and privacy and complies with any applicable laws and agreements. Furthermore, I seek to make proper use of emerging and growing technological developments that are being used in coaching services (technology-assisted coaching services) and be aware how various ethical standards apply to them.



8. Remain alert to indications that there might be a shift in the value received from the coaching relationship. If so, make a change in the relationship or encourage the Client(s)/Sponsor(s) to seek another coach, seek another professional or use a different resource.

9. Respect all parties' right to terminate the coaching relationship at any point for any reason during the coaching process subject to the provisions of the agreement.

10. Am sensitive to the implications of having multiple contracts and relationships with the same Client(s) and Sponsor(s) at the same time in order to avoid conflict of interest situations.



11. Am aware of and actively manage any power or status difference between the Client and me that may be caused by cultural, relational, psychological or contextual issues.

12. Disclose to my Clients the potential receipt of compensation, and other benefits I may receive for referring my Clients to third parties.

13. Assure consistent quality of coaching regardless of the amount or form of agreed compensation in any relationship.



## Section II—Responsibility to Practice and Performance

As an ICF Professional, I:

14. Adhere to the ICF Code of Ethics in all my interactions. When I become aware of a possible breach of the Code by myself or I recognize unethical behaviour in another ICF Professional, I respectfully raise the matter with those involved. If this does not resolve the matter, I refer it to a formal authority (e.g., ICF Global) for resolution.
15. Require adherence to the ICF Code of Ethics by all Support Personnel.
16. Commit to excellence through continued personal, professional and ethical development



17. Recognize my personal limitations or circumstances that may impair, conflict with or interfere with my coaching performance or my professional coaching relationships. I will reach out for support to determine the action to be taken and, if necessary, promptly seek relevant professional guidance. This may include suspending or terminating my coaching relationship(s).

18. Resolve any conflict of interest or potential conflict of interest by working through the issue with relevant parties, seeking professional assistance, or suspending temporarily or ending the professional relationship.

19. Maintain the privacy of ICF Members and use the ICF Member contact information (email addresses, telephone numbers, and so on) only as authorized by ICF or the ICF Member.



## Section III—Responsibility to Professionalism

As an ICF Professional, I:

20. Identify accurately my coaching qualifications, my level of coaching competency, expertise, experience, training, certifications and ICF Credentials.
21. Make verbal and written statements that are true and accurate about what I offer as an ICF Professional, what is offered by ICF, the coaching profession, and the potential value of coaching.
22. Communicate and create awareness with those who need to be informed of the ethical responsibilities established by this Code.



## As an ICF Professional, I:

23. Hold responsibility for being aware of and setting clear, appropriate and culturally sensitive boundaries that govern interactions, physical or otherwise.
24. Do not participate in any sexual or romantic engagement with Client(s) or Sponsor(s). I will be ever mindful of the level of intimacy appropriate for the relationship. I take the appropriate action to address the issue or cancel the coaching engagement.



## Section IV—Responsibility to Society

As an ICF Professional, I:

25. Avoid discrimination by maintaining fairness and equality in all activities and operations, while respecting local rules and cultural practices. This includes, but is not limited to, discrimination on the basis of age, race, gender expression, ethnicity, sexual orientation, religion, national origin, disability or military status.
26. Recognize and honour the contributions and intellectual property of others, only claiming ownership of my own material. I understand that a breach of this standard may subject me to legal remedy by a third party.



## Section IV—Responsibility to Society

As an ICF Professional, I:

- 27. Am honest and work within recognized scientific standards, applicable subject guidelines and boundaries of my competence when conducting and reporting research.
  
- 28. Am aware of my and my clients' impact on society. I adhere to the philosophy of “doing good,” versus “avoiding bad.”

## 5. The Pledge of Ethics of the ICF Professional



As an ICF Professional, in accordance with the Standards of the ICF Code of Ethics, I acknowledge and agree to fulfil my ethical and legal obligations to my coaching Client(s), Sponsor(s), colleagues and to the public at large.

If I breach any part of the ICF Code of Ethics, I agree that the ICF in its sole discretion may hold me accountable for so doing. I further agree that my accountability to the ICF for any breach may include sanctions, such as mandatory additional coach training or other education or loss of my ICF Membership and/or my ICF Credential.

For more information on the Ethical Conduct Review Process, please follow this link:

<https://coachingfederation.org/ethics/ethical-conduct-review-process>



*Well done! You have gone through the presentation of ICF Code of Ethics.*

*Whether you plan to become an ICF accredited coach or just want to learn fundamental coaching techniques to apply in your work or private communication with others, following these Code of Ethics will support you in creating trusting and open relationships with others.*

*With this in mind, let's see what you have learnt and remembered from the presentation. Proceed to the next slide to take a quiz and collect maximum number of points!*



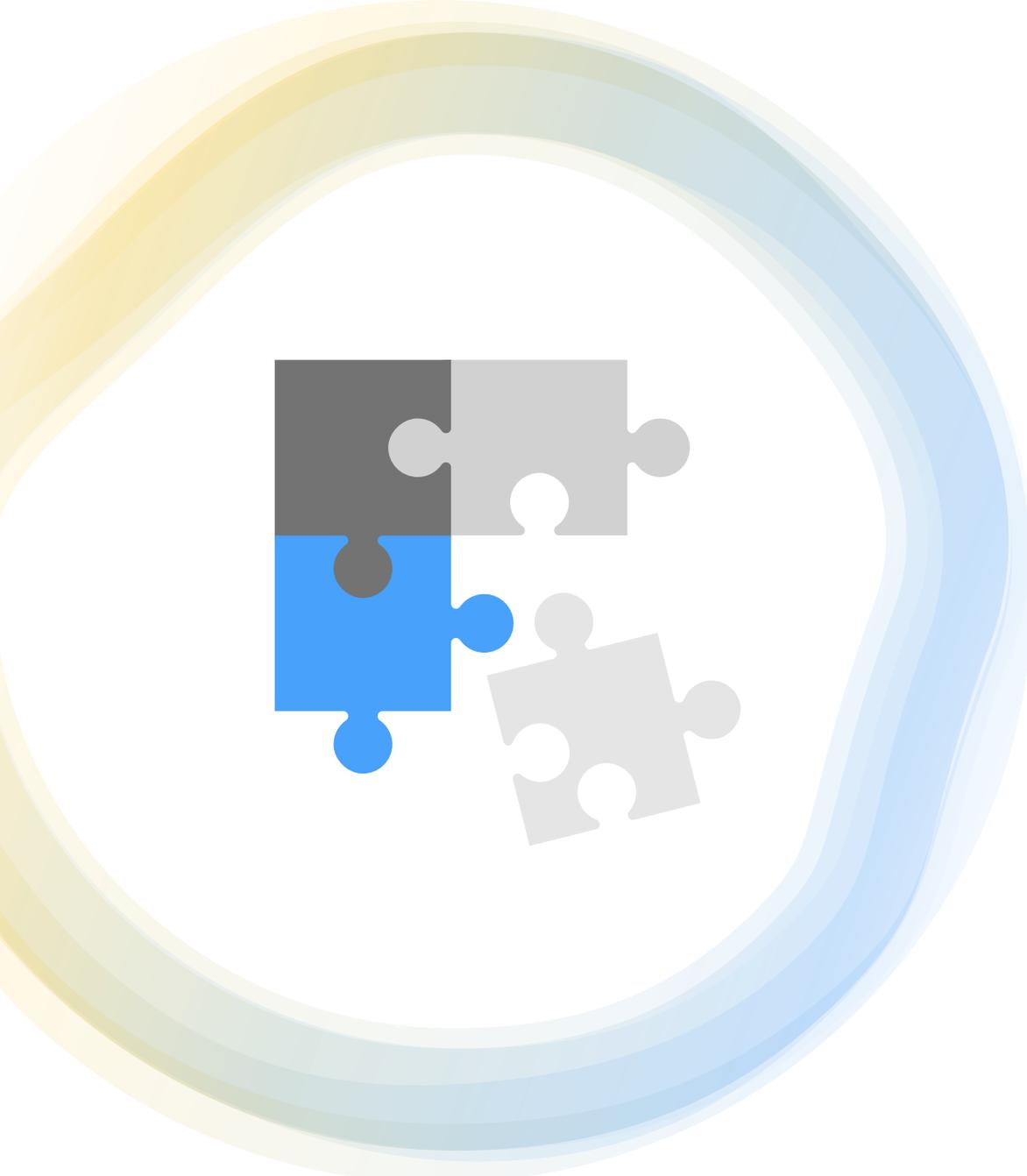


*Fantastic, give me five!*

*You understand the Code of Ethics pretty well and now ready to progress further and learn about Core Coaching Competencies, as defined by ICF.*

*Let's dive in!*





# Core Coaching Competencies



## Welcome to the Core Coaching Competencies class of the Coaching Fundamentals Module!

In 2020 International Coaching Federation updated the Core Coaching Competencies, to support the understanding of the skills and approaches used in the coaching profession. In this class, we will introduce you to them. Understanding and demonstrating them in your coaching practise means to follow the standards of the coaching profession.

Follow the slides of the presentation below, one slide after another, and answer the quiz questions to check your understanding.

Enjoy the learning!





## Core Coaching Competencies



The following **eight core coaching competencies** were developed to support greater understanding of the skills and approaches used within today's coaching profession as defined by the **International Coaching Federation**.

These competencies and the ICF definition are used as the foundation for the **ICF Coach Knowledge Assessment (CKA)**. The Core Competencies are grouped into four clusters according to those that fit together logically based on common ways of looking at the competencies in each group. The groupings and individual competencies are not weighted—they do not represent any kind of priority in that they are all core or critical for any competent coach to demonstrate.



<https://youtu.be/0yHEjc6NwEQ>

[www.BeCoach-Academy.com](http://www.BeCoach-Academy.com)



## A. A Foundation

1. Demonstrates Ethical Practice
2. Embodies a Coaching Mindset

## B. Co-creating the Relationship

3. Establishes and Maintains Agreements
4. Cultivates Trust and Safety
5. Maintains Presence



## C. Communicating Effectively

6. Listens Actively

7. Evokes Awareness

## D. Cultivating Learning and Growth

8. Facilitates Client's Growth



## A. A Foundation

### 1. Demonstrates Ethical Practice - Understands and consistently applies coaching ethics and standards of coaching



[https://youtu.be/8HrWgGs30\\_4](https://youtu.be/8HrWgGs30_4)



## A. A Foundation

### **1. Demonstrates Ethical Practice - Understands and consistently applies coaching ethics and standards of coaching**

1. Demonstrates personal integrity and honesty in interactions with clients, sponsors and relevant stakeholders
2. Is sensitive to clients' identity, environment, experiences, values and beliefs
3. Uses language appropriate and respectful to clients, sponsors and relevant stakeholders
4. Abides by the ICF Code of Ethics and upholds the Core Values
5. Maintains confidentiality with client information per stakeholder agreements and pertinent laws
6. Maintains the distinctions between coaching, consulting, psychotherapy and other support professions
7. Refers clients to other support professionals, as appropriate



**2. Embodies a Coaching Mindset - Develops and maintains a mindset that is open, curious, flexible and client-centred**



<https://youtu.be/67Hpw7QclEk>



## **2. Embodies a Coaching Mindset - Develops and maintains a mindset that is open, curious, flexible and client-centred**

1. Acknowledges that clients are responsible for their own choices
2. Engages in ongoing learning and development as a coach
3. Develops an ongoing reflective practice to enhance one's coaching
4. Remains aware of and open to the influence of context and culture on self and others
5. Uses awareness of self and one's intuition to benefit clients
6. Develops and maintains the ability to regulate one's emotions
7. Mentally and emotionally prepares for sessions
8. Seeks help from outside sources when necessary



## B. Co-Creating the Relationships

**3. Establishes and Maintains Agreements - Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching session.**





## B. Co-Creating the Relationships

**3. Establishes and Maintains Agreements - Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching session.**

1. Explains what coaching is and is not and describes the process to the client and relevant stakeholders
2. Reaches agreement about what is and is not appropriate in the relationship, what is and is not being offered, and the responsibilities of the client and relevant stakeholders
3. Reaches agreement about the guidelines and specific parameters of the coaching relationship such as logistics, fees, scheduling, duration, termination, confidentiality and inclusion of others
4. Partners with the client and relevant stakeholders to establish an overall coaching plan and goals



## B. Co-Creating the Relationships

5. Partners with the client to determine client-coach compatibility
6. Partners with the client to identify or reconfirm what they want to accomplish in the session
7. Partners with the client to define what the client believes they need to address or resolve to achieve what they want to accomplish in the session
8. Partners with the client to define or reconfirm measures of success for what the client wants to accomplish in the coaching engagement or individual session
9. Partners with the client to manage the time and focus of the session
10. Continues coaching in the direction of the client's desired outcome unless the client indicates otherwise
11. Partners with the client to end the coaching relationship in a way that honours the experience





## B. Co-Creating the Relationships

**4. Cultivates Trust and Safety - Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.**

1. Seeks to understand the client within their context which may include their identity, environment, experiences, values and beliefs
2. Demonstrates respect for the client's identity, perceptions, style and language and adapts one's coaching to the client
3. Acknowledges and respects the client's unique talents, insights and work in the coaching process
4. Shows support, empathy and concern for the client
5. Acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs and suggestions
6. Demonstrates openness and transparency as a way to display vulnerability and build trust with the client



## B. Co-Creating the Relationships

- 4. **Cultivates Trust and Safety - Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.**



