



# FINAL REPORT

## INTERNATIONAL TRAINING COURSE:

### „ Beginner’s guide to EVS coaching: how to support volunteers in their GROWTH"

25/11/15 – 30/11/15/ in POLAND



This international training course was organized as Learning Mobility Project in the frame of „Erasmus+”- Program by Association of International and Intercultural Exchange ANAWOJ from Poland, in cooperation with partner organisations from Spain, France, Portugal, Italy, Greece, Romania and Poland. The training took place in the north-eastern part of Poland, in the Conference Centre ROZŁOGI which is situated in the middle of the forest, near Michałowo, around 15 km to Belarusian boarder.

#### **Organizer/ Coordinating organization:**

Stowarzyszenie Międzynarodowej i Międzykulturowej Wymiany “ANAWOJ”

Ul. Gródecka 4, 16-050 Michałowo (Poland)/

[www.anawoj.org](http://www.anawoj.org)



## Introduction

The Training Course “Beginner’s guide to EVS coaching: how to support volunteers in their GROWTH” was organized to help EVS mentors and coordinators in daily collaboration with volunteers. The main aim was to understand how to use coaching approach and its tools in order to support volunteers. During the training, participants learned what coaching is, how to build a relationship with a volunteer and how to identify his/her needs and expectations. We also discussed basic tools and models such as: "Wheel of values", "GROW" or "SMARTER" as well as how to listen and ask powerful questions.

Now we would like to share the results of our work and, hopefully, help other organizations to increase the quality of their EVS projects. This report includes handouts prepared by a trainer and experts, but it also contains materials created by participants during the workshops. You will also find the exercises used during the training thanks to which you can share coaching knowledge with others.

We would like to thank all partners and participants who were involved in this training.

We wish you to find interesting and inspiring information in this report!  
*Project Team*



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### Project Team:

Anna- Sophia Pappai - trainer / facilitator from Poland  
Ewelina Bernaciak – coaching expert from Great Britain  
Dominika Prażmowska – coaching expert from Poland  
Paulina Podolak – coordinator of the project/ ANAWOJ - Poland

### Aims and objectives of the training course:

- Enhancing the quality of EVS projects by improving the quality of collaboration between volunteers and people supporting them during their projects using coaching methods;
- raising the level of awareness and understanding of other cultures, maintaining motivation and passion of people supporting volunteers;
- developing specific tools and techniques that participants could put into practice immediately after the training, supporting participants in their self-development as well as in their professional growth;
- introducing innovative ideas and improving the quality of facilitating people working in the education sector;
- learning what is coaching, coaching methods and tools useful in work with EVS volunteers,
- creating innovative “EVS Coaching tools” – putting together professional coaching methods with EVS cycle
- learning coaching tools in setting long-term objectives. Highlighting the importance of preparing volunteers for life after the volunteering
- making structures for cooperation with volunteers, coaching tools show how the role of professional supporting EVS may be more interesting, developing and easier
- understanding of support as long-term process, built on the basis of trust, understanding and acceptance
- exchange of experiences

### Participants:

We invited 26 youth workers (EVS mentors and coordinators) from six countries (Romania, Spain, Portugal, France, Greece and Poland). The group was very diverse which made this meeting very interesting and helped in the group building process. Different educational background, work places, age, years of experience in EVS projects, roles and personalities created very creative and productive training environment. The integration of participants exceeded our expectations. Fantastic atmosphere not only allowed to increase competences but also made this training really unique and unforgettable.



Name of participant	Nationality	Sending organization
Mateusz B.	Poland	Internationaler Bund Poland
Ana C.	Portugal	Associação Mais Cidadania
Teodora D.	Romania	Asociatia Young Initiative
Natalia G.	Poland	Stowarzyszenie Międzynarodowej i Międzykulturowej Wymiany ANAWOJ
Marta K.	Poland	Zespół Szkół nr 16
David L. B.	Spain	Ayuntamiento de Alaquàs
Carmen L. A.	Spain	Asociación Iniciativa Internacional Joven
Monika M.	Poland	Fundacja Sempre a Frente
Agata M.	Poland	Specjalny Ośrodek Szkolno Wychowawczy im Waldemara Kikolskiego
Niki N.	Greece	SOCIAL YOUTH DEVELOPMENT
Daniela N.	Portugal	Associação Mais Cidadania
JOAQUIN O.R.	Spain	Asociación Iniciativa Internacional Joven
Adam P.	Poland	Stowarzyszenie Międzynarodowej i Międzykulturowej Wymiany ANAWOJ
Agnes P.	France	Bureau Information jeunesse de Brest
Ricardo R.	Portugal	ProAtlântico - Associação Juvenil
Martine R.	France	Bureau Information jeunesse de Brest
Juan R.	Spain	Ayuntamiento de Alaquàs
Ewa R. K.	Poland	Zespół Szkół nr 11 w Białymstoku
Ana Sofia S.	Portugal	ProAtlântico - Associação Juvenil
Antonio S.	Spain	Asociación para la Formación y Actividades Interculturales para la Juventud
Anna S.	Poland	I LO w Łapach
Olga S.	Greece	SOCIAL YOUTH DEVELOPMENT
Justyna Sz.	Poland	Zespół Szkół nr 16
Agnieszka Sz.	Poland	Specjalny Ośrodek Szkolno Wychowawczy im Waldemara Kikolskiego
Sandra S.V.	Spain	ASOCIACION BUILDING BRIDGES
Gabriela T.	Romania	Asociatia Young Initiative



Training Course: "Beginner's guide to EVS coaching  
– How to support volunteers in their GROWTH"



Program and process:

	ARRIVAL Wednesday, 25.11.	DAY 1 Thursday, 26.11.	DAY 2 Friday, 27.11.	DAY 3 Saturday, 28.11.	DAY 4 Sunday, 29.11.	DEPARTURE Monday, 30.11.
08.15-09.15		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Morning session 09.30-13.00		OFFICIAL OPENING  MODUL 1: Getting to know Connecting the group Presentation of program Wishes and needs Introduction into topic	MODUL 3: "All we need is..."  Volunteers: how to meet their needs and expectations  The wheel of values	MODUL 4: "Matter of trust" (part II)  Dealing with challenges based on communication  Excursion: Trip to village of Tatar's	MODUL: "Open space"  MODUL 7: "spreading the wings": Future working plan	Departure to Białystok
13.00		Lunch break	Lunch break	Lunch break	Lunch break	
Afternoon session 15.00-19.00	Arrival from Białystok & check-in @ venue	MODUL 2: Coaching – a conversation with intention  An EVS coach: the place of coaching in EVS project	MODUL 4: "Matter of trust" Building a relationship based on trust  Active Listening, powerful questions and body language	MODUL 5: "Setting SMARTER goals"  MODUL 6: "Let them grow" : model GROW in action	MODUL 8: "Wrap it up": putting theory into practice  Youthpass, REFLEXION & EVALUATION	
19.00	Dinner	Dinner	Dinner	Dinner	Dinner	
Evening	WELCOME & ICEBREAKING	Free time: a bonfire night	Free time: integration	"Andrzejki": Polish tradition of future telling and celebrating the night of St Andrew	FAREWELL PARTY	





## 1<sup>st</sup> Day:

We devoted time in the morning to introduce the program of the training as well as to get to know each other, both: personally and professionally. We learnt more about the expectations, wishes and needs of participants. Thanks to the group-building activities, we could move on to the main topic of the meeting feelings already connected.

We started the afternoon module speaking about support in general and wondering what kind of help might volunteers need in particular situations. After introducing principles of coaching, we were trying to answer the question: why should we use coaching approach in EVS project. We came to the conclusion that there are many advantages. Coaching helps to increase volunteer's autonomy, provides space for reflection, helps to find the best solutions without giving direct answers.



Participants were drawing conclusions by taking part in various activities. Thanks to the exercise with the obstacle course, they could really experience what support means and how important it is to have somebody by your side. We used it as a starting point for the further discussion. During this module, we offered the variety of methods such as: individual reflection, group discussion, role play and creative handcraft.

At the end of the day, we provided participants with some time for an individual reflection about their role in the EVS project. We encouraged them to reflect on the questions such as: Why am I a youth

worker? Who am I as a coach? What makes me a good mentor/ coordinator?

Questions for the individual reflection:

- What do I like the most in being a youth worker? What is my biggest motivation?
- What is the biggest mistake I made working with youth? What have I learnt from it?
- What is my biggest success in working with volunteers so far?
- What are my strengths and weaknesses in working with young people?
- What methods have I used to support my volunteers so far?
- If I was a volunteer, how I would like to be supported?



Participants in the end of day created silhouette of their own vision as "evs coach" in very creative way.



## 2<sup>nd</sup> Day:

What is necessary for two people to build a successful relationship? On the day two of the training, we focused on the topic of creating appropriate conditions for coaching to take place. During the first part of the day, we reflected upon general needs that all of us possess. Participants had some time for an individual reflection upon their personal values before we moved to the topic of building relationship with a volunteer. Later on, we brought it to the field of EVS, wondering what the needs of volunteers are and how we can help to fulfil them. Together, we came to the conclusion that trust is the most important element of the relationship between a volunteer and a mentor/coordinator. During the day, we presented some methods and tool which can be helpful in establishing trust with a volunteer.

Participants worked in the small groups, trying to find out the answers to the following questions:

- Which needs do we have as humans?
- Which are the specific needs of volunteers?
- How can we help volunteers to find and discover their needs?
- How do we know what their needs are?
- What are their expectations?
- What are their fears, doubts, concerns?
- How can we help to satisfy their needs? What specific tools and methods can we use and how to do this?



Result of the group work:

### Group 1

#### Needs:

- ▶ Attention
- ▶ Integration
- ▶ Good conditions and comfort
- ▶ Friends
- ▶ Proper place to work and develop
- ▶ Good schedule
- ▶ To be helpful and to make a change
- ▶ To know their tasks from the beginning
- ▶ To create the link between abilities and the needs of the others
- ▶ Non-verbal communication
- ▶ Native language lessons
- ▶ Travel

#### How to help:

- ▶ Conversation
- ▶ Provide well accommodation
- ▶ Create an appropriate schedule
- ▶ Motivate
- ▶ Knowing the role of each person in the project (coordinator, mentor)
- ▶ To be a "Gandalf"
- ▶ Show how to organize the travels
- ▶ To show the facilities of living
- ▶ Organizing international meetings



### Group 2

#### Needs:

- ▶ Basic needs such as food, accommodation
- ▶ Communication (language)
- ▶ To feel safe
- ▶ Integration
- ▶ To feel useful
- ▶ To feel that his work value
- ▶ Support from the organization, family
- ▶ Relationships

- ▶ Have fun
- ▶ Find hobbies
- ▶ Things to be clear to him

#### How to help:

- ▶ -good organization of the project
- ▶ -regular meetings
- ▶ -create new experiences for him
- ▶ -help him with the language
- ▶ supporting in activities

### Group 3

#### Needs:

- ▶ Listening, talking, being close, spending time together, trying to make them feel comfortable in new culture
- ▶ Feel safe
- ▶ To feel company
- ▶ Do not feel alone
- ▶ Meet new friends
- ▶ Feel that somebody take care of them
- ▶ Body language (observe somebody behavior)
- ▶ Get knowledge, experience

- ▶ Find friends
- ▶ To be integrate
- ▶ Language communication

#### How to help:

- ▶ Supporting them, give the options to choose and opportunities
- ▶ Be patient and constant
- ▶ Give an information
- ▶ Introduce them in the culture

### Group 4

#### Needs:

- ▶ Feeling safe, comfortable, confident, integrated, needed
- ▶ Doesn't want to feel rejected or lost, disappointed

#### How to help?

- ▶ Meetings

- ▶ Evaluations
- ▶ Emphatic attitude
- ▶ Give opportunities
- ▶ Integrate with the culture/skills/activities/EVS
- ▶ Invitation to spend time together

### Group 5

#### Needs:

- ▶ mentor
- ▶ communicate
- ▶ -friends
- ▶ language course
- ▶ polish phone
- ▶ -accommodation
- ▶ bank account
- ▶ transport info

- ▶ regular meeting with the mentor
- ▶ expectations
- ▶ to know the people that will be around
- ▶ to feel useful
- ▶ to feel safe
- ▶ to know the country
- ▶ honesty
- ▶ doesn't want to feel sad, has doubts, be bored





**How to help?**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>▶ Being available</li> <li>▶ Spend time with the volunteer</li> <li>▶ Introduce to the local people and the city</li> <li>▶ Provide an accommodation</li> <li>▶ Help with administration</li> </ul> | <ul style="list-style-type: none"> <li>▶ Inform about the events in the city</li> <li>▶ Coaching/mentoring</li> <li>▶ Informal conversations</li> <li>▶ Propose activities</li> <li>▶ Explain right and duties</li> <li>▶ Propose trainings inside of the organization</li> </ul> |
|--|---|

The conclusion of the group work was that trust between a mentor/coordinator and a volunteer is a necessary element of a successful relation. Only after gaining trust, we can move to the next stages such as: supporting, motivating, guiding and believing he will ask for help when it's needed.

The important elements of building relation with the volunteer collected by our participants are:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Trust</li> <li>• Availability</li> <li>• To listen</li> <li>• To reflect</li> <li>• To clarify</li> <li>• Connection</li> <li>• Tone of voice</li> <li>• Expression</li> <li>• Empathy</li> <li>• Non-judgmental</li> </ul> | <ul style="list-style-type: none"> <li>• Respect</li> <li>• Focus on the positive</li> <li>• Support</li> <li>• Realistic tasks</li> <li>• Giving space</li> <li>• Being present</li> <li>• Silence</li> <li>• Being curious</li> <li>• Ask questions</li> <li>• Being authentic</li> </ul> |
|--|---|

In a second part of the day, we introduced two models, known in coaching as ‘The Wheel of Life’ and ‘The Wheel of Values’ which can be helpful to work with volunteers on their own values. After testing ‘The Wheel of Values’ on our own examples, we spent some time thinking how to use it in our daily work:

When can we use this exercise with volunteers?

Why is it important to know the values of your volunteers?

How knowing volunteers values can help to understand a different culture?

How can you find out what is important to him?

How can we help volunteers to have round wheel?

In the afternoon, more time was provided to exchange the ideas in the groups and to think about specific examples which can help us to build a relationship with a volunteer.

- How can you build relationship with volunteers? (please think about specific ideas)
- How can you develop the elements which are necessary in order to build positive relationship with volunteers? (please think about specific ideas)



What could happen if you don't care about these elements?  
How the relationship could be broken?  
What influence could this have on volunteers?

Another important topic we introduced on the day two was closely related with the communication. Participants could understand and practice asking powerful questions and active listening, both considered important elements in coaching conversation. Working in pairs, they could experience and discuss 3 levels of listening and noticing how difficult it is to focus fully on the conversation, without interfering or judging the speaker. We came to the conclusion that communication is much more than just words, it also contains factors such as: tone of the voice, gestures, facial expression and body language.

After clarifying what 'open questions' are (what, where, when, how, who, why...), participants worked in groups practicing asking open question on various examples. The results of the team work on the powerful questions which mentors and coordinators can use in communication with volunteers:

(Problem: I am not very happy at my work)

- ▶ What happened?
- ▶ How is it going with volunteers?
- ▶ Who are you having a problem with?
- ▶ Why don't you talk with your boss?
- ▶ What is exactly he did?
- ▶ What is behind?
- ▶ How does the problem effect you?
- ▶ What is the problem?
- ▶ Why you are so happy at work?
- ▶ When did it start?
- ▶ What is the reason of begin unhappy?
- ▶ Where can you find the solution?
- ▶ What need to be changed?
- ▶ How about changing the job?
- ▶ How can you change the situation?
- ▶ What do you think when you think about your job?

(Problem: I need to change something in my life)

- ▶ Who supports you?
- ▶ Why do you have to change something?
- ▶ What do you want to change?
- ▶ Who can help you to change?
- ▶ When did you start feeling that?
- ▶ How you can do it?
- ▶ What do you want to change?
- ▶ Why do you feel you need to change something?
- ▶ How would you feel if you had already changed something?
- ▶ Who encouraged you?
- ▶ What are you doing to change?
- ▶ How much are you willing to change?
- ▶ How long have you been feeling like that?
- ▶ When did it happen?



- ▶ What makes you feel unhappy?
  - ▶ When have you changed something lately?
  - ▶ Who makes you feel like that?
  - ▶ What have you done to change it?
  - ▶ What effort did you put?
  - ▶ Where are you working?
  - ▶ Who are you working with?
- ▶ What do you think is behind?
  - ▶ What do you mean "not to be happy"?
  - ▶ What your friends told you?
  - ▶ What could be your ideal work?
  - ▶ Why didn't you talk to your mentor/boss?
  - ▶ How do you know that you are unhappy in your work?

### 3<sup>rd</sup> Day:

Day three was a continuation of the topic we started the day before (trust and communication). We devoted some more time to discuss the role of the body language and how it can be sometimes misunderstood. Participants discussed examples of difficult situations caused by cultural differences or body language and were trying to find solutions for dealing with challenges in communication with the volunteer. They had space and time to exchange their experiences with others and ask for support or advice when needed.

After a short trip to the Tatar village and enjoying some time in nature during the lunch break, we continued the afternoon session with more specific coaching tools, known as "SMARTER" and "GROW" models. Participants had an opportunity to practice these models on their own examples so they would be ready to use them with their volunteers after the training.



After experiencing a group coaching and dealing with a challenge of building a tree (with the support of a coach), we discussed the 'GROW' model in details. In order to help participants to understand the concept better, they could watch a sample of a coaching session in which the steps were presented on the real life case. There was some time provided at the end of the session to practice the model in pairs and reflect back on the exercise.