<https://youtu.be/BV0F7OkdRtY>



## B. Co-Creating the Relationships

**5. Maintains Presence - Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident**



<https://youtu.be/QigpkDNKnhk>



## B. Co-Creating the Relationships

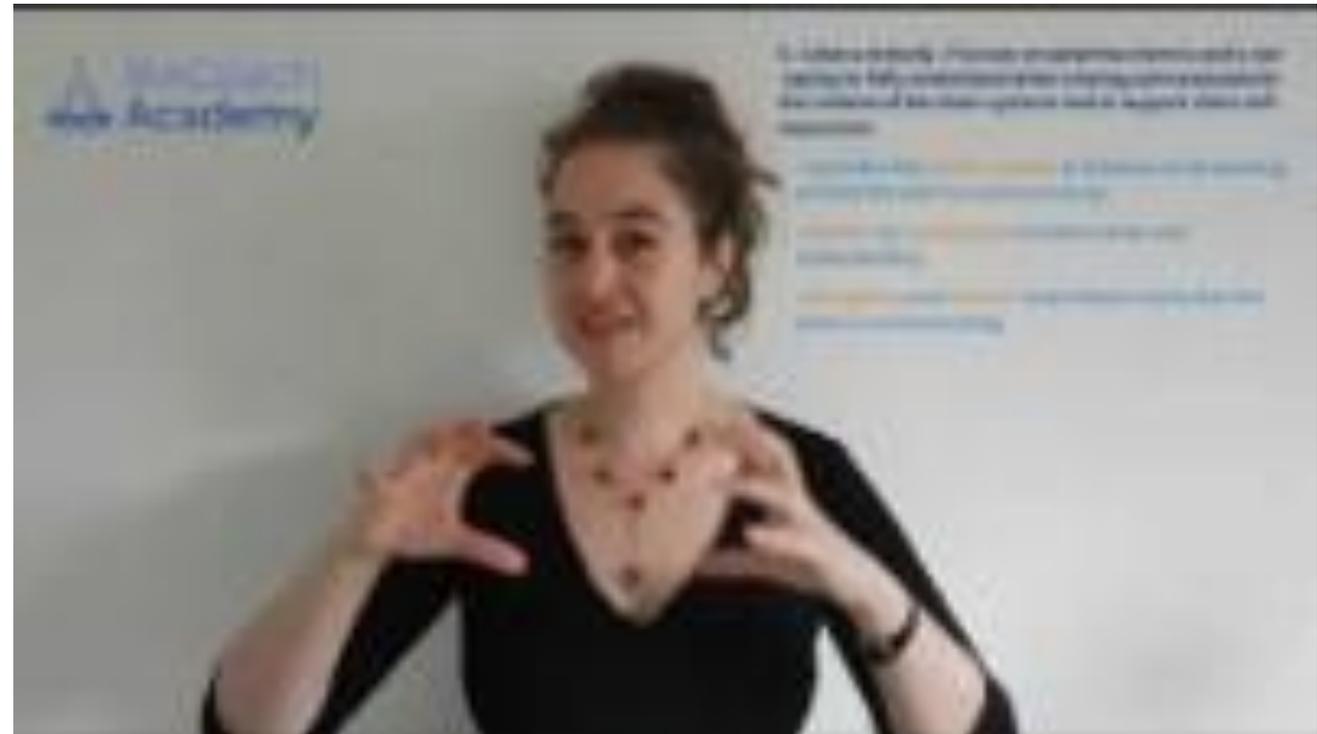
**5. Maintains Presence - Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident**

1. Remains focused, observant, empathetic and responsive to the client
2. Demonstrates curiosity during the coaching process
3. Manages one's emotions to stay present with the client
4. Demonstrates confidence in working with strong client emotions during the coaching process
5. Is comfortable working in a space of not knowing
6. Creates or allows space for silence, pause or reflection



## C. Communicating Effectively

**6. Listens Actively - Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression**





## C. Communicating Effectively

**6. Listens Actively - Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression**

1. Considers the client's context, identity, environment, experiences, values and beliefs to enhance understanding of what the client is communicating
2. Reflects or summarizes what the client communicated to ensure clarity and understanding
3. Recognizes and inquires when there is more to what the client is communicating
4. Notices, acknowledges and explores the client's emotions, energy shifts, non-verbal cues or other behaviours
5. Integrates the client's words, tone of voice and body language to determine the full meaning of what is being communicated
6. Notices trends in the client's behaviours and emotions across sessions to discern themes and patterns





## 7. Evokes Awareness - Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy

1. Considers client experience when deciding what might be most useful
2. Challenges the client as a way to evoke awareness or insight
3. Asks questions about the client, such as their way of thinking, values, needs, wants and beliefs
4. Asks questions that help the client explore beyond current thinking
5. Invites the client to share more about their experience in the moment
6. Notices what is working to enhance client progress
7. Adjusts the coaching approach in response to the client's needs
8. Helps the client identify factors that influence current and future patterns of behaviour, thinking or emotion
9. Invites the client to generate ideas about how they can move forward and what they are willing or able to do
10. Supports the client in reframing perspectives
11. Shares observations, insights and feelings, without attachment, that have the potential to create new learning for the client



**7. Evokes Awareness - Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy**



<https://youtu.be/CCCXdY1t82Y>



## D. Cultivating Learning and Growth

**8. Facilitates Client Growth - Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.**

1. Works with the client to integrate new awareness, insight or learning into their worldview and behaviours
2. Partners with the client to design goals, actions and accountability measures that integrate and expand new learning
3. Acknowledges and supports client autonomy in the design of goals, actions and methods of accountability
4. Supports the client in identifying potential results or learning from identified action steps
5. Invites the client to consider how to move forward, including resources, support and potential barriers
6. Partners with the client to summarize learning and insight within or between sessions
7. Celebrates the client's progress and successes
8. Partners with the client to close the session





## D. Cultivating Learning and Growth

**8. Facilitates Client Growth - Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.**

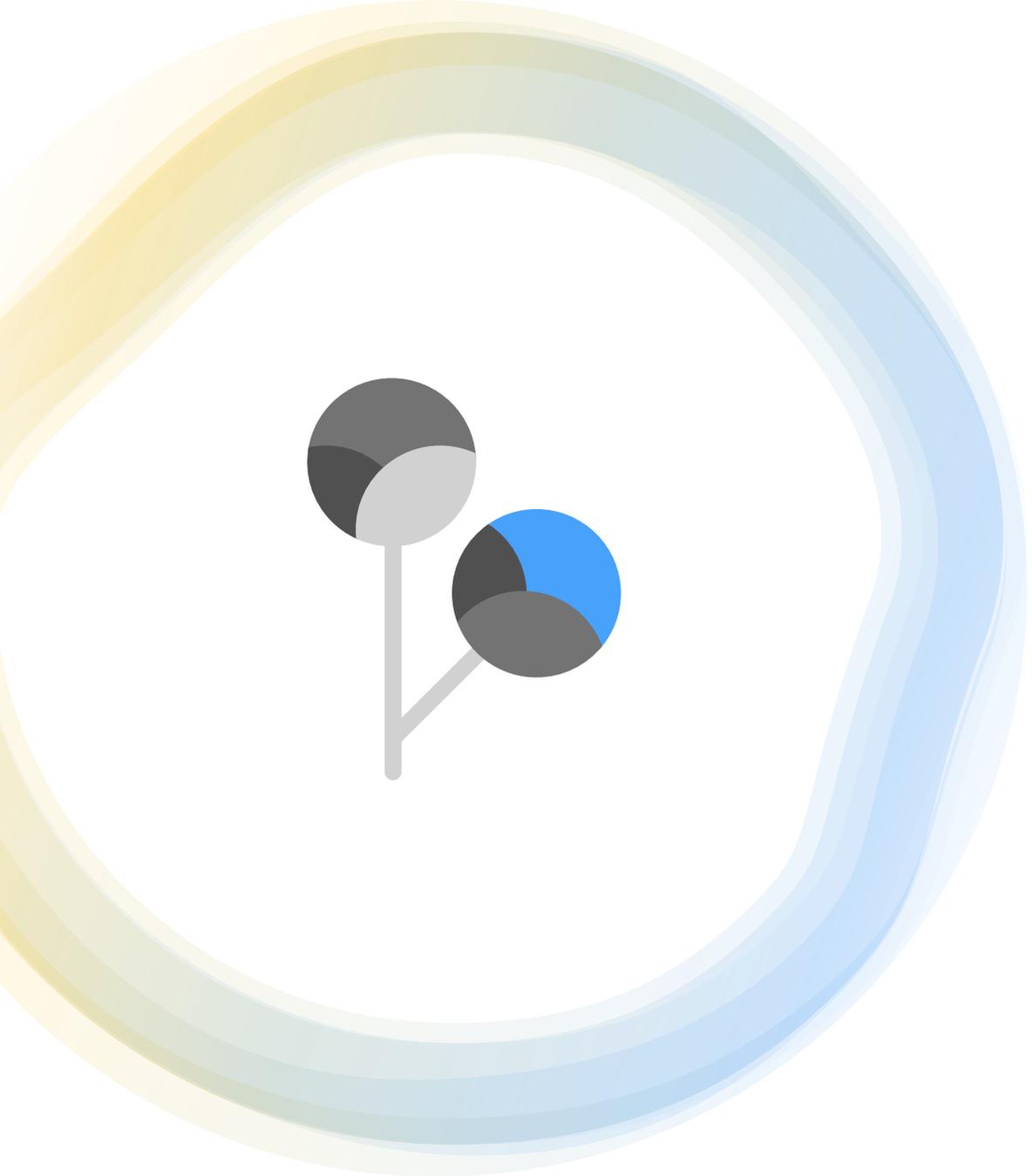




## CONGRATULATIONS!

You have just made the first significant step towards becoming a coach – you learnt Core Coaching Competencies! During the Training Week-ends, Coaching Lab sessions and Mentoring sessions you will gain more depth and surely put your knowledge into practice. And soon you will realize that these competencies are solidly ingrained into your coaching to benefit every client.





# Coaching And Other Disciplines.



## Welcome to the Coaching and Other Disciplines class of the Coaching Fundamentals Module!

Even though coaching is becoming a more and more popular discipline and more and more organisations and people acknowledge its' benefits, there are still a lot of misconceptions about what coaching is and what it is not. In this class, we will bring more light to this.

Follow the exercise and the slides of the presentation below, one slide after another, and answer the quiz questions to check your understanding.

Enjoy the learning!



# What Coaching is and what it is not



Coaching is an interactive process where the coach facilitates the client's progress towards their defined goals. Effective coaching delivers achievement, fulfilment and joy. Because coaching is focused on learning and on enhancing client's awareness, the increase in client's performance is typically sustained for a long period of time and impacts other areas of client's life which are not the direct subject of coaching.

Coaching requires predominantly a non-directive approach in which learning is intrinsic and satisfaction comes from the pursuit of meaningful goals.



## What Coaching is and what it is not



Let us follow a metaphor of driving a car. You are on a journey of learning how to drive, and you approach different professionals. Each of them are ready to help you based on your needs. Different professional titles are given at the middle of the page. Drag and drop them to their corresponding disciplines.



	<b>Coach</b>	<b>Mentor</b>	<b>Therapist</b>	<b>Consultant</b>	<b>Trainer</b>
Explores client's past and identifies experiences or traumas that are stopping him from driving a car.					
Has a lot of driving experience and ready to share their expertise, tips and hints about excellent driving.					
Provides client with detailed instructions, solutions and advice about how to drive a car.					
Listens to the fears, concerns and anxieties of the client around their driving experiences.					
Supports the theory around driving a car with practical exercises, helps client learn driving step by step.					
Supports and encourages client while he is driving a car, so that he can become the best driver he can be.					



## Coaching and Therapy



Therapy deals with healing pain, dysfunction and conflict within an individual or in relationships. The focus is often on resolving difficulties arising from the past that hamper an individual's emotional functioning in the present, improving overall psychological functioning, and dealing with the present in more emotionally healthy ways.

When there are strong issues of unresolved trauma, grief, anxiety, depression, anger, severe self-esteem problems or severely dysfunctional behaviour – this is the arena for a therapist. Therapy is very much past-oriented. The work of a therapist is to uncover what happened in the past that has a negative impact on the present.



## Coaching and Therapy



A coach needs to know about earlier life and the impact of the important events but doesn't dwell on them.

The biggest difference between coaching and therapy is the mental state of a client. A client for therapy is most likely to be in strong distress and a state when they are not able to act without professional help. Often therapists refer to their clients as 'patients'. The relationship between a therapist and a client is based on dominating experience of a therapist, it is a doctor–patient relationship. When in coaching it is the adult-adult partnership of equals.



## Coaching and Therapy



As it was already said, a therapist looks at the past and interested in finding answers to the question "Why?", looking for insights, the cause and the origins of emotions.

A coach may briefly look at the past, but primarily is interested in the present and the future of a client and working on finding the answers to the questions: *What? When? and How?*



## Coaching and Counselling



Counselling is based on the powerful comfort of non-judgemental listening in the moment. This means talking it through extensively, without either counsellor or client feeling any obligation to action which both coaching and therapy may imply.

The coaching and counselling process relies on the relationship between the counsellor/coach and client when the counsellor/coach is empathic, congruent and non-judgemental. Both require an ability to reflect, provide feedback, demonstrate honesty and gain trust.



## Coaching and Counselling



Counsellor's clients are experiencing a high level of distress which impacts their life.

The main role of a counsellor is to explore personal issues and problems through discussion in order to increase understanding and/or find a sense of relief.

Compared to coaching it is a process-driven intervention rather than action and progress-driven. It is focused on the past, not in the future. It is focused on problems rather than goals and solutions.

Essentially therapy and counselling are part of the health sector when coaching is a branch of management development and personal development.



## Coaching and Consulting

In consulting a client introduces a problem, an expert (a consultant) gathers information, diagnoses the situation and works with the client to formulate solutions. The focus of consulting is on developing organizational practices, processes and structure, not on developing a person.

Consulting focuses on problem-solving, creating action plans, and reaching specific goals.

A consultant is the expert who uses his knowledge and experience to facilitate a client's success.

Consultants solve the client's present-day problems by teaching skills or implementing solutions.

Coaching focuses on reflection and self-discovery to fulfil long-term goals.

A coach guides the client in a journey of self-discovery. Coaches focus on helping the client achieve his biggest dreams and aspirations.





## Coaching and Mentoring



The word Mentor comes from the Greek myth of the king who asked Mentor, an older, wiser man, to look after his son, during the king's absence. Our days Mentor is somebody who has the knowledge and expertise to share with a less experienced person.

Mentoring process often exists in organizations where more experienced executives take under their 'protection' young high potential employees or newcomers. A mentor could also be a person who works in a different organization but perhaps comes from the same sector and may be a little older or more senior. Their aim is to increase mentees knowledge and understanding of their environment, processes and politics.



## Coaching and Mentoring



A mentor is a more experienced person passing on their advice to a less experienced one. Therefore, pure mentoring is a different activity from coaching. A coach may not have direct experience of their client's formal occupational role.

Mentoring enables an individual to follow in the path of an older and wiser colleague who can pass on knowledge and experience. In coaching relationships, it is the client who generates solutions and creates the action. In mentoring, the course of action is usually provided by the mentor. Thus, mentees are deprived of a key component of coaching: *personal growth*.



## Coaching and Training



A trainer has their own agenda about the process, what they are going to teach. Trainer is an expert in the subject they teach. Even though some trainers may use coaching approach to the learning, like asking questions and encouraging students to come up with their own answers, rather than giving them ready once, it is still a trainer who is owning the process and not the participants.

In many training activities, trainers simply talk more than participants, when in coaching it is a client who speaks while the coach asks questions and listens to the client. There are many types of activities that may be included in a training process focused on the development of a particular skill, for example, presentation, sales, and negotiation.

# When is the time for Coaching?



<https://youtu.be/dwasnYLhof8>

[www.BeCoach-Academy.com](http://www.BeCoach-Academy.com)



## Important to remember!!!

Clients with serious mental or emotional issues should not enter coaching relationships until these have been dealt with through appropriate intervention like therapy or counselling.

Here are some examples of situations (the list is not complete) when you, as a coach, should refer your client to a therapist or a counsellor:

- The client cries frequently, intensely and uncontrollably.
- The client repeatedly returns to the same relationship, often with parents or siblings or a parent figure.
- One major fear seems to dominate the client's life.
- When a client often refers to a situation, which created a major trauma.
- The client is not able to move beyond a particular event. Everything is looked at through a prism of this event. It often involves loss of some kind.



## Important to remember!!!

- If there are some serious issues of self-esteem, which keep recurring.
- When a bereavement has never been acknowledged and worked through.
- The client describes symptoms of depression, anxiety, panic attacks, agoraphobia, hypochondria.
- The client lives in denial of 'reality', lives in a fantasy world.
- The client is engaged in heavy drinking, drugs or has an eating disorder.
- The client has addictions to e.g. gambling, and compulsive risk-taking.