## 4<sup>th</sup> Day:

Meeting the needs of the participants, we started day four with open space which they needed to exchange experience and discuss specific topic with other mentors/coordinators.

The topics for OPEN SPAE, CREATED BY PARTICIPANTS, BASED O THEIR ACTUAL NEEDS:

- A) How to find new partners for new project?
- B) How to support intercultural integration?
- C) Exchange of tools and methods in youth work
- D) How to start the first week with a new volunteer
- E) How far/ deep we can go with our expectations to the volunteer>
- F) How to motivate volunteers?
- G) Body-language exercise
- H) IT-tools of Erasmus+ (and how to use them)
- I) Exchange of solution in difficult situations

### Results worked out of some groups in Open Space:



#### ***Open space – topic: How to manage the first week with New volunteer?***

##### **BEFORE ARRIVAL:**

- *send one email before their arrival to know their special needs (food for example). When they arrive they should have at least smth to eat*
- *have a normal chat to Get to know the volunteer*
- *check if the basic needs of the volunteer are fulfilled (Internet, food, Bed clothes etc.)*
- *Advise them of the weather, and what kind of clothes they have to bring*





**AFTER ARRIVAL:**

- *Do shopping with them In the first days*
- *Introduce cultural „rules” of the country*
- *Bank account: it’s very important to be clear In this point*
- *Making everything clear – more Simple In the language*
- *Clarifying every point (like working tasks for example)*
- *Its important to find good applicants – so they can Get on well with the Staff involved In the Project – that means: good start before the first week.*

**Open Space – topic: How to support intercultural integration**

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- *depends on nationality*
- *Talk about customs In the beginning*
- *If the nationality is very different we should go deeper In the customs (hygiene, greetings, body language ....)*
- *Sometimes even between similar cultures it should be happen*

**Open Space – Topic: Exchange of new Tools and methods**

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- *Volunteers teach their mother tongue to Barents/ teachers from local community (it’s good because the volunteers work in a school and they get connected with people that are important to kids/ children)*
- *Meetings between volunteers/ mentors/ coordinators/ youngsters/ etc (intercultural integration)*
- *Picture + word of the Month (for sending and hosting) + evaluation form*
- *Create a national Network of NGO’s to work based on support and cooperation*
- *Creative works hops (gardening, sewing, guitar lessons) shared between volunteers and children/ youngsters / local community*
- *Training/ works hop to explain and clarify hot to create/ plan the personal Project*

During the open space, some of the participants had a chance to experience a coaching session with one of our experts. It was private, face-to-face time which was provided for those who felt they would benefit from a conversation with a coach.

After the “open-space” part, we eventually focused on bringing all the elements together and creating future working plan. Each of the participants had time for self-reflection, answering the question: What’s my vision? Which steps I need to take to get there? What do I need – which resources, support, tools?

After the lunch break, participants were working in pairs, practicing a full coaching session on their real life challenges. They were asked to use, try, mix and match all the methods and tools introduced during



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the training. We reminded them about the power of intuition which is one of the tools the coach should be always ready to use.

We closed the training course with the reflection, feed-back and evaluation session.



During the training we didn't miss time for integration, getting to know each other, exchanging experience, ideas and visions. Since day 1, we managed to build a very strong connection between both: trainers and participants. We wanted to use the time we had, the best we could by share moments together also during the breaks and free evenings. We created many beautiful memories in the informal time, enjoying events such as: the bonfire night, Andrzejki (St Andrew's) evening prepared by the Polish participants and the short trip to Tatar's village, Kruszyniany.

The fantastic atmosphere during the training has left unforgettable memories for both - organizers and participants. Thanks to the intensive and productive work, the remaining materials were created. We hope, they will help other organizations to implement elements of coaching in their EVS projects.





## Materials of workshops, sessions, exercises/ Handouts for participants:

### Module 2 - Coaching: a conversation with intention

#### Subjects:

1. What coaching is
2. Why to use coaching in EVS Project
3. Differences between coaching and other forms of support.
4. Person Centered approach.

**Edited by:** Dominika Prażmowska

#### Based on:

- (1) International Coach Federation, <http://www.coachfederation.org/>;
- (2) Coaching Guide to Youth Initiatives and Participation, SALTO Youth Initiatives Resource Centre;
- (3) Animas Center for Coaching, Foundations;
- (4) Mindful Coaching, Liz Hall.

**Description:** The following handout presents basic information about coaching and the role it plays in EVS Project. It includes different forms of support compared with coaching as a unique tool of self-development and an introduction to personal centered approach which is believed to be a base of coaching relations.

#### 1. What coaching is:

Coaching is a conversational based approach helping an individual to get from where he is to where he wants to be. It is a journey of reflection, self-discovery and growing awareness, combined with action, motivation and goal-setting. (Nick Bolton, Animas Center for Coaching)

According to ICF (International Coach Federation) coaching is a relationship in which a coach supports a person on the way to achieving his goals. Coaching is a person-centered approach which means that a coach does not perform from the position of an expert who provides answers. On the contrary, a coachee is an expert of his own life. By listening, challenging and asking powerful questions, a coach attempts to discover the potential and encourages a person to find his own solutions. Coaching is a future-oriented conversation in which an individual learns more about himself, his values, needs and limiting beliefs which could hold him back from making progress.

#### 2. Why to use coaching in EVS projects:

- ▶ It helps to build a relationship based on trust, authenticity and mutual understanding
- ▶ In order to see the participation in EVS as a valuable learning experience, a volunteer needs a support of somebody who helps him to monitor the progress
- ▶ Learning about his expectations, values and fears, you can avoid some misunderstanding in the further part of the project
- ▶ By setting goals and monitoring them, you can help a volunteer to stay motivated throughout the project
- ▶ Coaching leads to a greater autonomy and active participation of young people. It encourages to take initiative and shows that a volunteer is responsible for his own learning process
- ▶ Young people might not be aware of some of the challenges they may encounter on the way, such as: budget planning, meeting deadline, organizing activities. Using a coaching approach, you can help them to find out the best solution for themselves instead of solving a problem for them

**Note:** Support should be provided depending on the individual's needs. Some young people need more support than others. Use your intuition and ask questions if necessary to make sure a volunteer needs help in a specific area of his project.



### 3. Differences between coaching and other forms of support

<p><b>Mentoring</b></p> <ul style="list-style-type: none"> <li>• Requires experience and knowledge in the area being mentored</li> <li>• Often uses advice</li> <li>• Usually related to a profession/specific area (business mentoring, spiritual mentoring)</li> </ul>	<p><b>Coaching</b></p> <ul style="list-style-type: none"> <li>• Focused on the future</li> <li>• Visits the past for learning and resources to be used in the future</li> <li>• Requires motivation from the volunteer's side</li> <li>• Often uses fixed durations (deadlines)</li> <li>• Doesn't require any experience or knowledge of the area being coached</li> <li>• Non-advisory</li> <li>• Open agenda based around the volunteer</li> <li>• Higher volunteer involvement</li> <li>• Knowledge and solutions to be found by a volunteer</li> </ul>
<p><b>Mediation</b></p> <ul style="list-style-type: none"> <li>• A way of resolving disputes between two or more parties involved into conflict</li> <li>• A third, neutral, party assists in order to help to reach the agreement</li> <li>• Mediator rather facilitate than direct the process using various methods and skills</li> </ul>	
<p><b>Counselling/Therapy</b></p> <ul style="list-style-type: none"> <li>• Puts much attention on the past</li> <li>• Focused on understanding and finding the causes of emotional pain</li> <li>• Often open-ended process</li> <li>• Volunteers come with problems usually of an emotional nature</li> </ul>	
<p><b>Friendship</b></p> <ul style="list-style-type: none"> <li>• Type of support varies depending on the type of the bond we have</li> <li>• Both sides are often emotionally involved</li> <li>• May find it difficult to be objective</li> <li>• Tend to give advice and look for solutions</li> </ul>	

**Note:** All of the relationships presented below are valuable forms of support and should be sought depending on the form of help needed at certain moment.

### 4. Person Centered Approach:

The concept introduced in psychology by Carl Rogers in 1950s which is nowadays believed to be a base of coaching approach.

Carl Rogers believed that in order to develop an environment in which people can realise their inner potential, three things need to be in place:

- ▶ **Congruence or genuineness:** This means thought, feeling and behaviour are all aligned. A coach or a mentor demonstrates integrity and authenticity in his relation with a volunteer.
- ▶ **Unconditional positive regard and acceptance:** In the coaching and mentoring context, this means that the coach or mentor is not evaluative or judgemental of the volunteer's thoughts, feelings or behaviours. They demonstrate a deep and genuine desire for their volunteers to progress and develop.
- ▶ **Empathetic understanding:** Which might be achieved through careful, caring listening and willingness to understand your volunteer perspective. It is sometimes called 'understanding the volunteer's internal frame of reference', that is, the beliefs about themselves that shape their habits and the way they view the world.





**Module 3 - All we need is... Part I**

**Subjects:**

- 1. Maslow Hierarchy of Needs
- 2. ERG Motivation Theory
- 3. What needs of EVS volunteers can we help to satisfy? Examples

**Edited by:** Ewelina Bernaciak

**Based on:**

- (1) "Coaching for Performance" John Whitmore;
- (2) Simply Psychology website: [www.simplypsychology.org](http://www.simplypsychology.org)
- (3) Your Coach [www.yourcoach.be](http://www.yourcoach.be)

**Description:** The following handout presents theories of needs: Maslow Hierarchy of Needs, ERG Motivation Theory and examples in what way we can help volunteers to satisfy their needs.

Everyone is different and has different needs and different methods to satisfy them. It is very important to get to know the volunteers that we look after and recognise their needs, fears and concerns at the beginning of the Erasmus Plus program. That is the way we should think about volunteers needs and in what way we can support them. Let's think about people's needs.

**1. Maslow Hierarchy of Needs**

In 1943 Abraham Maslow in one of his papers "A Theory of Human Motivation" proposed the theory of needs, known as Maslow's Hierarchy (or Pyramid) of needs.

The pyramid includes five levels: Physiological Needs, Safety Needs, Love and Belonging Needs, Esteem Needs and Self-Actualisation.



One must satisfy lower level basic needs before progressing on to meet higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualisation.

**Physiological Needs** are the physical requirements for human survival. They should be met first because if they are not the human body cannot function properly. We include: air, water, food, clothing, shelters, sleeping, sex.

**Safety needs** include: personal security, financial security, health and well-being, safety net against accidents/illness and their adverse impacts. Another level is feeling of **being loved and belonging**, acceptance, including :friendship, intimacy, family.

**Esteem-** all humans have a need to feel respected; this includes the need to have self-esteem. achievements, respect of others, respect by others, self-respect. **Self-actualization** we include here: self-development, creativity, a sense of accomplishment.



How are all these needs relate to **motivation**? People tend to engage in those activities that help them to meet their needs. They will be motivated if they will feel that the task will help to satisfy their needs other way they would feel unhappy and demotivated.

## 2. ERG Motivation Theory

ERG theory was proposed in 1969 by Clayton Alderfer. He developed Maslow's pyramid of needs by categorizing the hierarchy into his ERG theory- Existence, Relatedness and Growth.

Existence Needs include all material and physiological desires such as: food, air, physical love, safety. (two first levels of Maslow Hierarchy)

Relatedness Needs they are these from third and fourth levels of Maslow Pyramid, what include encompass social and external esteem, relationship with others, feel secure as a part of a group or family.

Growth Needs include internal esteem and self-actualization, development, progress toward one's ideal self.

## 3. What needs of EVS volunteers can we help to satisfy?

When volunteers come to a different country they need a lot of support. They tend to be excited but, on the other side, in their head there are so many questions.

How can we help to satisfy EVS volunteers needs during the program? Below are examples:

**Physiological:** EVS organisations have to provide volunteers a place to live, making sure that their flat is in good condition.

**Safety needs:** financial support during the volunteer program, personal support (mentors, project coordinators), all elements connected to the insurance during their program.

**Love and belonging:** we have to be aware that volunteers are far away from their families and cultures. We have to help them with feeling welcome in the different countries, make sure that they have contact with others (organising some meetings etc.)

**Esteem:** Volunteers need respect from others, feel that they are achieving something

**Self-actualization:** to help volunteers feel constantly motivated to their work, to improve, self-development we have to be with them in touch and approach them very individual.

**Note:** These are just examples of volunteers needs which we can help them to satisfy.

**Coaching** can be useful to help meet needs from all levels of Maslow Hierarchy. However, very often we read that coach can support his volunteers especially on the last two: self-esteem and self-actualisation. The most important need associated with self-actualisation is the need for meaning and purpose in our lives.



### Module 3 - All we need is... Part II

**Subject:**

- 1) Values. Why is so important to discover volunteers values?
- 2) Exercise

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**Edited by:** Ewelina Bernaciak

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**Based on:** Animas Center for Coaching 2013, Foundations

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**Description:** To get to know our volunteers better and help them increase their self-awareness we recommend discovering, with him, his values. The following handout presents the exercise which helps discover and analyze the most important values.

1. **Values** are who we are, we feel these are fundamentally important in our life, they represent our unique and individual essence, our ultimate and most fulfilling form of expressing and relating. Values drive our choices, actions, decisions.

Why should we discover values with volunteers?

- It is a part of their self-awareness
- In a fast way we can get to know volunteers
- knowing own values can help in solving problems, making decision, choices

2. **Exercise:**

Ask volunteer to circle the values that are important to him (give him as much time as he needs). Then ask him to pick from the circle one 10, and then to choose top 5. You can ask questions:

- What each of the values means to you?
- Why are they so important?
- What is happening with you if you do not follow them?
- On a scale 1-10 how much you follow this values today?
- How can you bring the score up?

If our volunteer has to solve problem, make choice and he feels lost we can come back to this exercise. Ask questions:

- How relevant are your values to this situation?
- What would happen if you choose a solution inconsistent with your values?
- How would you feel to know that the choice is relevant to your values?

**Note:** The can choose 8 the most important values. They are just an example of questions, you do not to have use all off them.



List of Values		
Adventure	Joy	Openness
Autonomy	Privacy	Success
Balance	Recognition	Support
Beauty	Risk-taking Romance	Tolerance
Challenge	Safety	Tradition
Creativity	Security	Trust
Collaboration	Self-care	Variety
Freedom	Spirituality	Vitality
Fun	Status	Wellness
Hard work	Elegance	Winning
Harmony	Love	Wisdom
Honesty	Loyalty	Partnership
Humour	Money	Passion
Independence	Nurturing	Peace
Kindness	Orderliness	Career
Integrity	Power	Family
Authenticity	Spirituality	Relax
Growth	Excellence	Other: .....
Choice	Productivity	
Change	Respect	
	Focus	

**Top 5 values**

1. ....
2. ....
3. ....
4. ....
5. ....

Based on : Magazine "Coaching", handouts Animas Center for Coaching 2013





### Module 3 - All we need is... Part III

**Subject:**

- 1) Wheel of Life
- 2) Wheel of Values

**Edited by:** Ewelina Bernaciak

**Based on:**

- (1) " Co-Active Coaching" Henry Kimsey-House, Karen Kimsey-House, Phillip Sandahl, Laura Whitworth;
- (2) Handouts from Business Coaching Course 2014, University of London

#### 1. Wheel of Life

Wheel of Life is a tool which can help create a balance and greater success in life.

During the exercise we are considering each area of our life and identifying areas that need more attention. We try to find the way to improve areas in which our satisfaction is low.

How the Wheel of Life can be useful in working with volunteers?

- ▶ It can help volunteers to self-discover, to think about all aspects of their life
- ▶ It can help them to set aims for volunteer program
- ▶ It can be tool used to set goals which they would like to achieve after their volunteers program
- ▶ We as supporters can get to know our volunteers better and understand their life situation

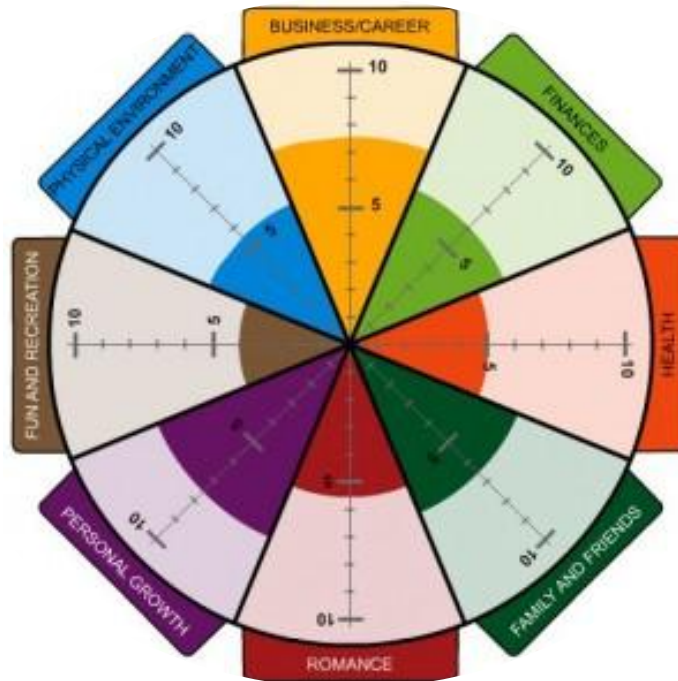
**Exercise:**

There are the eight sections in the Wheel of Life which represent different aspects of your life. Taking the centre of the wheel as a 0 and outer edge as 10, rank your level of satisfaction which each area out of 10 by drawing a straight or curved line to create a new outer edge. The new perimeter of the circle represents your "Wheel of Life"

Questions to ask:

- ▶ What can you see on your wheel?
- ▶ How are you feeling after seeing the results?
- ▶ *Why did you score yourself in each category the way you did?*
- ▶ *What is your ideal score for each category to achieve in the next month, 3 months, 6 months, one year, after the volunteer program finishes?*
- ▶ What could you change?
- ▶ Where could you start your change?
- ▶ What could you do to change the scores?
- ▶ What would you be your first goal?