These behaviours could have innocent explanations, but the more they are present, the more likely is that you are in the therapeutic territory.

Coaching may not be the right intervention for everyone. You as a coach should know the boundaries and the subject matter you feel comfortable and competent to work with.



## CONGRATULATIONS!

Another step forward! Well, now I guess you have a much better understanding about the differences between coaching and other neighbouring disciplines. You also know when there are overlaps. For you as a coach, it is important to clarify with a client what they would benefit the most from at their specific point in life and openly discuss it with them before starting coaching.





# Coaching Principles and the Role of a Coach.



## Welcome to the Coaching Principles and the Role of a Coach class of the Coaching Fundamentals Module!

Coaching principles and values alongside Core Coaching Competencies, which you already have a good understanding of, provide clear guidance to a coach in any coaching relationships. They support a coach when facing a dilemma, a challenge or an ambiguous situation. Making these principles and values an intrinsic part of who you are as a coach will deepen an impact you want to create for your clients.

In this class, you will learn about coaching principles and the role of a coach in the coaching process.





Going through this class and introducing yourself to coaching principles you will find that they are echoing core coaching competencies and code of ethics. We can say that they are our elicitation of the most important, from our perspective, elements that you, as a coach should always remember. We don't claim this list of principles to be complete and maybe while going through complete programme you will define some other principles which are specifically important to you. That is great! Share them with us!



# Coaching Principles



1. Coaching is the partnership of two equals
2. Coaching is non-judgmental
3. Coaching is confidential
4. Client sets an agenda
5. Coach believes in client's resourcefulness
6. Coaching addresses the whole person
7. Coaching is about learning and change



## Coaching is partnership of two equals



Coming back to the definition of coaching – it is a partnership. It is the partnership of equals. It is based on total mutual respect. Often this is the biggest challenge for many coaches as they have a belief that they need to “save”, “fix”, “push” a client to action.

Coaching is an ‘adult-adult’ relationship with shared responsibilities and a desire to progress. To master this principle it is important for a coach to understand their motives and habitual perceptions. If a coach tends to parental or childlike behaviour, working as equals would fail.



## Coaching is non-judgmental



One of the Core Coaching Competencies is “Coach Cultivates Trust and Safety”, so that the client can open-up and feel comfortable to think, speak, share, reflect, brainstorm and accept a challenge. If a client feels being judged this will never happen. Mastering this principle means getting rid of labels like “right” or “wrong” and accept all the differences of a client.

As a coach you enter the coaching space with a mindset that any thought, feeling and an idea have rights to be expressed. Accepting the client for who they are is the best gift anyone would wish to receive. This acceptance also comes with a belief that the client is doing their very best in this moment in this circumstance, which does not mean that they cannot strive for better.



## Coaching is confidential



This principle contributes to trust and safety and therefore allows the client to share openly. The client needs to be sure that anything they share in the session will remain between the coach and themselves.

It is a coach's responsibility to inform the client about confidentiality in coaching.

Coaching Code of Ethics highlights the importance of confidentiality and explains exceptional situations when the shared information can and should be disclosed.



## Client sets an agenda



This is what defers coaching from teaching or training. Coach may not know what client wants to work on prior to the session. As well as during the session, coach's intent to lead the discussion is not appreciated. The coach's knowledge in a particular field is not a concern of the client and should not appear on the agenda of the sessions. The agenda is set by the client.

In other words, it is the client who decides what they want to address in a session and what potential pathway to choose while journeying towards their goal. In coaching setting, the client leads, and coach walks by side, supporting the client in navigating through their thinking process.



## Coach believes in client's resourcefulness

The client has all the resources within them to overcome their challenges and to achieve their goals. They have come to a coach to gain clarity and define the best way to move forward and not to be 'fixed'. Sometimes a client may provoke you with a question: "If you were me, what would you do?". Only the client can know what to do because only the client knows their story and it is they who can implement all the actions. It doesn't mean that the coach may not offer useful information, but it is up to the client whether to use it or not.

*"I never mollycoddle my clients or see them as people with problems and issues. I see them as healthy, strong and capable. My expectations are high, because I know that when I expect the best of someone, they give their best."*

– Be Your Own Life Coach. Fiona Harrold





Keep this disclaimer in mind as well as the words of Nietzsche when entering coaching relationships.

*“This is my way; Where is yours? – Thus I answered those who asked me ‘The way’. For the way – that does not exist.”*

– Friedrich Nietzsche



## Coach addresses the whole person

It often perceived that corporate coaching is only about a job. But it also often proved that work-related issues are linked to what is going on in the private life of the person. Coaching approaches the client as a whole.

Whatever the client experiences, their goals, challenges, relationships are all related to who the client is. Who is this person? What does this person value in life? How does a great life look like for this person? What gives him joy? Who this person wants to be? The answer to the question, who the coachee is, lies in what the coachee shares with us, all the content including their past experiences, are very valuable.

Coaching is not psychoanalysis, but, in this sense, even the childhood and early life experiences of the client are valuable to the coaching conversation.





## Coaching is about learning and change

Coaching is about walking with a client from where they are now to where they want to be and closing the gap between their potential and their performance. But the most importantly, coaching is about who the client becomes as a result of this journey. Their growth is the result of their learning and their increased self-awareness as well as their ability to change, to evolve.

This is a real power of coaching – through personal growth of a client we create long-lasting, sustainable impact on their lives.

*"Coaching helps them to learn rather than teaches them. We all have a built-in natural learning capability that is actually disrupted by instruction."*

- John Whitmore 'Coaching for Performance'





In coaching we believe that the client is

**RESOURCEFUL**  
**POWERFUL**  
and  
**WHOLE**

And so are you!  
You too resourceful, powerful and  
whole!



[https://youtu.be/piX\\_09jvtrc](https://youtu.be/piX_09jvtrc)



## The Role of a Coach



It is easy to define the role of a coach after you learnt Core Coaching Competencies and Coaching Principles. Rachel Naomi Remen defines it beautifully in her book 'Kitchen Table Wisdom':

*"Our work as coaches is to be of service. If we try to help or fix them, we are making a judgment that the person is broken. Helping and fixing lead only in one direction; they are draining, and they keep us from serving the dream in other people. They imply that we don't trust the person's potential and that we have more expertise. A good message for your clients is "Your life matters". We want them to understand that who they are is as important as what they do."*

# The Role of a Coach



Clients have all the solutions within them and the role of a coach is to draw those solutions out. The client is the person who has everything they need to be able to walk forward. And a coach acts as a catalyst, someone who helps to facilitate change. Coach doesn't impose any information and doesn't give any advice or a solution. But instead working with a client towards finding their own solutions that fit them best. Being a catalyst means from the coaching perspective that my thoughts, my ideas, my opinions are completely irrelevant. It is not about my story. It is not about me to tell a client how they should progress and what they should do to achieve their goals.

**This is fundamental!**

## The Role of a Coach



Very often in life when we speak to other people, they are very quick to give their opinion or to give their judgement and to share their story. This has no place in coaching conversation.

A lot of the questions that coach asks their clients are focused on raising their awareness.

Coaching is focusing on future possibilities and not past failures. What important for you as a coach is not what happened to the client in the past, but rather what is going on now and where they want to be in the future, and how you together can make a bridge between now and their desired goal.



## The Role of a Coach

The greatest barrier to coaching is the inability to give up what you know.

The greatest barrier without a doubt is not the inability to coach, but the inability to give up telling, to give up what you have done before in any circumstances, to give up your old habitual management or teaching behaviour.

Once you have conquered that one, you can begin coaching!



# The Role of a Coach



We are conditioned by a long history of telling and being told; so are the people we coach. The expectation and therefore the wish to be told is ingrained in all of us, even if there are benefits of being asked.

It is not a bad thing to explain and remind those we manage or coach what the benefits to them personally are:

- Learning and developing themselves
- Greater awareness about all things that enhances performance, learning and enjoyment
- A greater sense of responsibility
- Enhanced self-belief
- Learning to self-coach and to coach others in and out of the work place
- Create solutions that are right for them



## The Role of a Coach



Our role is to keep a safe space where a client can freely express themselves.

Our role is to withdraw our judgments about what is right and what is wrong.

Our role is to believe that they are capable of finding the answers, taking action and learning.

Our role is to ask powerful questions to guide their thinking.

Our role is to encourage them to look at the true sides of themselves. Looking there could be scary.

*“Our role is to shine a light on something our client cannot see for themselves”*

-Marion Franklin \*The HeArt of Laser-Focused Coaching



# Coaching in Leadership.



Welcome to the Coaching in Leadership class of the  
Coaching Fundamentals Module!

Leading by Coaching generates awareness and responsibility. It shows people that they matter, their input matters, their thoughts and ideas matter.

If you are here to learn how to become a better leader by incorporating coaching into the way you lead others, we celebrate you! You will soon notice how with coaching you can empower your people, engage them and develop their ability to resolve their challenges. Seeing the growth and shining eyes of people you work with is a sign that you as a leader doing a great job!

Enjoy the learning!



# Managing vs Inspiring



Do you want to inspire your team instead of managing daily routines?

Do you want to empower others and not carrying too much on your shoulders?

Do you want to be recognised for your impact instead of remaining in the shadow of others?

Let's see if there are patterns in the way you communicate and collaborate with people and gain awareness of your natural style. Does it lean more towards managing or coaching and inspiring people?



Choose one option which represents your typical approach when confronted with situations like these.

Be honest, this is for your awareness only.

**1. You have a certain vision which you want to realise with your team/organisation. Your tendency is to:**

A – Introduce your vision to the members of the team and explain what needs to be done to make it happen.

B – Introduce your vision to the team and invite them to share their view and their ideas on how to make it happen.

C – Invite the members of your team to participate in creating a common vision and plan of how to have it realised.

**2. A colleague of yours is really challenged delivering their project on time. They feel desperate and come to you and ask you to help them taking over some bits of work. You have your hands pretty full already. Your tendency is to:**

A – Explain your colleague your situation and by asking powerful questions help them to find resources to handle the project within the required timeline.

B – Believe that it's important to help each other at difficult times. You agree to help, even though it means you will add some stress and challenges to yourself.

C – Evaluate the time and resources available to you. Realise that you can't help your colleague and politely refuse to help.



**3. A junior member of the team comes to you and asks for advice. Your tendency is to:**

A – Feel good about being approached by a junior and happy to share with them your expertise on the topic.

B – Know that simply telling them what they should do would not help them to learn and yet as you are very busy you choose to do so, not feeling very proud of yourself.

C – Know how important it is for the junior to learn and you don't want them to approach you every single time, you choose to ask them questions to provoke their thinking and finding the way forward, plus to learn from the situation for future occurrences.

**4. On a team meeting there is a discussion of a project where the team feels stuck. Your tendency is to:**

A – Listen to the opinions of others but not contributing much with own ideas.

B – Have an idea on how to move forward and push it through.

C – Invite the team to brainstorm all the ideas and evaluate them based on the agreed criteria.



**5. You work on a project with another team member. Her view on a certain aspect of your work is different from yours. She insists that things are done her way. Your tendency is to:**

- A – Give her a possibility to express her opinion, listen carefully. After listening to her, appreciate her perspective and invite her to listen to yours. After that, work on finding a best way to progress.
- B – Insist on your perspective because you know it is right.
- C – Listen to her perspective and try to persuade her to do things your way.

**6. Your colleague came to you to shared their recent success. Your tendency is to:**

- A – Congratulate them as this would be the right thing to do but feel resentful thinking “Why it was not me?”
- B – Congratulate them with a smile, being sincerely happy for them.
- C – Listen to them, focus the strengths that helped them to achieve these results. Congratulate them sincerely and acknowledge their strengths and talents.



**7. A colleague of yours is sharing their frustration regarding another colleague with whom you both work together.**

**Your tendency is to:**

A – Listen to your colleague, ask questions to clarify the situation, show empathy and encourage your colleague to take responsibility for the things which are under their direct control.

B – Show sympathy to your colleague, admitting how hard it is for you to work with that person and begin to think of a solution.

C – Share ideas about how to work with this other colleague. You worked with that person before, therefore you know how to deal with them.

**8. Your colleague comes to you to discuss her ideas regarding some improvements in the department. Your tendency is to:**

A – Immediately jump in adding your ideas as these improvements in the department is something you want to be done too.

B – You appreciate her initiative and enthusiasm and ask her what would be the most helpful for her now. Listen to her, if this is what she needs or ask more thought-provoking questions to help her to come up with more ideas, if required.

C – You listen to your colleague. Some of her ideas are good and you say so. Some of them you disagree about, and you explain your critiques.



9. Your team-mate who you have been working together for a long time, comes to you in tears. She feels devastated by a conflict with her partner at home. Your tendency is to:

A – Give her a hug (a real or virtual), reassure her that everything will be alright, sympathise with her situation as you know how hard such conflicts could be.

B – Tell her about your own experience with conflicts like this and suggest what she should do to manage the situation at home.

C – Create a safe space for her to speak, listen without interruption, show her that you are here for her and its okay to cry when it hurts.

### Check your answers and give points:

Questions	Answer	Points	Answer	Points	Answer	Points
Question 1	A	1	B	2	C	3
Question 2	A	3	B	1	C	2
Question 3	A	1	B	2	C	3
Question 4	A	2	B	1	C	3
Question 5	A	3	B	1	C	2
Question 6	A	1	B	2	C	3
Question 7	A	3	B	2	C	1
Question 8	A	1	B	3	C	2
Question 9	A	2	B	1	C	3
Points						

TOTAL POINTS



**9-14 points - Director:** You may tend to direct to what is right or wrong from your perspective and have hard time to listen to other people. This may negatively affect the creation of trust and environment of learning and development. Conflicts and misunderstandings are common. You prefer to advise or suggest what to do, which often results in lack of commitment from the other person. **TIP to grow:** *Learn more about the coaching approach to let others carry the weight with you - rather than having all the responsibility on your shoulders.*

**15 – 20 points - Contributor:** You feel for people and realise the need for and importance of listening. You have a good basis for the development of the coaching skills and are able to acknowledge people's resourcefulness. **TIP to grow:** *Practice asking more of open, thought-provoking questions, consider learning how to use GROW model (Goal; Reality; Options; Way forward), creating a possibility for people to think for themselves.*

**21 – 27 points - Partner:** You have a solid coaching stand, able to listen non-judgmentally, ask powerful questions, creating an environment of trust and personal responsibility. Congratulations! Keep on inspiring and empowering others in their growth and development! **TIP to grow:** *Consider gathering feedback from other experienced coaches to uncover any blind spots and enhance your coaching skills further.*



*“ In a VUCA world, effective and good coaching is a critical skill for leaders and organizations to possess. This is even more amplified as organizations welcome more and more younger employees like millennials or Gen Z. The failure to recognize the high importance of building trustful relationships and to adjust will put any manager and organization at an immediate disadvantage”*  
– Michael Ebbesen, General Manager LEGO Korea



One of the most important values for people, after satisfying their needs for safety and human connection, is GROWTH. The need to grow is in our nature. Leaders who use coaching as an element of their leadership style provide an opportunity for people to grow, to think for themselves, to take responsibility for their decisions and choices. Through coaching, a leader empowers people by demonstrating trust – trust in their ability to think, to learn, to find their way to achieve desired outcomes.

With coaching, a leader demonstrates respect and a partnership-based attitude towards people, communicating from the position of an equal. Imagine working with a leader who gives you an opportunity to grow, who has trust in your talents and abilities, who respects you and creates an environment for your potential to flourish. Imagine yourself being this kind of leader.

In a feedback provided by an employee during an engagement survey for an international production company, an employee said: “20 years I was giving you my hands, because this is what you asked me for. I was ready to give you much more, but you never asked”. What a waste of human potential. Coaching in leadership is a way to create a culture where human potential can flourish.



## Benefits of leading with coaching



- Improved performance and productivity. Coaching brings up the best out of individuals and in teams, something that instructing or directing never does.
- People development. Development is not about sending your employees to training. The way you communicate and manage them will either support their development or not.
- Improved learning. Coaching facilitates reflection and invites eliciting learning. This learning is sustainable because it comes from an individual's experience.
- Improved relationships. When coaching, you listen, and demonstrate trust and respect to another human being. This can't fail in improving relationships.



## Benefits of leading with coaching



- Improved quality of life for individuals. What people learn about themselves, about their abilities, their increased confidence and self-trust will be brought home to their families and their relationships with the loved-ones. It will impact all aspects of their lives.
- More time for strategy. Developing people's ability to think for themselves, to learn and resolve challenges independently, you leave more time for yourself to focus on strategic projects.
- More creative ideas. Coaching provokes people to come up with new ideas, think out of the box and challenge the status quo.
- People's talents are fully utilised. Coaching brings the best out of people and engages them in contributing to common success.



## Benefits of leading with coaching



- Greater flexibility and adaptability to change. Coaching can help to address an attitude towards change as well as to develop the best strategies to deal with it.
- People are more motivated and engaged. As it is important for us to be treated with respect, to be heard, to grow and make an impact, coaching addresses motivation intrinsically.
- Culture change. As coaching comes with certain set of values, it does impact the culture of a team and the whole organisation if leaders embrace coaching philosophy.



## Leading with coaching



Coaching was admitted to be the most desired skill for managers who lead people, in accordance with Chief Learning Officer Magazine. Gallup says 86% of employees think that their “bosses are uninspiring”.

When coaching is done well, it provides greater *intrinsic motivation*, inspiring the self-directed willingness to try new things and make new discoveries. According to McKinsey, when employees find greater intrinsic motivation, they are 32% more committed to their work and 46% more satisfied with their jobs.



## Leading with Coaching



Many leaders, especially in the beginning of their people management path still see themselves as main contributors to success, acting and communicating as experts rather than as coaches. By doing this they create dependency in their employees. People don't feel they are trusted to come up with their own solutions and therefore keep coming to their manager with every single problem. And even though this can provide an ego boost, it can also be rather frustrating. A manager asks themselves: "Why can't they solve it by themselves!? Why don't they learn?"

# Leading with coaching



To avoid this frustration and become a coach to the members of your team you need to adopt a coaching mindset, first and foremost. Create a shift from “I know what needs to be done” to “How could you approach it?”.

Learning how to really listen is critical. Listen to understand and not to provide a contra-argument.

Ask open, though-provoking questions which would encourage an individual to see the core of a challenge and to come up with creative ideas of how to resolve it.

Create an environment where people feel safe. Where making mistakes is a sign of going out of the comfort zone and stretching yourself. Where lessons are learned and successes are celebrated.



## Leading with coaching

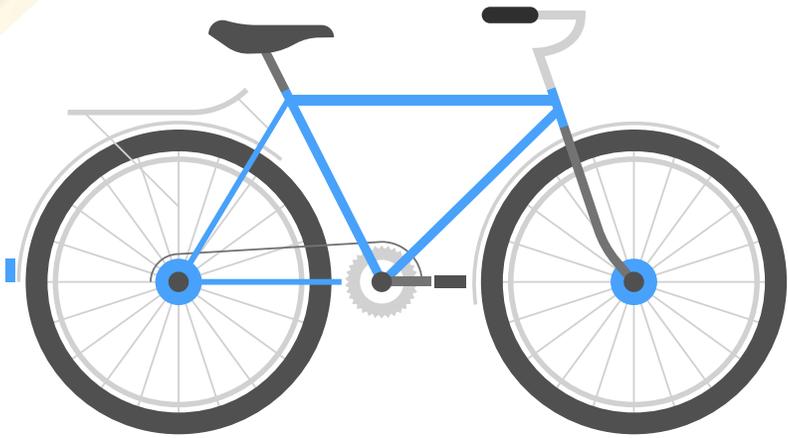
It is, of course, easier said than done.  
But don't worry!

Progressing through our programme, where you will be able to put theory in to practice, receive feedback and mentoring from our experienced trainers will set you for success in leading with coaching!





# Development Cycle.





## Welcome to the Development Cycle class of the Coaching Fundamentals Module!

When developing a new skill it is very natural to feel uncomfortable, challenged and frustrated at times. Self doubt is common. All these emotions and self-defeating thoughts are present because you walk through different stages of the Development Cycle.

In this module we will introduce you to the process of development, so that you learn to accept the frustrations of learning as a gift!

Enjoy the learning!



# Development Circle



It does not matter what new skill we develop, there is always a process, there are stages through which we go.

The first stage – Unconscious Incompetence

The second stage – Conscious Incompetence

The third stage – Conscious Competence

The fourth stage – Unconscious Competence

We cannot skip a stage and jump from lets say Conscious Incompetence to Unconscious Competence. But let us not get confused and look at each stage, taking riding a bicycle as an example.



*“For real learning to take place people have to struggle with feeling incompetent. They have to recognise they will make many errors before attaining a fundamental level of competence, so the fear of failure cannot be overwhelming.”*

– Danielson & Wiggernhorn



## Unconscious Incompetence



Okay, do you remember yourself learning how to ride a bicycle?

First, you saw others riding their bicycles so easily and confidently. You looked at them and thought: “Oh, no problem! I can do it!”

You were not aware that you cannot ride.

This stage of learning is called ‘Unconscious Incompetence’. At this stage we do not know what we can not do. We are unaware how competent or incompetent we are.



# Unconscious Incompetence



When it comes to coaching you may think that it is easy – you just talk with a coachee, ask them questions and they will find their way to move forward. Or you may even think, that you can give them advice and suggestion and if they really want to achieve their goals, all they need to do is to listen to you and do what you tell them to do.



## Conscious Incompetence

Then a happy day came when you got your first two-wheeled bicycle. Excited, you accommodated yourself on the sit and... realised that you can not move, because you cannot balance. You realised that riding a bicycle is not as easy as it looks.

With this realization, you moved to the next stage of learning that is called 'Conscious Incompetence'. Now you know what you can not do.





## Conscious Incompetence

As soon as you begin taking your first steps as a coach, you will soon realise there is plenty to learn and to practice in order to be able to provide really effective coaching outcomes.

You will realise that giving advice is not coaching and in fact, rarely works. That to really listen and to be fully present is not such an easy task if you are not trained to do so. That to be able to manage your own assumptions is a great deal and to challenge assumptions and paradigms of your coachee is an even greater one.



Conscious  
Incompetence



## Conscious Competence



With support and encouragement, you began to practice. First very carefully, meter after meter. And soon you began to ride. You were not yet fully relaxed and you fall from time to time. Your skill began to develop and you moved to the third stage of learning called 'Conscious Competence'.

At this stage you know you can ride a bicycle, but you feel a bit insecure and concentrate on every move. It is important to keep practising and to master the skill. Soon the time will come when you can enjoy the process fully!



## Conscious Competence



You now know well what questions to ask and when, you listen, you are present (not always though). It also might seem tiring at times. On occasions when you are not entirely satisfied with your performance you still may fall into the trap of self-criticism. Your confidence may suffer. But you are able to reflect back and come up with ideas of how you can improve your performance next time, what could be done differently.

Step by step you master your coaching to the next level of development.



## Unconscious Competence

Days passed one after another, you cycled every day and your confidence grew. You were not falling anymore, you began to truly enjoy the process feeling relaxed and confident. You even began to take your arms off the handlebar! Yehoo!

You moved to the fourth stage of learning called 'Unconscious Competence'. At this stage you are in flow, you relaxed and you enjoy the process.





## Unconscious Competence

Reaching this stage requires many hours of coaching practise, self-reflection and willingness to be a great coach. At this stage, a coaching conversation is a dance when you sense your partner and feel where and when the next turn can happen.

You follow your intuition, you are courageous to challenge and provoke deeper thinking. You are confident. You enjoy every moment of being a deep connection with your coachee and create magic with them through developing their awareness, creating trust and safety that your client is totally open and shares with you what they have never shared with anybody else. And you empower them to climb their Everest, if this is their goal or if their goal feels like an Everest to them.





## Development Circle

Sometimes you feel very lost, confused and totally discouraged. Do not worry! It is okay, you just moved to the 'Conscious Incompetence' stage of learning. It is normal to feel frustrated when at this stage. We are here for you to support your journey!

Keep practising and soon you will realise that you can do it! You can be present. You can listen actively. You can ask powerful questions, summarise effectively, challenge your coachee and be empathetic. Keep practising. It does take time, a certain number of coaching hours for you to feel confident, relaxed and absolutely enjoy the process.



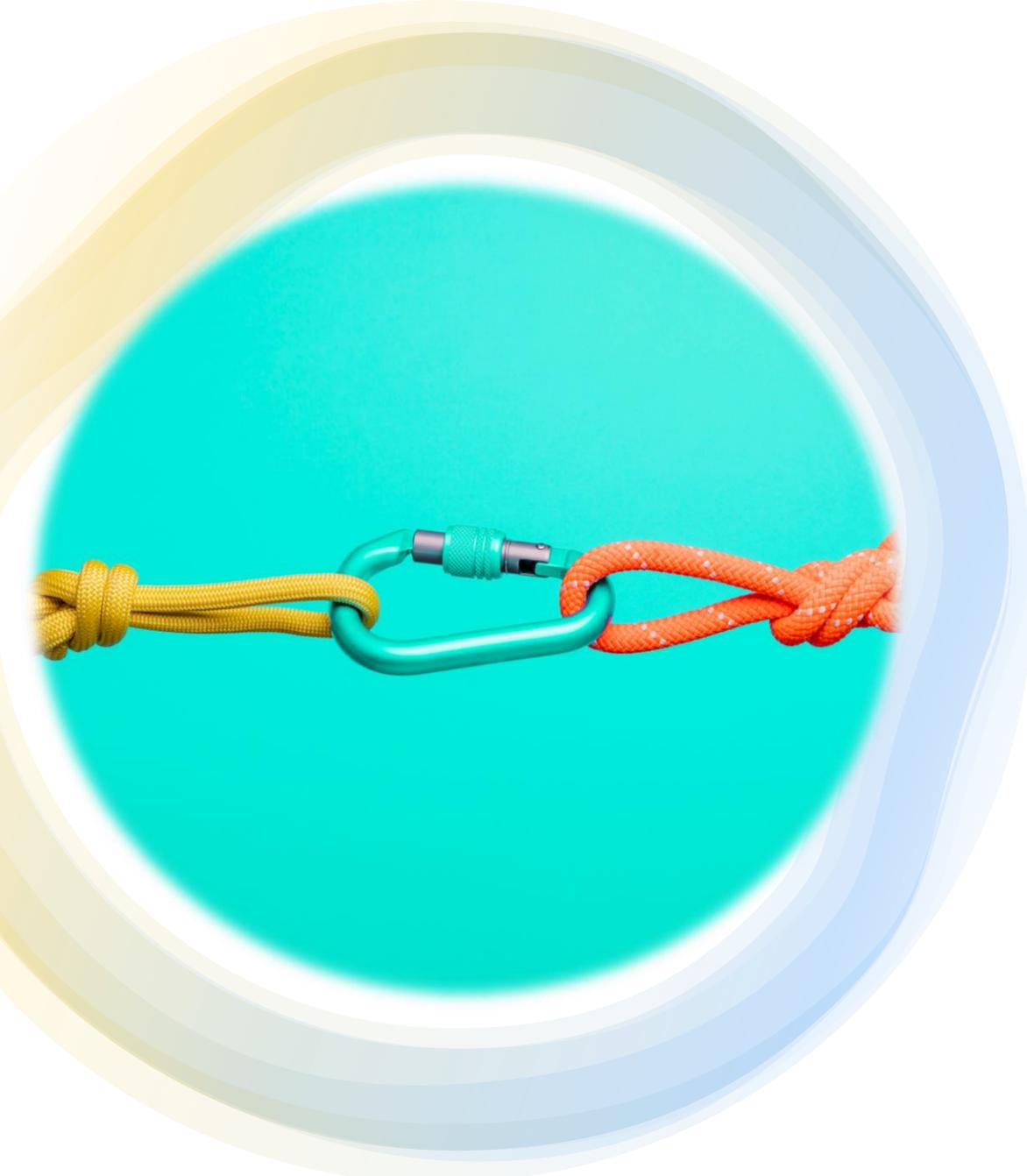
## TRUST – 3 T

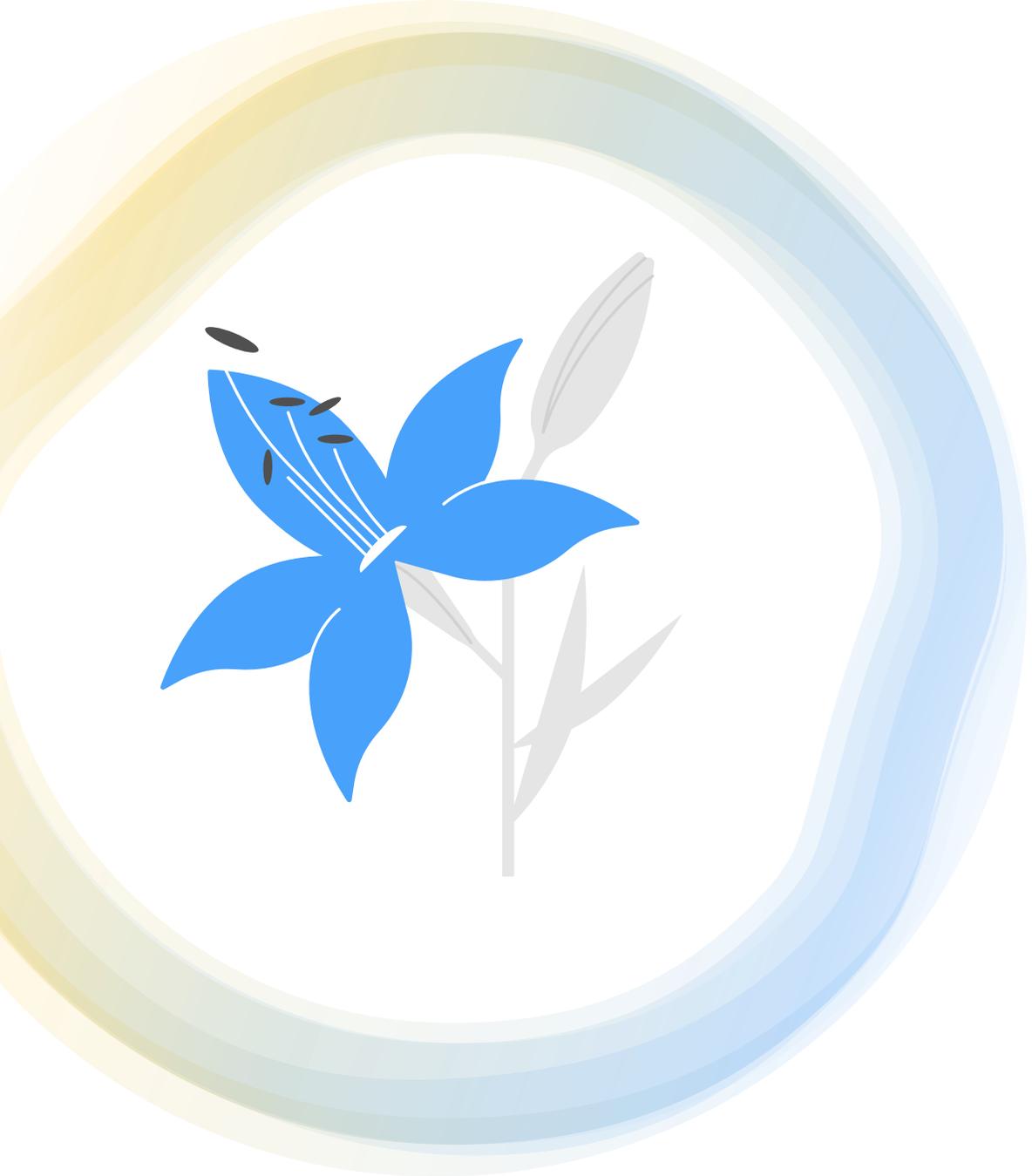
At BeCoach Academy we like the 3T model where T stays for Trust. Why 3?