**Note:** You can do this exercise with volunteers few times (after 3 months, 6months etc.) to see what has changed.



Graphics: <http://www.startofhappiness.com/wheel-of-life-a-self-assessment-tool/>

**Based on:** " Co-Active Coaching" Henry Kimsey-House, Karen Kimsey-House, Phillip Sandahl, Laura Whitworth

### 1. Wheel of Values

A fulfilling life is where important values are honoured each, every day. You can use Wheel of Values in order to check how much you follow your values and what you can do to increase presence of your values each day. Exercise is very similar to the Wheel of Life.

#### Exercise:

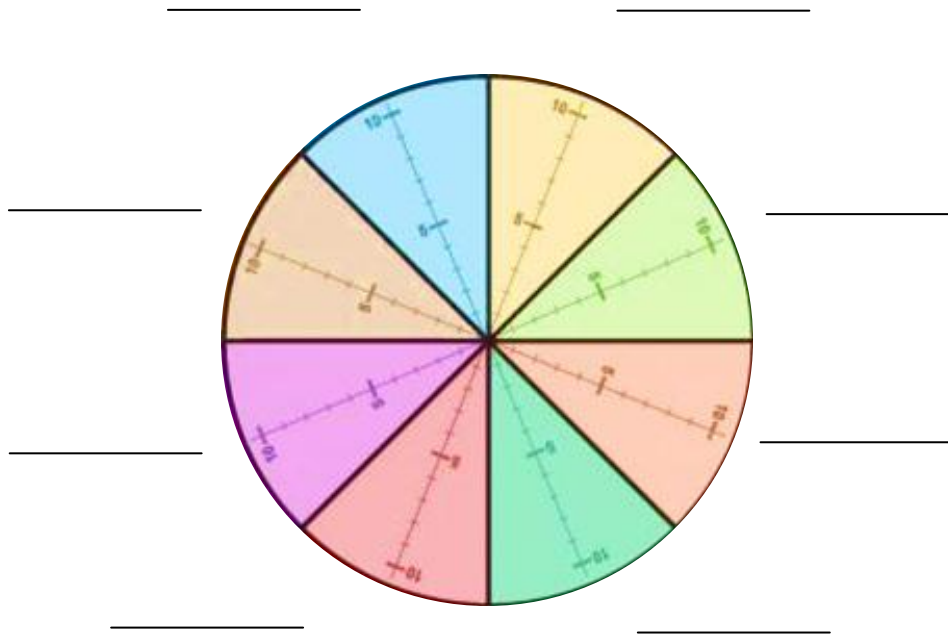
Ask volunteer to choose his eight most important values (you can use List of Values). Each section of the wheel represents one value. Taking the centre of the wheel as a 0 and outer edge as 10, rank how much each value is present in your life right now.

Ask Questions:

- ▶ What can you see on your wheel?
- ▶ How are you feeling after seeing the results?
- ▶ *Why did you score yourself in each category the way you did?*
- ▶ *What is your ideal score for each category to achieve in the next month, 3 months, 6 months, one year, after the volunteer program finishes?*
- ▶ What could you change?



- ▶ Where could you start your change?
- ▶ What could you do to change the scores?
- ▶ What would you be your first goal



Graphics: <http://www.startofhappiness.com/wheel-of-life-a-self-assessment-tool/>

**Note:** You can use the Wheel of Life, Wheel of Value and replace areas. For example: Volunteer would like to develop skills significant for him: public speaking, improve language, being more organised etc. Each of area can represent one of these skills, you can measure how develop the are right now, and how he would like to improve them. Follow the instruction.



## Module 4 - A matter of trust. Part I

### Subject:

Building a relationship based on trust

**Edited by:** Ewelina Bernaciak

### Based on:

- (1) Animas Center for Coaching 2013, Foundations
- (2) "Co-Active Coaching" Henry Kimsey-House, Karen Kimsey-House, Phillip Sandahl, Laura Whitworth

**Description:** Coaching is not so much a methodology as it is a special type of relationship based on trust.

**Trust** is one of the most important building blocks of any relationship whether it is a friendship, a romantic relationship, or a business relationship. Trust allows us to share our life stories, without fear of being judged or mistreated. The relationship with a volunteer has to be based on trust.

What necessary elements do we need in order to build relation with volunteer based on **trust**?

- ▶ Be present
- ▶ Rapport
- ▶ Active listening
- ▶ Confidential and ethical
- ▶ Honest and open
- ▶ Collaborative
- ▶ Non-judgmental
- ▶ Curiosity
- ▶ Challenging

### Be present

Presence is one of the most important qualities you can develop and demonstrate during meetings with volunteers. Presence is your ability to hold the space for a volunteer to let him be himself whilst you give him undivided attention and energy.

How to do it:

- ▶ Be curious with your volunteer
- ▶ Centre yourself through body posture-get comfortable
- ▶ Use eye contact during the meetings with volunteers
- ▶ Be there for your volunteer
- ▶ Display confidence and empathy through the positive tone of your voice and powerful questions

### Rapport

"Rapport is the ability to enter someone else's world, to make him feel that you understand him, that you have a strong common bond. It is the ability to go fully from your map of the world to his map of the world. It's the essence of successful communication."

*Anthony Robbins*

Rapport is the feeling of being in tune or on the same wavelength with someone, having a good relationship with someone.

How do you gain rapport with volunteer?

- ▶ mirroring body language
- ▶ mirroring pace of language, tone of voice



- ▶ you have to be genuinely interested in volunteer
- ▶ do not try to build it – be it
- ▶ be empathetic
- ▶ listen



Based on: Animas Center for Coaching 2013, Foundations





## Module 4 - A matter of trust. Part II

### Subject:

1. The importance of Powerful Questions
2. How to listen, to hear. Listening as an important element of good relationship with volunteers
3. Reading body language as a useful skill to notice what was not said.

**Edited by:** Ewelina Bernaciak

### Based on:

- (1) "Coaching for Performance" John Whitmore
- (2) Animas Center for Coaching 2013, Foundations
- (3) "The Life Coaching Handbook" Curly Martin

### 1. Powerful Questions

*"Telling or asking closed questions save people from having to think. Asking open questions cause them to think for themselves" ["Coaching for Performance" John Whitmore]*

**Powerful questions** are asked in order not to find out facts for ourselves but to help volunteers learn.

There are six types of questions:

- ▶ Closed (questions that limit the answer to "yes" or "no")
- ▶ Open
- ▶ Rhetorical (do not need answer)
- ▶ Hypothetical (these questions get to think about what would happen if...)
- ▶ Leading (A questions such as "Do you think you should change your life style?")
- ▶ Compound (many questions in one question)

If you talk with volunteers using a coaching approach the most accurate questions are Open or in some situations Hypothetical.

Open questions requiring descriptive answer promote awareness. When we ask closed questions, yes or no answers close the door on the exploring of further detail.

Open Questions usually start from:

- ▶ How
- ▶ Who
- ▶ What
- ▶ When
- ▶ Where
- ▶ Why

If we start our question by using these words the person answering is required to answer in many different ways.

### Example:

**I have to change something in my life.**

Open Questions:

- ▶ How do you know it?
- ▶ What does specific mean "something"? /What else can mean?
- ▶ What can you change?



- ▶ What do you want to change?
- ▶ How long have you known that you need a change?
- ▶ Where can you start your change?
- ▶ When can you start your change?
- ▶ What would happen if you don't change anything?
- ▶ What do you mean by that?
- ▶ Who can help you?
- ▶ What do need in order to change something?
- ▶ What other ideas, thoughts do you have about it?

## 2. Listening

We are listening all the time – it feeds us information, which we translate and turn into action. We listen in different ways, some more effective than others.

There are 3 levels of listening that we use.

### a) Level 1 – ME Listening

This is a classic conversation. At level 1 our attention is on us. We listen to the words of the other person but the focus is on what it means to us.

We answer the question "What does this mean to me?" The spotlight is on my thoughts, my judgements, my feelings, and my conclusions about others and myself.

Example:

Volunteer: -I have got a very annoying problem at home with one of my flatmates

Mentor: -Really, What's happening?

Volunteer: - She doesn't listen any of my suggestion-she seems to think that only her ideas are best

Mentor: - I know what you mean, one of my friends is exactly the same. She is so annoying.

### b) Level 2 – Micro Listening

Here there is a sharp focus on the other person. In this style we really try to understand the other person much better. At this level we ask questions, pick words

It is a level of empathy, creativity, clarification, collaboration and innovation.