1st - **Trust yourself**. Trust your ability to learn, your resilience and your natural gift to connect.

2nd - **Trust your coachee**. Trust their ability to think independently and find solutions, trust their ability to learn as well.

And 3rd - **Trust the process**. Trust that the safe space you create, your listening, your skills DO make a difference.





# GROW – the Basic Coaching Structure.



Welcome to the GROW – the Basic Structure of a Coaching Conversation class of the Coaching Fundamentals Module!

In this class, you will learn a model which can allow you to facilitate a coaching conversation with your client, a colleague or a member of the team. Knowledge from this class will give you a good starting point. You will learn how to start a coaching conversation, how to progress with it and how to close it up, leaving your coachee with new awareness, a solution to move forward and accountability to take action.

Enjoy the learning!





## GROW – The Basic Structure of a Coaching Conversation



How coaching conversation is different from a chat with a friend or a discussion in an office room? Well, first of all a coaching conversation has a goal. It always has a target to reach.

This target could be related to many different things, from gaining clarity about the complex situation an individual finds themselves in to reaching an annual sales objectives or getting a promotion. The clearer the goal, the better outcome of the coaching conversation.



## GROW – The Basic Structure of a Coaching Conversation



After the goal is clarified, the discussion goes into an understanding of the starting point, where we are now in relation to where we want to be.

This covers resources we have, resources we need, awareness, what we think and believe about the goal and the current situation, knowledge, skills, support from others, potential challenges and attitudes.

Alongside analyses of the present status, we begin to create different ideas of what could be done to progress towards the goal. In other words, we begin to develop options to move forward.



## GROW – The Basic Structure of a Coaching Conversation



And if we finish here, with the options, the coaching conversation will not be complete. We need to end it strongly. Ending strong means creating an action plan and to commit to it.

The person who has been coached should leave the conversation knowing what their next steps towards their goal will be. They take responsibility for taking these actions, and feel motivated and inspired to take them.

Now let us look at the structure of the coaching conversation and its components in a greater depth.



## GROW – The Basic Structure of a Coaching Conversation



One of the models widely used in the coaching world to facilitate a coaching conversation was described by John Whitmore in his book 'Coaching for Performance'. Developed in the UK during the 1980s, the **GROW model** provides a unique route through a conversation, ensuring full exploration of issues and commitment to action.

GROW is an acronym that stands for:

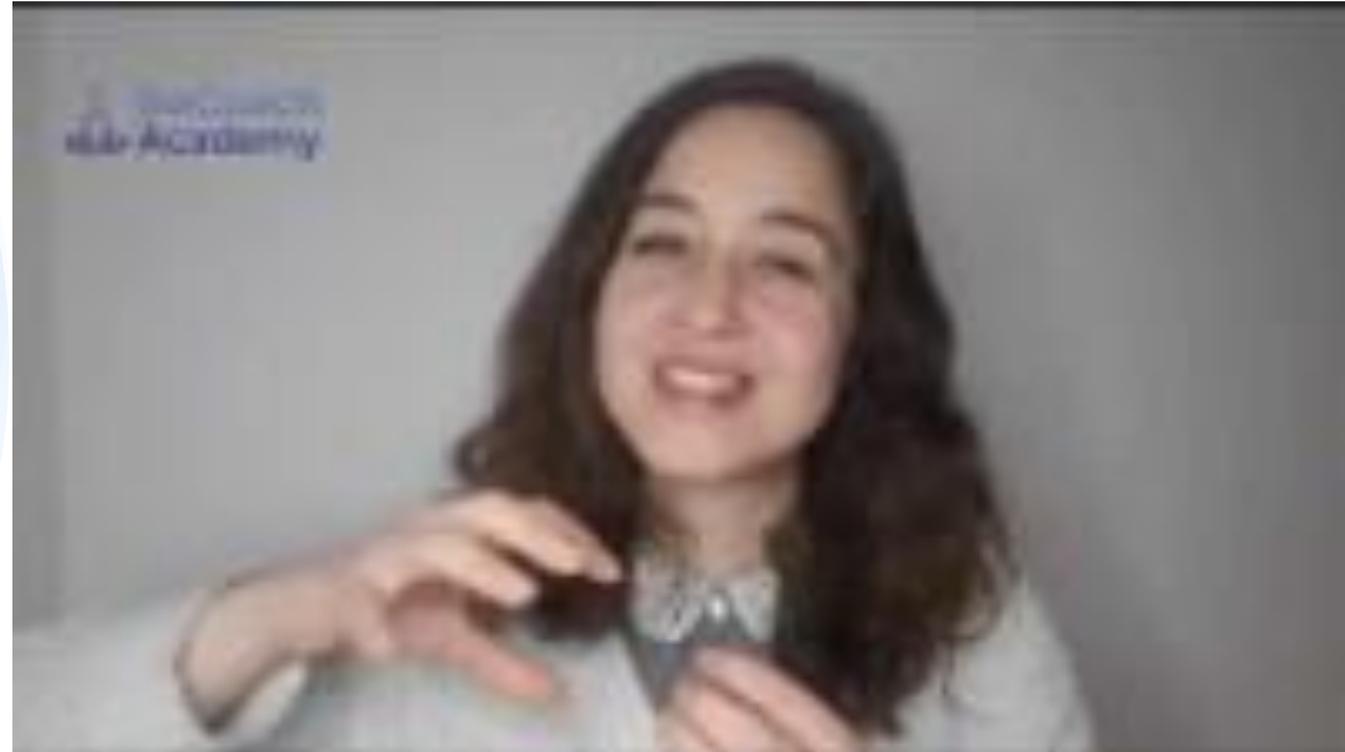
G – Goal

R – Reality

O – Options

W – Will (Way forward)

# GROW – The Basic Structure of a Coaching Conversation



<https://youtu.be/HXSzZjAKPZE>

# GROW – The Basic Structure of a Coaching Conversation



**To get a better feeling for the model, let's try a self-coaching exercise:**

You have an opportunity to come up with an issue, a topic or a goal which you want to have resolved or create a plan of action to accomplish, by using GROW model of coaching.

You will find a set of questions below. You may find out that some of these questions work better for you than the others, having more meaning and depth. Feel free to answer those which seem to be more relevant. You may also discover that some of your answers might create additional questions of your own. That's great, write the question down and find an answer.

Treat yourself as you will be treating your coachees – with patience, respect in a non-judgmental and non-critical way! Keep your mind open and be willing to experiment. Take your time and enjoy the experience!



## TOPIC

Think about a challenge or an issue which you currently experience in your life, in your career or in your relationships. Maybe it is about finances, health or fitness, passion or a dream. What is this area of life that you would like to work on today?

If everything was as it should be in this area of your life or in relation to this issue or challenge, how would it be? What would be happening? Make sure it is stated in a positive way (*I am...I have... I do...; instead of I don't..., I have not..., I am not...*)

What makes resolving this challenge important to you?

## GOAL

Think about the point of time when your issue or a challenge is resolved and everything in relation to it is as you would like it to be. What evidence do you observe that you've achieved your goal and resolved your issue? How do you know that you reached your destination? How can you measure your success?



What achieving your goal will help you to do or to be?

How will you feel when you achieve your goal or resolve your challenge?

What do you think is the main challenge for you in achieving your goal? What is the real challenge? What needs to be addressed?

In relation to this main challenge, what would you like to have in the end of this self-coaching exercise? (use it as a certain target to achieve in the end of the exercise)



## REALITY

What is going on right now that tells you that you have an issue or a problem here?

What is missing in your current situation regarding your goal that you would like to have?

What is happening now that is positive, and you want to keep it or keep doing it to move forward towards your goal?

What is the result of the actions you have been taking so far in the direction of achieving your goal?



What lessons could you learn from these actions and their results ?

What obstacles do you foresee that could prevent you from achieving your goal?

What resources do you have that could help you to achieve the desired outcome? (skills, knowledge, people, time, money, talents, support, personal attributes)

What additional resources will you need?



Who else is affected by this goal?

How do the need to be involved?

Look back at your goal. Considering all the insights that came up because of your reality check, is the goal still seem to be relevant? Does it need any changes, any adjustments?

### OPTIONS

What could you do that would move you one step closer to achieving your goal?



What else could you do, if you didn't need to explain your actions to anybody?

What would your best friend tell you to do?

What could you do if you could devote all your time to your goal?

If money were not an issue, what would you do?



How could you utilise all the resources you have to move forward?

Write down three more possible ideas that you could use to move forward?

Look back at all the options you have written so far, read them carefully and see if any spark another idea that you may consider.

### **WILL / WAY FORWARD**

Chose one of the options that will move you forward quicker, or which is easier to do, or which is cheaper or one that most comfortable doing. What will you do? Chose it now and write it down.



Write down your precise plan of action including the date and time and expected outcome.

## WELL DONE!

You have just finished your first coaching session using GROW model. What did you notice? What kind of questions were asked? What did you begin with? How did you move through the model? What did you end up with?

During your practice you will learn more questions and the most importantly you will learn to adapt them to your own coaching style and to particular situations of your clients. GROW model is not a script to follow! You will learn to improvise with it and be creative incorporating other tools and techniques to provide your coaches with the best coaching possible.

*"GROW, without the context of **awareness** and **responsibility** and the skill of questioning to generate them, has little value."*  
– John Whitmore. Coaching for Performance



<https://youtu.be/3oW2-3tkd9Q>

*"GROW, without the context of **awareness** and **responsibility** and the skill of questioning to generate them, has little value ."*  
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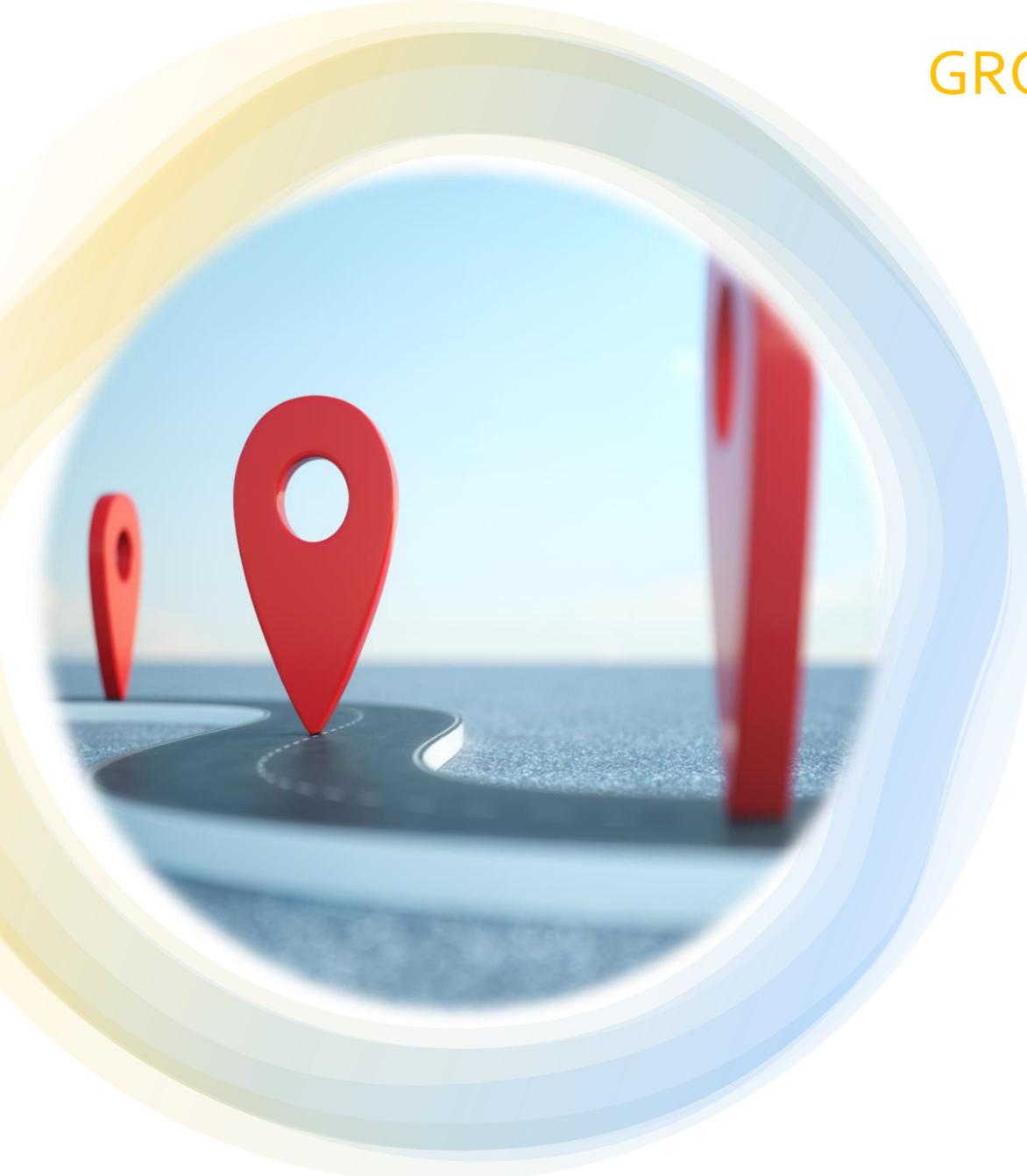
# GROW – The Basic Structure of a Coaching Conversation



The model is a simple and powerful coaching conversation framework.

A metaphor for the GROW model is the plan you might make for an important journey.

# GROW – The Basic Structure of a Coaching Conversation



First, you start with a map. With this, you help your coachee decide where they are going, what is their desired destination, their GOAL. Then you establish where they are now in relation to this goal, what is their REALITY. Then you explore various ways, different OPTIONS of making the journey. In the final step, establishing the WILL, you ensure, your coachee is committed to act and is prepared for the conditions and obstacles they may meet on their way.

You will have a lot of possibilities to practice using GROW model during your study. It is applicable for different topics, situations and circumstances and you can use it with yourself, your clients, your colleagues, friends, family members.... After mastering the skill of having coaching conversations you will become more flexible and creative within this model.



# GROW – The Basic Structure of a Coaching Conversation

## GOAL

Coaching is a goal-oriented process. Every coaching session begins with identifying what your coachee wants to achieve.

- What is your goal?
- What do you want to achieve?
- What do you want to create?
- What do you want to focus on today?
- What outcome would make this conversation a great success?
- What will be different as a result of working on this area?
- How can we make this goal measurable, so that we know when we achieved it?
- By when do you want to have this goal accomplished?





# GROW – The Basic Structure of a Coaching Conversation



## REALITY

The purpose of this stage of the coaching conversation is to identify the starting point for the desired change. Our focus is on ascertaining the concrete facts of how things stay now. Active listening is very important as you can hear some hidden fears, beliefs, assumptions and judgments of a coachee which you later learn to challenge.

- How does the situation look like right now?
- What resources do you have that can support you?
- Who else is involved in this situation?
- When have you had a similar experience? How did you manage the situation back then? What could you learn from that experience?
- What factors are most important in this matter?
- What skills do you have which can support you in achieving your goal? What skills you need to develop?
- What potential obstacles do you foresee?



# GROW – The Basic Structure of a Coaching Conversation

## OPTIONS

At this stage you encourage your coachee to think creatively and to come up with as many ideas as possible, even with those which might seem very unlikely or even crazy. Invite your coachee to think and to do the work, rather than coming up with suggestions of what you think will work for them. Remember – Client is resourceful! And it is about them finding their way to move forward.

- What could you do to progress towards your goal?
- What other potential courses of action can you think of?
- What else could you do?
- Give me 3 more options.
- What if this obstacle was removed, what would you do then?
- What other resources could you draw on to tackle this?
- Who else could you ask for creative ideas?



# GROW – The Basic Structure of a Coaching Conversation

## WILL /WAY FORWARD

This step is when you turn the potential solutions into a concrete action plan. In this stage of the conversation, you encourage your client to choose particular actions which they are ready to commit to. These agreed actions you will be discussing with your coachee at the beginning of the next session, to see their progress, celebrate their success and learn from the outcomes.

- Which of the option/s do you want to pursue?
- What step will you make this week to progress with your goal?
- What will you commit to doing?
- On the scale from 1 to 10 how likely is it that this step will get done in the set time frame?
- What may prevent you to make this step? How will you address it?



# GROW – The Basic Structure of a Coaching Conversation



Coaching is a learning oriented process. It's a great way to finish every coaching conversation with questions that elicit client's learning:

- What are your key take-aways from our discussion?
- What are your most important learnings from this session?

To keep strengthening your partnership with a client and keep developing the effectiveness of your coaching alliance ask your coachee for a feedback:

- What did work well for you in this session that we should keep doing during our future sessions?
- What do we need to change so that our future sessions were even more effective?

# GROW – The Basic Structure of a Coaching Conversation



It is important to remember that the most effective coaching and deep profound results it can bring only happens when you as a coach imply active listening, being fully present with and for your coachee.

It can happen in the beginning of your coaching practice that your mind is occupied by worries around the next question to ask or concerns how to provide value to your coachee. Having some good questions in your pocket ready for their turn to come is not a bad idea. But each question is good when it is relevant to what your client is saying to you! Therefore listening is really important and your ability to form your next question based on client's response to your previous question.

## Congratulations!

With this structure in mind you now can start having coaching conversations with your peers, members of your team, even with your friends and family members. When they approach you with a challenge, instead of habitually jumping with an advice or direction, start asking questions. In the most of the situations they know much more they you do about their real challenge and the ways you can approach it.

Have fun with practicing coaching with GROW!





# Communications Styles.



## Welcome to the Communication Styles class of the Coaching Fundamentals Module!

Building rapport and establishing trust is very important for successful coaching. And even though we will be practising these competencies in the next modules, we would like you to start developing the skill of observing others, noticing different styles of communication and learn to adapt your own style to those of others to create a deeper connection.



# Communications Styles.



Understanding communication preferences of a coaching client will support you in building rapport and creating **Trust and Safety**.

We all have different personalities, different preferences, different attitudes. In your work as professional coach you will meet people with different personal baggage. In some cases, this baggage will be very supporting. Your coachee will be learning fast, will be flexible and agile, open to new challenges and experiments. In other cases, the baggage will be heavy, creating obstacles for your coachee to move forward.

Some of your clients will be creative, others leading and tough, others analytical and structured, others soft and friendly. Understanding the personality aspects of your clients will help you to build rapport faster, to choose right communication style, right approach and right techniques.

# Communications Styles.



In the **Advanced Coaching Programme** we will go, as we call it, under the water level, where our personal values, beliefs and attitudes are hidden. In this class, we will look at something that is above the water level. Something that we can observe – our behaviours.

To navigate through the different communication styles, we offer you a model which you can use for your personal reflection, understanding of your communication style, understanding of the style of the people you work with or coach and, most importantly, enhancing your collaboration with this understanding.

# Communications Styles.



Communication Preferences model can support you and your coachee:

- ✓ In increasing their self-knowledge: how they respond to conflicts, what their communication preferences are, in which environment they feel more productive, what behavioural tendencies they may have;
- ✓ In improving their working relationships by recognizing communication needs of other team members;
- ✓ In developing stronger sales skills by identifying and responding to customer styles;
- ✓ In managing more effectively by understanding the dispositions and priorities of employees and team members.



# Communications Styles.



As a starting point let's have a first glans at your own communication preferences.

Below you will see a graph with 4 columns. Each one contains adjectives which you will need to prioritise in this order:  
1 – Not like me at all; 2 – Occasionally like me; 3 – Often like me; 4 – Mostly like me

State the number in the front of each adjective. Do not think long. The first impulse is often the right one. All test should take no more than 3-4 minutes:

Column 1		Column 2		Column 3		Column 4	
Assertive		Communicative		Amiable		Accurate	
Competitive		Persuasive		Deliberate		Careful	
Direct		Influential		Dependable		Logical	
Driving		Positive		Persistent		Precise	
Forceful		Verbal		Kind		Systematic	
Self-starter		Networker		Good listener		Perfectionist	
Adventurous		Enthusiastic		Predictable		Curious	
Daring		Sensitive		Sincere		Consistent	
Self-Certain		Open		Patient		Tactful	
Decisive		Influencing		Steady		Restrained	
TOTAL		TOTAL		TOTAL		TOTAL	

# Communications Styles.



Director	Artist	Friend	Analyst
40	40	40	40
38	38	38	38
36	36	36	36
34	34	34	34
32	32	32	32
30	30	30	30
28	28	28	28
26	26	26	26
24	24	24	24
22	22	22	22
20	20	20	20
18	18	18	18
16	16	16	16
14	14	14	14
12	12	12	12
10	10	10	10

The character which has a higher score is your the most preferable style and the letter with the lowest score is your less preferable style. If you have a score of 34-40, this suggest that you have strongly pronounced characteristics of the style.

Your score may change if you or when you are under stress. It may also shift with the change in your personal or professional circumstances or if you consciously choose to develop a particular skill or a personal attribute.

# Communications Styles.

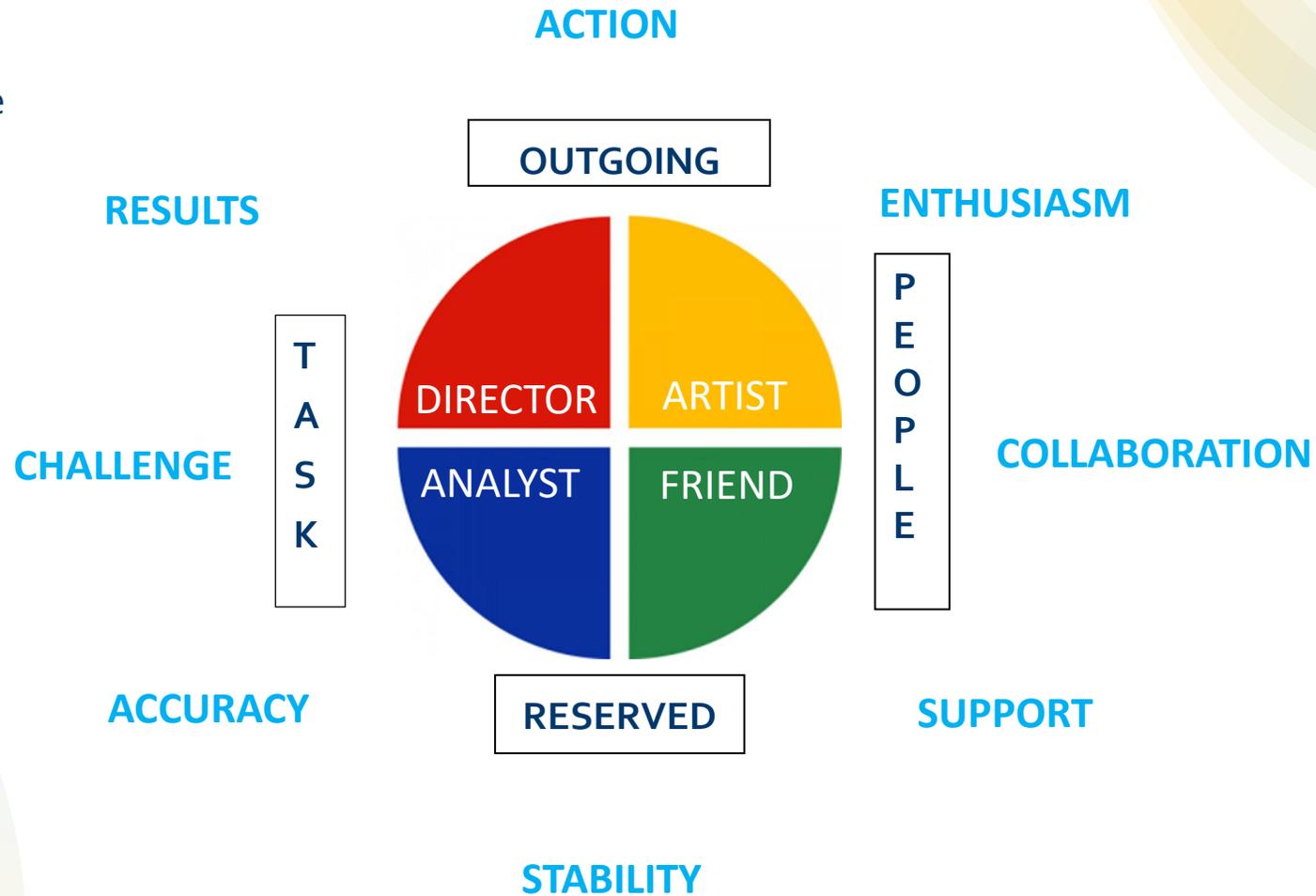


**Director** = Outgoing + Task

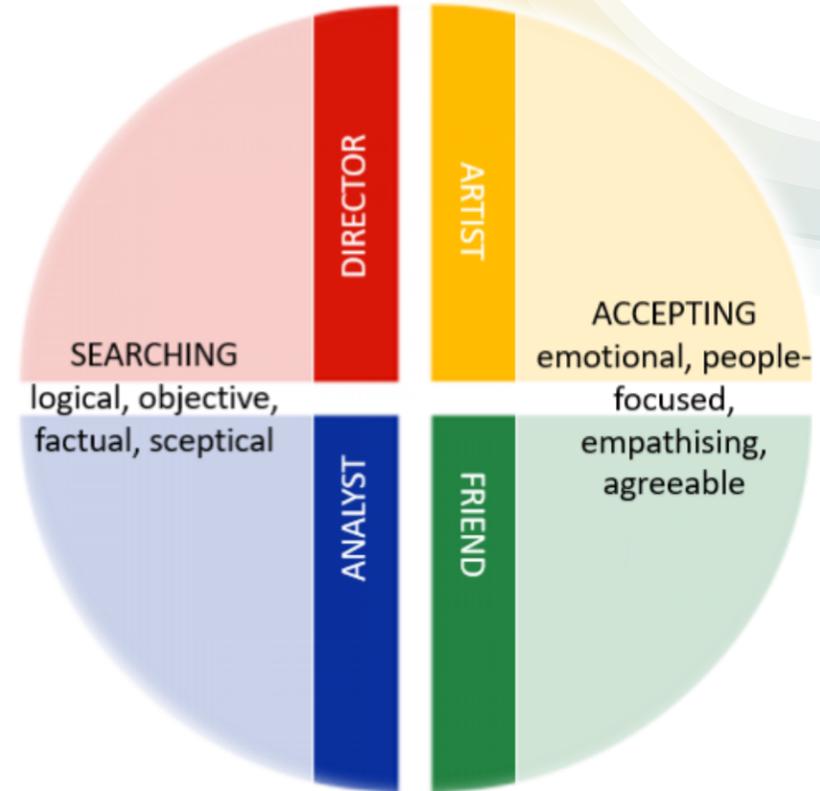
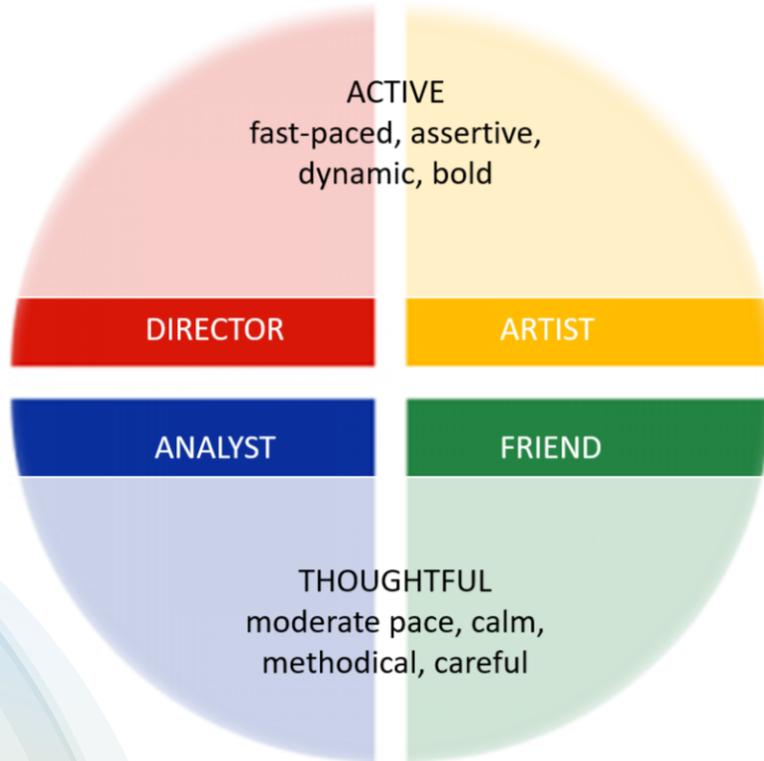
**Artist** = Outgoing + People

**Friend** = Reserved + People

**Analyst** = Reserved + Task



# Communications Styles.



# Communications Styles.



Even the way you are working through these materials may say something about your personal style.