Example:

Volunteer: -Oh, I have got a very annoying problem at home with one of my flatmates

Mentor: -Really, What's happening?

Volunteer: - She doesn't listen any of my suggestion-she seems to think that only her ideas are best

Mentor: -In what way?

Volunteer: -When I suggest something about the flat, which we are sharing, she doesn't even acknowledge it

Mentor: -That must be annoying. How is she with other flatmates?

Volunteer: -The same

Mentor: - Has anyone talked with her?

### c) Level 3 – MACRO Listening



At level three – you listen at 360 degrees. It includes everything you can observe with your senses – what you see, hear, smell and feel. It is soft-focus listening that takes in everything. You reflect back to the other person, observe the body language, listen what was not said.

At level three you are aware of the energy between you and others – how it changes, you detect sadness, lightness, shifts in attitude.

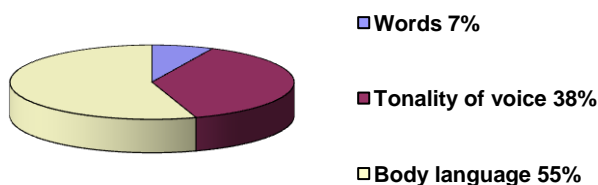
**Example:**

Volunteer: -Oh, I have got very annoying problem at home with one of my flatmates  
 Mentor: -Really, What’s happening?  
 Volunteer: - She doesn’t listen any of my suggestion-she seems to think that only her ideas are best  
 Mentor: -In what way?  
 Volunteer: -When I suggest something about the flat which we are sharing for she doesn’t even acknowledge it  
 Mentor: -What’s your main concern?  
 Volunteer: - I know that it is not personal, she is like it with everyone.  
 Mentor: - I think that I need to figure out a way to raise the issue with him

**Note:** Any of this level is not bad or good. Everything depends of situation in which is volunteer. Use your intuition to discover what your volunteer needs right now.

**3. Body language**

The body language, tone of voice, words are only part of communication. Many different studies on how we communicate present that, if both people are totally congruent at the time of communicating, approximately 55% of their communication will be body language, 38% will be based on tonality of voice and just 7% will be from the words.



**Based on:** “The Life Coaching Handbook” Curly Martin

When you want to build a strong relationship with volunteers, based on trust, it is important that your words, body language and tonality of voice are congruent, what means that they are sending the same message.

There is another side of understanding the body language - being able to notice what is happening for the volunteers. We are not looking to interpret body language because this can lead us to wrong assumptions. The aim is to notice changes in body language, these shifts can represent changing of thoughts and emotions. When we ask questions we should observe how the eyes move, how the body is behaving (moves towards or away from you), how the colour of skin changes, breathing, change in tonality of voice. If we notice this we have opportunity to ask what is happening etc.

It is not about interpreting the body language, rather, to question it directly where it feels that it could be useful thing to do.



## Module 5 - Setting SMARTER goals

**Subject:** Setting SMARTER goals

**Edited by:** Dominika Prażmowska

**Based on:** Inc. Coach U: Essential Coaching Tools, 2015.

**Description:** SMARTER goal setting brings structure into your goals and objectives. It helps you to guide a volunteer from a vague idea to a certain objective, with a clear vision.

By asking certain questions to your volunteer, make sure the goal he set himself is: **specific, measurable, achievable, relevant, time-bound, exciting and recorded.**

**S** stands for **Specific**

What exactly does he want to achieve? The more specific description is, the bigger the chance he will get there. S.M.A.R.T.E.R goal setting clarifies the difference between 'I want to learn something new.' and 'I would like to be able to carry simple conversations in Polish until the end of 9 months of my voluntary service.' Can you see the difference? It is much easier to make an action plan and take the next step if the goal is specific.

Questions you may ask when setting SMARTER goals and objectives are:

- ▶ What exactly do you want to achieve?
- ▶ Could you be more specific...?
- ▶ Where would you like to do it?
- ▶ How would you like to do it?
- ▶ When can you do it?
- ▶ With whom can you do it?

**M** stands for **Measurable**

If you can identify exactly what it is you will see, hear and feel when you reach your goal, it means the goal is measurable. It means breaking your goal down into measurable pieces. You'll need concrete evidence. 'I want to learn Polish' is not measurable. 'I want to be able to order a meal in a Polish restaurant' is. Defining the physical manifestations of your goal or objective makes it clearer, and easier to reach.

- ▶ What needs to happen in order for you to know that the goal has been achieved?
- ▶ How will you know the goal has been reached?
- ▶ How can you measure it?

**A** stands for **Achievable**

Sometimes you might believe in your volunteer more than himself. However, some goals or plans might not seem achievable for him because of his skills, beliefs or personality. Investigating whether the goal really is acceptable for your volunteer is an important part of the goal setting. You weigh the effort, time and other costs his goal will take against the profits and the other obligations and priorities he has in life. If he does not have the time, money, talent or motivation to reach a certain goal he can easily fail and be miserable. If the volunteer claims the goal is not achievable for him, you may try to go deeper and find out what makes him believe that.



- ▶ On the scale from 1-10, how achievable is your goal?
- ▶ What kind of resources do you need to make it achievable?
- ▶ What does have to happen to make it more achievable?
- ▶ How realistic is that?
- ▶ What kind of resources will you need to reach the goal?

### R stands for **Relevant**

The goal is relevant if it fits into the volunteer's vision of the world and makes sense for him. You need to be aware that organizing a certain project may be important to you but not necessary to your volunteer. The strongest type of motivation is the one that comes from within. The questions that should help you to find out if your volunteer really wants to get involved:

- ▶ What is the objective behind the goal, and will this goal really achieve that?
- ▶ How important is it for you to achieve it?
- ▶ Why is it important to you to achieve it?
- ▶ What will change in your life once you achieve it?

### T stands for **Time-bound**

Deadlines are what makes most people switch to action. So install deadlines, for yourself and your volunteer, it will remind him about the goal. Keep the timeline realistic and flexible, that way you can keep morale high. Being too strict on the timely aspect of your goal setting can have the perverse effect of making the learning path of achieving your goals and objectives into a hellish race against time – which is most likely not how you want to achieve anything. Let your volunteer decide:

- ▶ When would you like to achieve it?
- ▶ What's the deadline you'd like to set yourself?
- ▶ How much time do you need to reach it?

### E stands for **Exciting**

Excitement releases an extra doses of potential and energy to work. If it is missing the chances of staying motivated during the process are decreasing. Find out if the volunteer is excited about a new challenge or try to adjust it in a way, he will enjoy it.

- ▶ What makes you excited about your goal?
- ▶ What will you enjoy during the process?
- ▶ How can you keep yourself motivated?
- ▶ What are the chances to keep your enthusiasm high until you reach the goal?

### R stands for **Recorded**

By recording the goal and creating a pathway for development, a volunteer can see the agreed structure, time plan and process for evaluation and measurement. Ask him what the best way to monitor the goal is for him.

- ▶ How would you like to monitor the process?
- ▶ How will you stay on the track?
- ▶ What will help you to record the process?





**Module 6 - "Let them GROW"**

**Subject:**

1. GROW model in action

**Edited by:** Dominika Prażmowska

**Based on:**

- (1) John Whitmore, 'Coaching for performance', 2009;
- (2) Development Partnership, <http://dplearningzone.the-dp.co.uk/>.

**Description:** The **GROW coaching model** is a tried and tested coaching model to structure coaching session or, in your case, a conversation with a volunteer. It leads to a clearly defined end result through four phases. The coachee is personally involved into identifying problems and generating ideas for his own solutions. The handout includes a set of open questions that could be used in each stage of the GROW model.

**What will you do?**

- ▶ Commit to Action
- ▶ Identify possible obstacles
- ▶ Make steps specific
- ▶ Define timing
- ▶ Agree support

**What do you want to achieve?**

- ▶ Agree topic for discussion
- ▶ Agree specific objectives for the session
- ▶ Set long term aim if appropriate

**What could you do?**

- ▶ Cover the full range of options
- ▶ Invite suggestions from the coachee
- ▶ Ensure choices are made

**What's happening now?**

- ▶ Invite self-assessment
- ▶ Offer specific feedback examples
- ▶ Discard irrelevant history



Examples of questions that could be used in the GROW model:

**Step 1: Establish a goal**

- ▶ What is it you would like to discuss?
- ▶ What would you like to achieve?
- ▶ What would you like from (to achieve in) this session?



- ▶ What would need to happen for you to walk away feeling that this time was well spent?
- ▶ If I could grant you a wish for this session, what would it be?
- ▶ What would you like to be different when you leave this session?
- ▶ What would you like to happen that is not happening now, or what would you like not to happen that is happening now?
- ▶ What outcome would you like from this session/discussion?