For example, if your preferable **style is Director**:

- then you will probably be passing through the materials checking the highlights and bullet points (this is why we deliver this piece of info for you in this way 😊)

If your preferable **style is Artist**, you will be paying attention to **colours** and **pictures**.

If you are concerned that Ds and Is may be offended by the way we presented the above information to them, probably your preferable **style is Friend**.

If your preferable **style is Analyst**, you will be looking for more details and data arranged in the logical order and may spot occasional mistypes or gramma mistakes 😊.  
(Hope, not too many!)

# Communications Styles.



	Director	Artist	Friend	Analyst
<b>Main characteristics:</b>	Assertive, dominant, outgoing, initiates change, quick, dealing well with emergencies, decisive, deterrent, optimistic, productive, independent, may be reluctant to say "I am sorry", struggles with work/life balance, intolerant of poor performance, sets goals, courageous, likes to lead, seeks quick solutions, drives others to work, thrives on challenge, demonstrates low tolerance for mistakes, doesn't like to go into details, quick decision-maker, demanding.	Communicative, friendly, influential, networker, persuasive, positive, talkative, optimistic, outgoing, people person, story-teller, exaggerating, enthusiastic, rapport-builder, expressive, generous, may distract others, looks for fun, gets buy in, creative, inventive, forgetful, lacks follow through, easily distracted, deadlines act as a suggestion, undisciplined, does not always prioritise.	Amiable, deliberate, dependable, good listener, kind, methodical, persistent, thorough, stable, supportive of others, reserved, 'laid back', sympathetic, friendly, conservative, organised, easy going, patient, reliable, quite, seeks harmony, peaceful, avoids conflicts, resents being pushed, considerate, polite, agreeable, team player, finds the safe place, self-sacrificing, likes to complete tasks	Careful, accurate, compliant, logical, perfectionist, precise, systematic, serious, reflective, cautious, analytical, conscientious, task led, self-disciplined, critical thinker, competent, has high standards, dogged persistent, neat and tidy, well organised, creative, likes charts, graphs, figures, overly analytical, detail focused, thorough, sees the problem first, not a solution, needs to finish what he/she started.

# Communications Styles.



	Director	Artist	Friend	Analyst
<b>May be perceived as:</b>	Controlling, lacking sympathy, insensitive, blunt, lacking forgiveness, impatient, quick to anger, unwilling to give praise, domineering.	Ill-disciplined, over promising, restless, disorganised, unreliable, over-optimistic, controlled by environment.	Lacking motivation, by stander, indecisive, worrisome, slow to act, overly-compromising, fearful, reluctant.	Grumpy, rigid, unfriendly, vengeful, overly critical, hard to please, sensitive to criticism, cold
<b>Core motivator</b>	Power and authority, to be in charge	Public praise and recognition	Security and safety	Rules and procedures
<b>Basic fear</b>	Failure	Rejection	Insecurity	Conflict
<b>Management style</b>	Directing	Motivating	Organising	Rule enforcement
<b>Value to organisation</b>	Driving for results	Working with and through people	Service and support	Technical, quality, standards
<b>Communication style</b>	Telling	Talkative, asking	Listening	Writing

## Communications Styles.



Understanding the communication preferences of your coachee will support you in all aspects of the coaching process. Matching and mirroring their style will help to build a rapport, and adjusting the pace of the session will create a high level of trust, giving the feeling to your coachees that they are understood.

# Communications Styles.



## DIRECTOR

Coaching Process	Their Needs	How will you adjust? What do you need to prepare?	Where you will be challenged, taking your style into consideration?
First meeting. Introduction to coaching.	Get a general idea of the process. Result-oriented – may challenge around that. Will be asking questions, not digging onto the nuances. Will want to start soon.		
Establishing Trust and Safety	Needs to understand a measurable outcome. Needs to see the result. Action-oriented. Fast-paced process. May need to think out loud.		
Listening and Questioning	Needs enough spice to think or verbalise, but not too much, keeping the pace. Would appreciate a sparing partner and a challenger.		

# Communications Styles.



## DIRECTOR

Coaching Process	Their Needs	How will you adjust? What do you need to prepare?	Where you will be challenged, taking your style into consideration?
Setting Goals	Concrete, specific, measurable with a plan (but not too detailed) of how to move forward.		
Digging into Reality and creating Options	Specific, realistic, pragmatic, fast, resources-oriented, actionable.		
Action steps	Clear, precise, showing the outcome.		

# Communications Styles.



## ARTIST

Coaching Process	Their Needs	How will you adjust? What do you need to prepare?	Where you will be challenged, taking your style into consideration?
First meeting. Introduction to coaching.	Needs to feel connection. Would be happy to share their story (preferably the whole life). Interested in creating relationships.		
Establishing Trust and Safety	Would enjoy some fun and humour. Will need a lot of space. Needs to talk. Might appreciate using metaphors. Gestures.		
Listening and Questioning	Needs to feel seen and listened to. Visionary and visual (more often than not)		

# Communications Styles.



## ARTIST

Coaching Process	Their Needs	How will you adjust? What do you need to prepare?	Where you will be challenged, taking your style into consideration?
Setting Goals	General ideas, connected to values and feelings. Imagining the outcome more than been specific.		
Digging into Reality and creating Options	Creative. Having fun and going out of the comfort zone. Enjoying the process. Playfulness.		
Action steps	Needs someone to keep them accountable. Flexible dead-lines.		

# Communications Styles.



## FRIEND

Coaching Process	Their Needs	How will you adjust? What do you need to prepare?	Where you will be challenged, taking your style into consideration?
First meeting. Introduction to coaching.	Needs to feel connection. Might not need to share much but will be happy to listen. Will be willing to adapt to the schedule.		
Establishing Trust and Safety	Takes time, not rushing. Will prioritise connection and going into the depth than achieving results.		
Listening and Questioning	Will appreciate deep, thought-provoking questions, time to reflect.		

# Communications Styles.



## FRIEND

Coaching Process	Their Needs	How will you adjust? What do you need to prepare?	Where you will be challenged, taking your style into consideration?
Setting Goals	Might need some direction and support in understanding their needs, aligning goals with their values.		
Digging into Reality and creating Options	Time to reflect, consider interests of others and impact on others.		
Action steps	Might need to have an accountability partner.		

# Communications Styles.



## ANALYST

Coaching Process	Their Needs	How will you adjust? What do you need to prepare?	Where you will be challenged, taking your style into consideration?
First meeting. Introduction to coaching.	Will need detailed information, clear process, and measurable outcomes, wont be giving much of information.		
Establishing Trust and Safety	Details, logical and structured approach, rules.		
Listening and Questioning	Think more than speak. Short, precise questions.		

# Communications Styles.

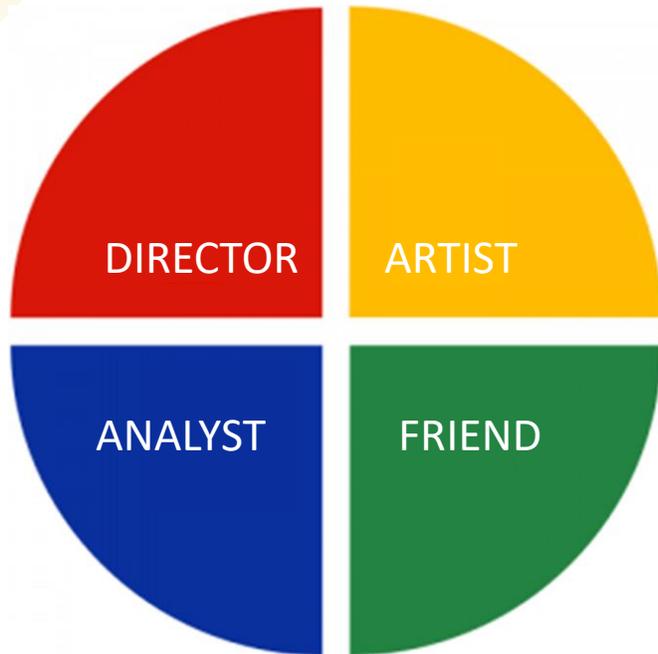


## ANALYST

Coaching Process	Their Needs	How will you adjust? What do you need to prepare?	Where you will be challenged, taking your style into consideration?
Setting Goals	Measurable, concrete, clear.		
Digging into Reality and creating Options	Will need help to summarise their thinking and create a helicopter view.		
Action steps	Thought through, practical, structured.		



## Communications Styles.



It is not very often happens that one Communication Style absolutely dominates. More often we combine two styles when one will still be slightly more dominating than the others. Therefore our individual communication styles will be like these:

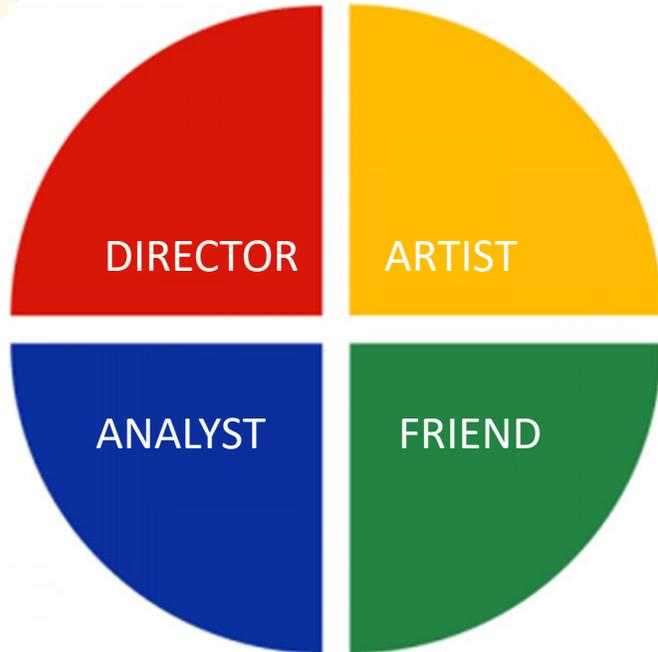
A **Director** could be Analytical, Artistic or Friendly, depending on the second dominating style.

An **Artist** could be Directing, Friendly or Analytical.

A **Friend** could be Directing, Artistic or Analytical.

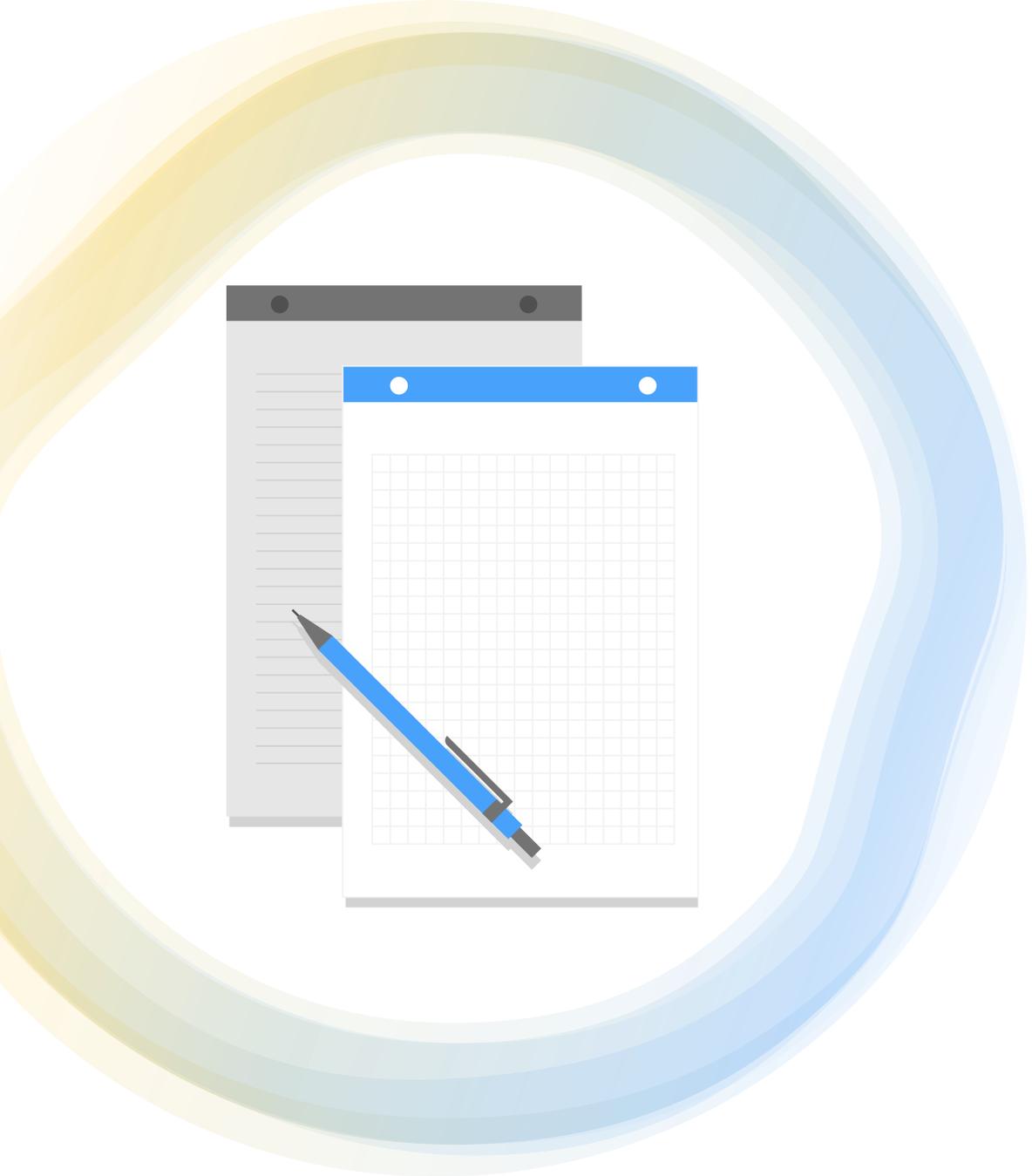
An **Analyst** could be Directive, Artistic or Friendly.

# Communications Styles.



As a coach, you need to be very observant to notice the signs of particular personality styles. You also need to remember that when some individuals may have strongly articulated preferences, the others may have mixed styles with two or even three equally dominating.

Observing the way your client communicates, the body language, eye contact, speed of speech, etc, you may make a good guess of what their preferences are and adjust your own communication style accordingly.