### Step 2: Reality

- ▶ What is happening at the moment?
- ▶ How do you know that this is accurate?
- ▶ When does this happen?
- ▶ How often does this happen? Be precise if possible.
- ▶ What effect does this have?
- ▶ What other factors are relevant?
- ▶ What is their perception of the situation?
- ▶ What have you tried so far?

### Step 3: What are the options?

- ▶ What could you do to change the situation?
- ▶ What alternatives are there to that approach?
- ▶ Tell me what possibilities for action you see.
- ▶ Do not worry about whether they are realistic at this stage.
- ▶ What approach / actions have you seen used, or used yourself, in similar circumstances?
- ▶ Who might be able to help?
- ▶ Would you like suggestions from me?
- ▶ Which options do you like the most?
- ▶ What are the benefits and pitfalls of these options?
- ▶ Rate from 1-10 your interest level in/the practicality of each options.

### Step 4: What's next...? Ways Forward.

- ▶ What are the next steps?
- ▶ Precisely when will you take them?
- ▶ What might get in the way?
- ▶ Do you need to log the steps in your diary?
- ▶ What support do you need?
- ▶ How and when will you enlist that support?



**Module 6: Let them grow, part II...**  
**- Future pacing -**

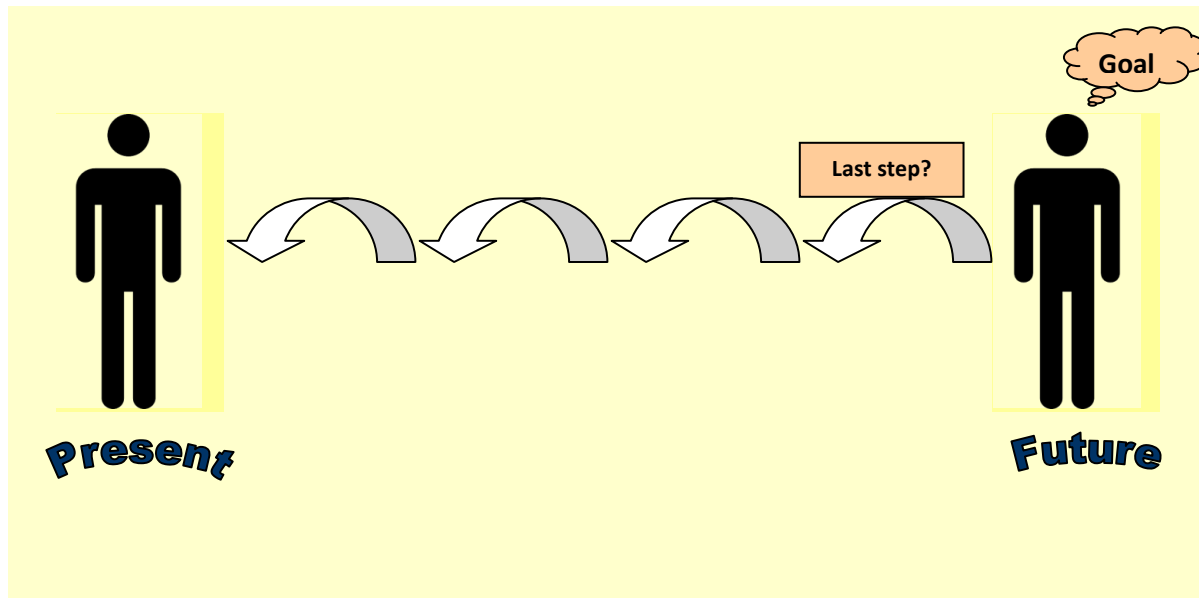
**Edited by:** Ewelina Bernaciak

**Based on:**

- (1) "Person-Centred NLP and Hypnotherapy Practitioner Diploma- Course Handbook", The Salus Academy Ltd and Peggy Guglielmino 2015;
- (2) Animas Center for Coaching 2013, Foundations

**Future Pacing**

Future Pacing is a technique which can be used with volunteers for visualisation of outcomes and goals. We use Future Pacing when a volunteer has got clear, specific goal to achieve.



**Exercise:**

- Ask the volunteer to describe his goal in very specific detail, including the date he will achieve it.
- You “bring” the volunteer to the future, when he already achieved the goal. (you can identify location in the room that represents the past and the future time)

Ask questions:

- Where are you?
- What can you see?
- How do you look?
- How do you feel?
- What is the date?
- What are you thinking?

- Have him look back at the last step he took and ask:  
What was the last thing you did that allowed you to be here?
- Make notes and ask him to step into another step
- Repeat the process step by step to the present



- Ask what he got from that journey

**Note:** Instead of walking in the room you can do this exercise by asking volunteer to sit on the chair with closed eyes

### Module 8 : "Wrap it up"

**Subject:** Your Powerful Self

**Edited by:** Ewelina Bernaciak

**Based on:** Handouts from Business Coaching Course 2014, University of London

**Task: After the visualization answer these questions:**

1. What was your overall impression of your powerful self?
2. What guidance did your powerful self give you in order to help you get from where you are now to where they are?
3. What did your powerful self say is the next step on your journey?
4. What did he/she say you need to learn or do before you can move forward?
5. What did your powerful self say you needed to let go of now to move forward?
6. What resources or strengths did your powerful self say you will need to get to where they are?
7. What did your powerful self say is your true purpose in life, what are you here to contribute?
8. What were your own questions and what answers did you get to them?
9. What was the gift that your powerful self gave you? What do you think could be the meaning of this gift?



## Results and outcomes

Participants gained new knowledge about the coaching-approach in EVS and how to use it with EVS volunteers. They learned about tools of coaching, how to recognize needs in work with volunteers and how to build up trust as basic element in relation with volunteer. They increased the knowledge of ways to observe and monitor the personal development. They improved skills like cooperation in group, in international team, in planning organizing meetings with volunteer and communication skills. Participants were open to share their experiences and knowledge. The project helped to increase tolerance, acceptance and curiosity for others.

Furthermore, participants have built new connections and created partnerships for further EVS projects and other kind of mobilities. They came up with ideas for supporting each other and sharing experience in the future. A special facebook group was created for this purpose where participants share their ideas, new methods and reflections regarding coaching and support of volunteers until today. Certainly, all of the participants enhanced their knowledge and skills considering European mobility projects and created new strategies for implementing it inside of their organizations.

## Evaluation

In order to evaluate the process and success of the seminar, we used different forms and methods: at the end of each day, there was space for reflection in small groups where people could freely express their opinions about the training and their own process of learning. We have devoted extra time for summing up and final reflection at the end of the training as well. Mostly, participants were very satisfied and grateful for taking part in the event. The feedback we were given will be very useful for us for the preparation of further projects. Below, we attach the summary of the written evaluation forms:

### Summary of EVALUATION FORMS

	①	②	③	④	⑤	
<i>What is your overall impression of the event?</i>						1 = poor, 5 = excellent
				x3	x22	+6 x1

Additional comments:

- Great! Amazing people, food , accommodation, surroundings.
- That I gain much more than I expected.
- GROW myself
- I was really nicely surprised how well it was done (+ very well organised)

	①	②	③	④	⑤	
<i>Do you feel you have benefited from participating in this event?</i>						1 = poor, 5 = excellent
			x1	x3	x21	+6 x1





- *Which are the main things you gained here?*
  - Trust in myself and in others. Do not judge.
  - Experience, friends, knowledge
  - I already knew some of them but it's good to hear them again. It will help me being a good mentor.
  - To stop and think. To reflect better so you can "organise" your ideas.
  - Useful tools, interesting people
  - Coaching
  - A better approach of the issues
  - tools
  - I gained knowledge, fun, friends
  - Technical and interpretational listening
  - Knowledge of Coaching as tool for work with volunteers
  - Everything about coaching
  - Knowledge, skills and competences working with volunteers. How to speak with them and what I should notice.
  - I benefited practical methods in working with volunteers and not only.
  - I've get new tools, ideas, knowledge that I'm going to use during my work with volunteers. I know how to use open questions which help me much at work.
  - New methods of working with volunteers
  - Practical solutions from other countries about working with volunteers, building > relationship.
  - I learnt not to judge and to use open questions
  - I believe and feel I benefited on a very personal level and that will help me in my daily work and my commitment with evs volunteers
  - Tools for work
  - Discover of what is coaching
  - Knowledge
  - Not to judge
  - Of course knowledge
  
- *Which competences did you develop here?*
  - Social and personal
  - Social and communicative skills
  - New knowledge of the role of the mentor and coordinator; New knowledge for communication (good quality);
  - Overcame the fear of public speaking
  - Active listening
  - New tools for caching and communication methods
  - Open questions
  - I developed my communication skills
  - Talking and listen
  - Improve of my English communication, motivation, intercultural.
  - How motivate and ask
  - Communication skills
  - Conversation
  - Skills for work with volunteers
  - Coaching tools, how to use it in another way to my work



- Asking and listening
- Being more patient and in the moment
- Working with people
  