# Power of Reflection.



Welcome to the **Power of Reflection** class of the **Coaching Fundamentals Module!**

Reflection will be an important component of your coaching journey, because as we know, we do not learn from experience, we learn from reflecting on experience. Reflecting on your learning and your practice will increase your self-awareness as a coach, will create new insights and develop confidence.



# Power of Reflection



Reflection is a critical ingredient for learning and growth. The best learning takes place when we try new things, then we reflect on them, eliciting learnings. More often or not we follow one (or both) of these scenarios:

Scenario 1. We try a new thing, we succeed, we take it as a norm or maybe just quickly acknowledge the success and we look for a new challenge.

Scenario 2. We try new things, we fail, we feel upset, frustrated, blame ourselves or others and we decide that this was a bad idea.



# Power of Reflection



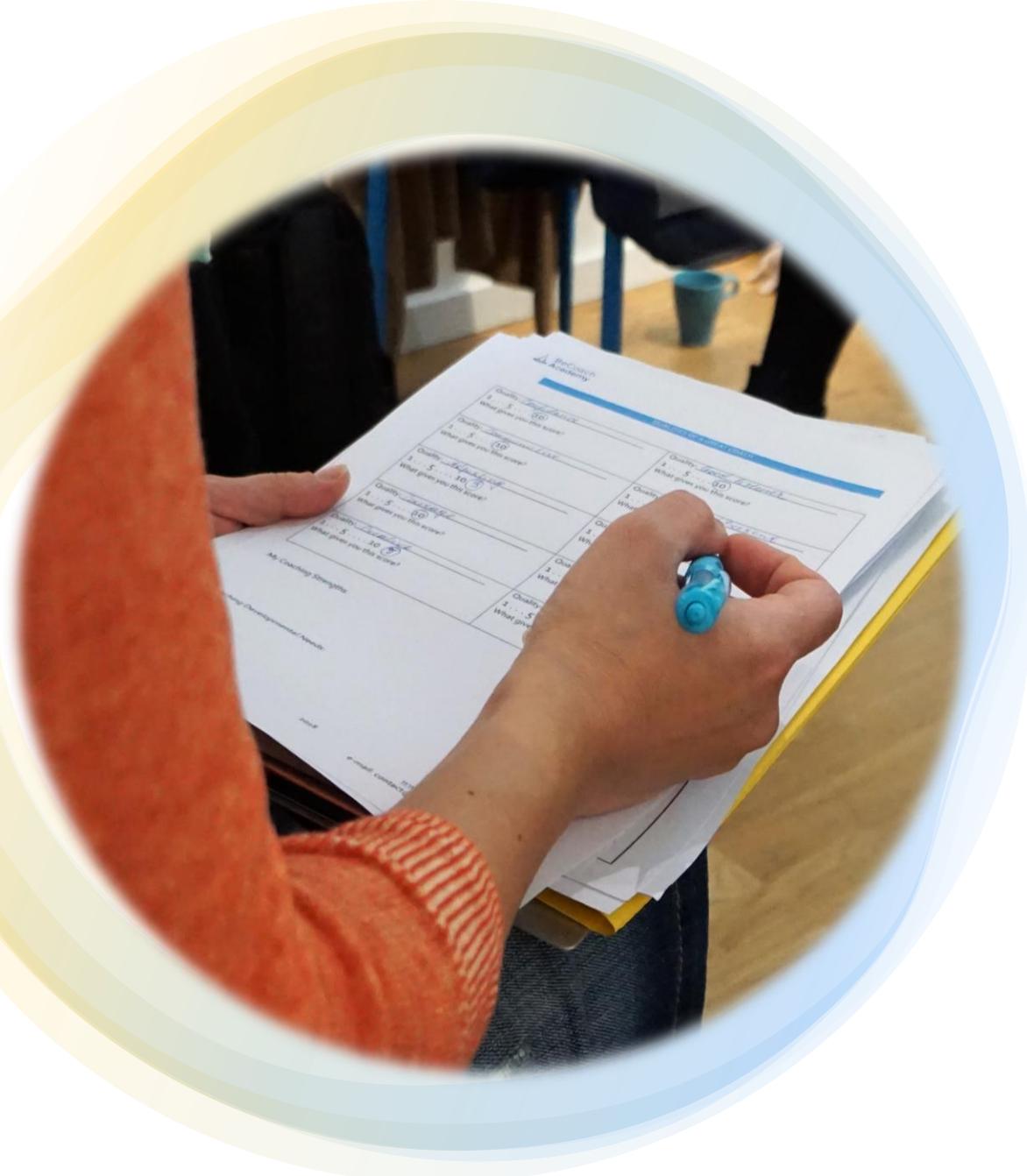
In coaching, we offer an alternative approach, which is much more enriching, joyful and supports our growth. This is how it looks:

Scenario 1. We try a new thing, we succeed, we celebrate, we reflect on what exactly worked well, we elicit success strategies and think in what other situations they can work. Plus we put a coin into our confidence bank.

Scenario 2. We try a new thing, it doesn't work, we reflect, we celebrate our effort and intention, we elicit the learnings, we treat this experiment as feedback and think what and where needs to be adjusted to create a result towards which we strive. Plus we put a coin into our resilience bank.



# Power of Reflection



Do you see the difference between the usual approach and the coaching approach?

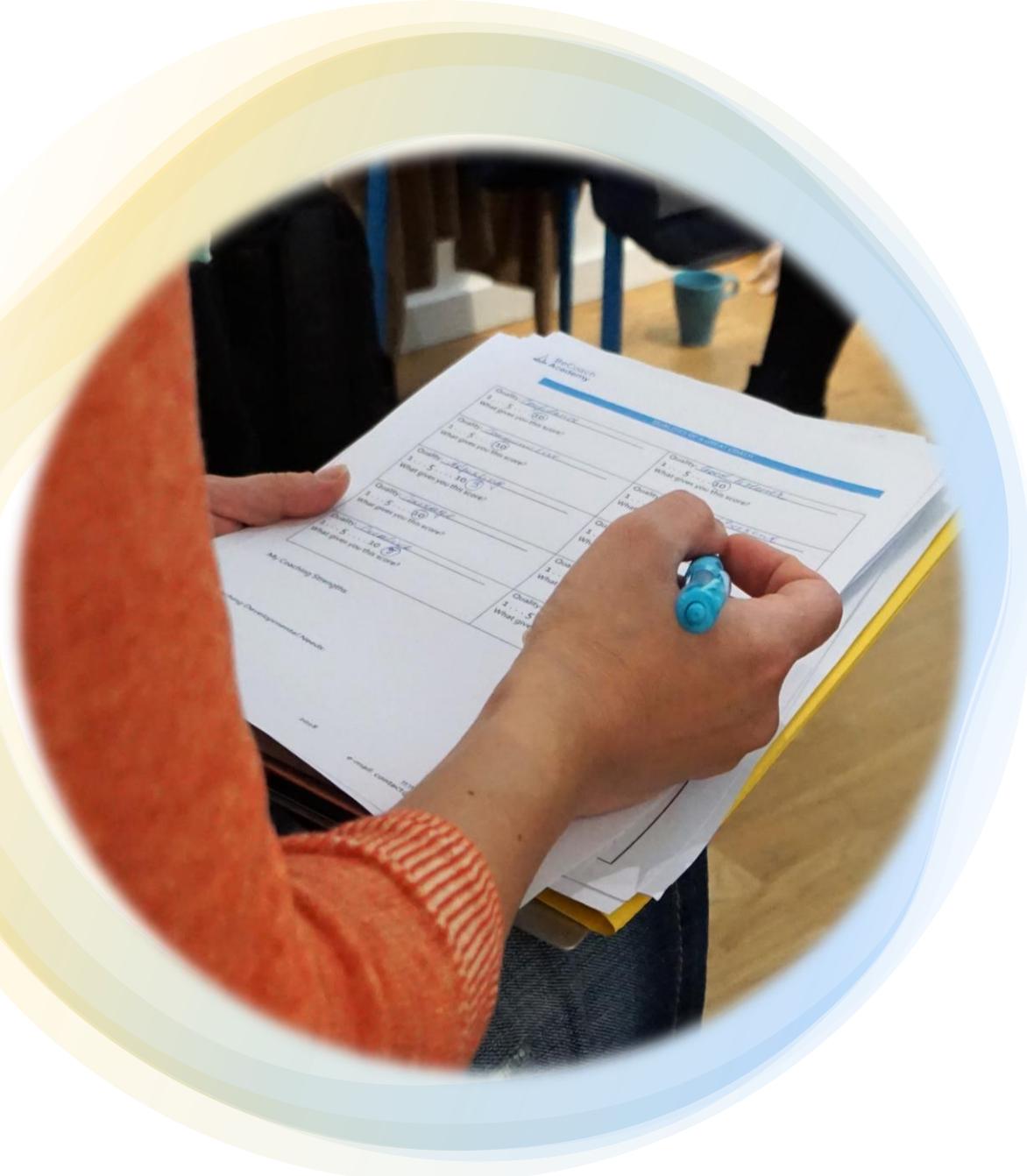
Reflection is a critical ingredient for learning and growth.

This is why at BeCoach Academy we encourage our students to always reflect on their coaching journey.

Your Coaching Development Journal (CDJ) will be a collection of your reflections, learnings and take-aways.

You will be reflecting on every activity and eliciting valuable lessons out of them.

# Power of Reflection

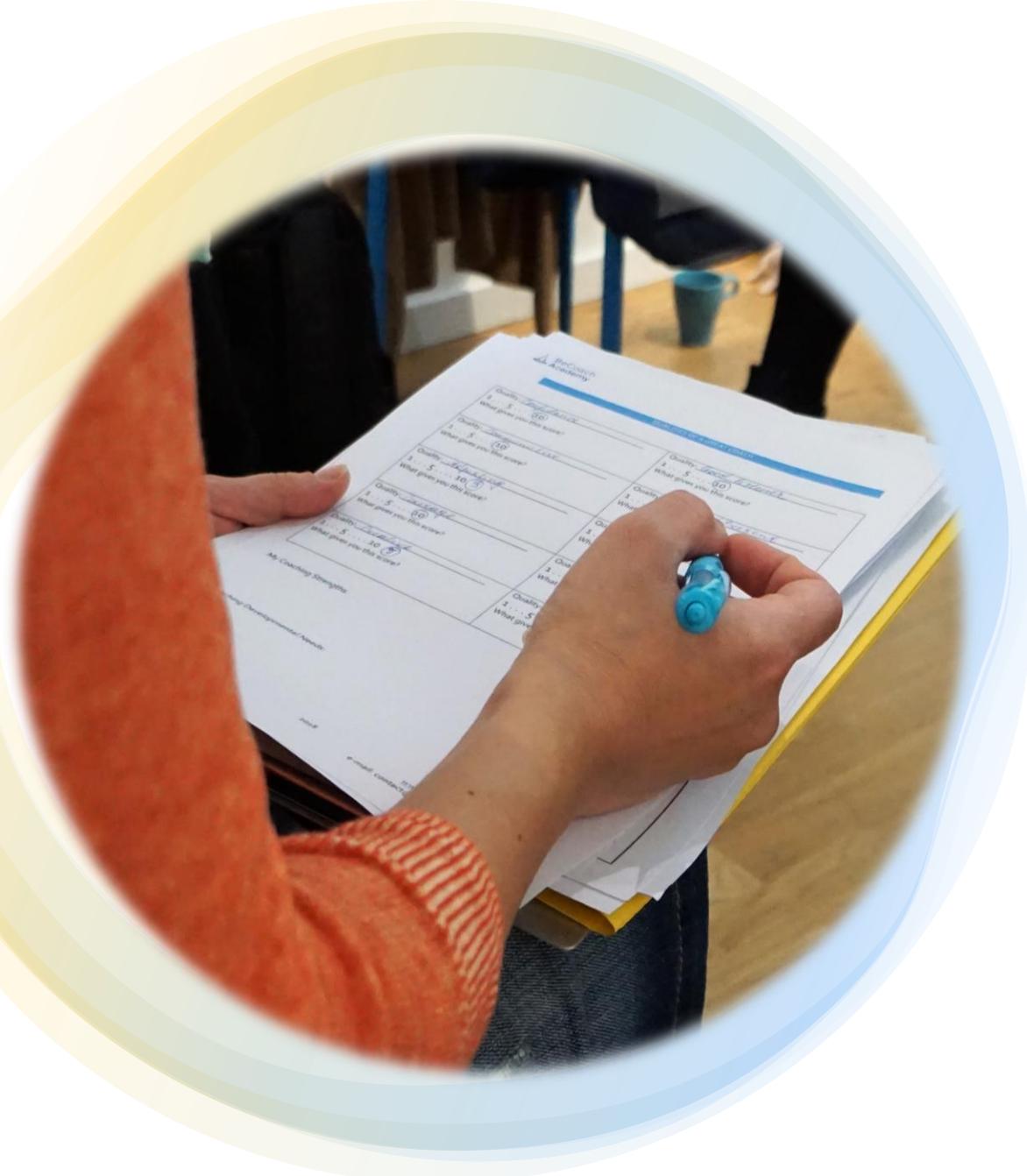


In a coaching conversation a coach invites a client to reflect with questions, like

- What are learning about yourself now?
- What does this tell you about you?
- What valuable insights are you taking with you from our conversation?
- How will you put these learnings and insights into action?



# Power of Reflection



You and your clients would benefit enormously from developing a habit of reflection. Consider applying this formula:

$$\text{ACTION} \times \text{REFLECTION} = \text{LEARNING}$$

**ACTION** – Experiment, go out of your comfort zone, do new things or do things in a new way.

**REFLECTION** – Be conscious and observe the outcome of your actions and behaviours. Take a step back to see a bigger picture. Find underlying patterns.

**LEARNING** – Elicit key learning. What worked? What didn't work? What needs to be done differently? What feedback am I receiving?



# Power of Reflection



REMEMBER!

**There is NO failure, only feedback!!!**

At BeCoach Academy, we **CELEBRATE** “mistakes” as wonderful opportunities to learn!

We know that if you make a mistake, it means that you have done something new, you went out of your comfort zone, you gave yourself an opportunity to grow and develop!



When we make mistakes, we say - **HOW FASCINATING!**  
Following an example of Benjamin Zandler:

*"Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did. So throw off the bowlines, sail away from the safe harbour. Catch the trade winds in your sails."*

*- Mark Twain*



**We will see you in friendly, exciting and beautiful waters of coaching of our Coaching Foundation and Advanced Coaching programmes!**



Statement	YES!	Somehow	Not really
I have a very clear understanding what coaching is.			
I can clearly define the difference between coaching and other disciplines (therapy, mentoring, training, consulting).			
I now what difference coaching can bring into my leadership.			
I understand the coaching Ethics.			
I understand the Core Coaching Competencies defined by International Coaching Federation.			
I am clear about the role and responsibilities of a coach.			
I am clear about coaching principles and their role in coaching process.			
I understand how my personal values, beliefs and character can impact coaching process.			
I know how to adapt my coaching to different communication styles of my clients (coachees).			
I know the structure of coaching conversation – how to start and how to finish.			

For every YES give yourself 3 points;

For every Somehow – 2 points;

For every Not really – 1 point (you certainly do have some ideas 😊)

<b>TOTAL SCORE</b>		