- *What are you taking home (contacts, knowledge, skills, motivation, tools, ideas, plans, insights, partnerships, projects, best practices, ...)?*
  - A huge smile and rested mind (maybe on the second day of work I will collapse again but now I feel good!)
  - Contact, knowledge's, skills, tools, ideas
  - I am taking home contacts, knowledge, skills, motivation, tools and ideas
  - All the above (x2)
  - Contacts, tools, knowledge
  - All of the above and new objectives
  - Insights, knowledge, best practises
  - I am taking good friends, a great experience and new ideas.
  - Contacts, knowledge, skills, motivation, tools, ideas, partnership, best practise (x3)
  - Contacts, knowledge, skills, motivation, tools, ideas, plans, best practise (x2)
  - To home I will take a lot of notes which I will read, rethink and use, to do some workshops on the real life.
  - The experiences which other people shared with me.
  - Ideas, planning, practise
  - Contact, knowledge, skills, motivation, tools, ideas
  - Some of the exercise learned
  - Contacts, knowledge, tools
  - Knowledge, skills, tools, ideas, plans, projects
  - Probably a bit of all
  - Motivation, friends, plans, insights
  
- *Which of the outcomes and results will be especially useful for you or your organisation?*
  - For sure the new tools we used. As a mentor I learnt a lot as well as a therapist. I found a lot of connections between this three things (coach, mentor, therapist)
  - Basic concepts of coaching; work better with volunteers
  - Using coaching to the volunteers; all the tools
  - How to build strong and meaningful relationships with the volunteer
  - Using different tools and coaching methods
  - Relationship with the volunteers I am dealing with = a different perspective on their potential issues.
  - It would be useful to have a better organizational play
  - Contact and partnership
  - Apply the tools and the coaching for all the relationships: with volunteers, with the team of work, ...
  - Asking open questions; motivate people; understand people; understand other meaning
  - Deep questions!
  - Improve the work with volunteers; better planning
  - It was to discover what is really coaching, how to works, how coaching run
  - Coaching tools, open questions, building relationships/ connection
  - Different ways of coaching/ mentoring/ organising and listening



- Knowing better how to work with people

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*What were the most important learning points for you? What impressed you most?*

- Unfortunately I get surprised when people are so kind and so generous. It should work the other way around. I am surprised and very grateful for all the positive energy.
- Coaching and setting goals
- Doing open questions.
- The amount of practical exercises and group works impressed me.
- "Look after yourself in order to look after the others"
- We learn how to listen properly, how to formulate questions in order to help the others. Making everything clear, have all the steps clear.
- The coaching approach. It really impressed me how effective can be.
- Building relationship with volunteer; active listening; open questions; how to support volunteers
- Work in group with people from other countries – new experience for me.
- Coaching tools; methods communication related
- The importance in being more involved with the volunteer.
- I really liked the new tools that were used during the training; I also liked the fact that I learn how I can implement them during not only my work but also my life. + I liked the new things I learned for coaching.
- Coaching; open questions
- The practical use of the tools; view the things in another point of view
- Coaching; I learnt how important is asking open questions and don't giving your results.
- Body language ☺
- To get to know that coaching is not the way it is.
- Open space; new methods; knowledge about better communication; exchanging experience with group
- "conversation with intention"; The atmosphere, the group (amazing people) and organisation (well prepared training)
- Exchange of experiences
- More creative; building relations with volunteers
- Conversation with not judging
- I was very impressed with the kindness of the trainers and the commitment of the group. The diversity and creativity were also a huge plus ☺
- The tools and the collaboration with other partners
- Open questions and different point of view
- Other methods of coordination volunteers; the organisation, place and tools impressed me the most.
- Coaching – non opinional – non suggestional – asking question approach

*If anything, what did you miss?*

- My cat! ☺
- More time to do some activities, like open space and the coaching
- Nothing
- Activities outside. Into the wood



- To learn how to deal with frustration of the volunteer
- More time to doing coaching
- More practise; practical use of tools, theory
- Usually in a training we take time to introduce to the others our organisation and our job.

*As a result of this event, what do you plan to change or implement/do back home?*

- *What will you do or change in the near future thanks to this training course?*
  - For sure, organise my time better. Do an auto-analysis frequently (even more and more!!!); create a database of Portuguese organisations (for better cooperation on national level).
  - Improve the relationship with volunteers;
  - The way I approach the volunteers. The way I mentor them.
  - The way I listen the others and the way I try to help them.
  - I learnt how to become better active listener, how to search behind of the obvious thing
  - I will make my relations with volunteers deeper >> more understanding i supporting
  - More empathy with people
  - Set a new schedule of meetings with the volunteers I mentor.
  - I will try to implement new tools I learned here.
  - I will try to be more organized and positive about things. Not to judge people and situations and above all to ask the right questions.
  - Reflexion about the motivation for my evs; relation with the others and better compression
  - Use this tools with the volunteers. Listening more.
  - Yes. Asking more question. Understand more meaning other people.
  - Relations with my volunteers
  - Improve my communication skills
  - I will never judge other person
  - I will change the attitude and the way I should mark with demanding volunteers.
  - To better motivate the volunteers. To apply new methods. To improve my conversation skills. To use new tools.
  - Relationship will be better.
  - I will use the open questions during my talking to volunteers.
  - Implement my "future plan"
  - The way that I was working with volunteers
  - I will try to improve my coordination role by supporting more my volunteers , being more available, implemented a new evaluation tool ...
  - I am going to talk – more real conversation – with my volunteer
  - I will improve my way of helping volunteers and exchange information to other people that are in the same situation
  - My way of coping with volunteers and people in general.

*1 = poor, 5 = excellent*

*What do you think of the programme and the methods used?*

①      ②      ③      ④      ⑤  
x4   x22







- As I said on the back of the sheet, continue with the trainings!!! Please!
- Couldn't be better
- Great. Special thanks to Paulina for being so worried about us.
- Such a wonderful work. Really hard work. I admire you.
- Competences, availability, time and kindness were amazing! Thank you!
- Good work!!!
- Professional
- More than perfect
- The best I've encountered. Really great people.

❖ *team of facilitators:*

①	②	③	④	⑤	+6
		x1	x2	x21	x1

- More than perfect
- you will contribute to a better world 😊
- very professional and human. No complains at all.
- The body language, tone of voice and sudden laughter of Ewelina. I felt she was nervous which made me uncomfortable.
- FANTASTIC!! You teach me a lot. You change my vision of some points and make everything "easy". You help me to improve.
- THE BEST
- Professional
- Competences, availability, time and kindness were amazing! Thank you!

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*What could we improve in future events on this topic? E.g. in terms of the methods used, the type and balance of the content, the profile of participants, the practical arrangements,... Please be specific!*

- I like everything
- More practise, examples of coaching, more time for open space. Maybe open space all together? Could be a lot of details
- I will!
- More activities outdoor; more time to use coaching and the open space (share experiences)
- Maybe it would be more useful some more time in some parts like open space.
- Some visit the city, so that people could buy some souvenirs
- Maybe a longer "open space" session since it is a privileged moment for sharing experiences and feedback on particular issues
- Why not introduce some comparisons between different cultural approaches etc. On different subjects (ex. "body language")
- More tools for communication
- I would like more time to practice some of the methods
- For me nothing needs to improve. It was the perfect number of days,. The activities were very original.
- More time to contain exercises like open space and coaching
- It has been everything ok
- Make GROWTH 2!



**Training Course: "Beginner's guide to EVS coaching  
– How to support volunteers in their GROWTH"**



- The method was really good for me. The best training I have been in term of methodology and organisation. I am really thankful.
- It was just perfect for me.
- A toolkit for mentor + coaching methods that could help organisation, trainers, coordinator, volunteers etc.
- More time (but not so much) for Open Space. Many things troubles us, and we need to discuss it and exchange experiences.
- Everything was perfect
- For me it was totally great the combination and the way for work.
- Keep up the good work!
- I would give more time for Open space
- Maybe the newest methods and examples.
- Everything was perfect. Excellent!

*Any other comments?*

- I'm grateful for participating in the project
- Thank you!!!
- Amazing training
- Is a great experience for me. I liked met new people and good people. Help me a lot difficult moments. I am very happy for all!!!
- Just say thank you, to all of you.
- Very good work! 😊
- Special thank you to Paulina ad her help in my bag and my birthday.
- OBRIGADA! I wish the best to all of you in your future human relations and connections.
- Thank you.
- Thank you for your hard job!!! It was really well done!!! I'm delighted!!!



## ANNEXES:

### RECOMMENDATIONS:

1. "Mindful Coaching" Liz Hall
  2. "Coaching for Performance" John Whitmore
  3. " Co-Active Coaching" Henry Kimsey-House, Karen Kimsey-House, Phillip Sandahl, Laura Whitworth
  4. "The Life Coaching Handbook" Curly Martin
  5. "The Power of Self-Confidence" Brian Tracy
  6. "Awaken The Giant Within" Anthony Robbins
  7. [www.coactive.com/toolkit](http://www.coactive.com/toolkit)
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