

A COMMUNITY ORGANISER'S GUIDEBOOK TO COACHING TOOLS FOR THE EMPOWERMENT OF YOUTH COMMUNITY LEADERSHIP

YOUNG COMMUNITY ORGANISERS

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A big thank you goes to our excellent partnership, those who embarked this project with us, to create competent, strong and professional youth community organisers, that is Young Effect (ITA), Tuzla District Governorship (TR), Youth Vision (RO), National Youth Council (BG) and Globbers (ES), for the fruitful and constructive collaboration, and for the 20 participants who joined on a 24 month journey to create the first ever European pool of community organisers equipped with life coaching tools.

Foreword

Young Community Organisers (YGO) is an EU programme Erasmus Plus Key Action 2 co-funded project on innovative methods of Youth Work. Its goal is to introduce the professional figure of community organiser in everyday youth work practices, especially regarding the transfer of community organising methods towards vulnerable and disadvantaged groups.

The project envisages the creation of professional youth community organisers who engage unorganised and disadvantaged youth groups in their local reality gradually building their competences as organisers, leadership coaches and finally as campaigners, while learning in an international context and applying their learnings by organising a local youth community.

As only a small percentage of young people today are actually engaged and participating in youth organisations and their local and international activities, it is our intention and purpose to ensure that those active young people in civil society organisations can be equipped with competences and tools to deliver a strong impact to those young people who are not engaged and participating, extending their youth work beyond the organisations' immediate scope, and overall benefit youth at large, by supporting communities to be organised in identifying their issues and own the solutions. By applying observation, research and knowledge-based information, identify local leadership, empower young people to become community leaders and foster action that steers the youth group towards their desired solutions. This manual is one of the 3 main outputs of this project along with:

1. Introduction to Youth Community Organising – Basic handbook
2. Online Course on Community Organising.

Credits and Disclaimer



This handbook was the result of the Erasmus+ Key Action 2 Innovation in the field of youth work "Young Community Organisers", supported by the EU Erasmus Plus Programme's Italian National Agency, Agenzia Nazionale Giovani and implemented by the Italian civil society organisation Young Effect in partnership with the Tuzla Municipality, Bulgarian National Youth Council, Youth Vision Romania and Globbers Spain. This manual has been produced with the financial assistance of the European Commission. The contents of this publication are the sole responsibility of Young Effect and can in no way be taken to reflect the views of the European Commission.



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About Young Effect

Young Effect is Young Effect Association is a non-profit organization created in 2009. It is an independent association and undertakes to carry out the following prerogatives:

- Promotion of youth mobility in Europe and the rest of the world.
- Non-formal education on intercultural youth dialogue and human rights.
- Inclusion of youth in the civil society independently of their race, religion, gender and level of instruction.
- Promotion of interest in development of historical, environmental, cultural and economic resources in the local territory.
- Offer training, seminars or similar activities at local, national and international level.

Young Effect Association is officially recognised by the municipality of Magenta in Lombardia region, Milano district of Italy. The Association is composed of Counsellors with specialist backgrounds in social policies and youth education; members of the association also have great experience in European projects development. The Association is working with a specific methodology; the youth involved come from small communities, where social and cultural opportunities are few. Moreover we have many partnerships with local cultural, art, theatre and sport associations as well with several groups of youngsters.

During the last years Young Effect was involved in more the 40 international projects in Europe, Asia and Africa and it was promoter in Italy of several international projects about rural development, immigration and conflicts resolution, Neets and social entrepreneurship.

In 2017 Young Effect has been the official promoter of the programme "Erasmus for Young Entrepreneurs" for Milano Metropolitan City and started a cooperation with the Youth Centre of Milano (Informagiovani) in order to implement local initiatives.

From January 2023 Young Effect received the accreditation for Erasmus+ Ka1 from Italian National Agency and is planned to organize at least 6 Erasmus+ projects every year as coordinating organization. Moreover Young Effect is coordinating a Ka2 long scale in the field of youth called "Young Community Organisers for Social Sustainability" to train young people in order to be organisers of leaders in the local communities.

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CHAPTER 1

1.1 INTRODUCTION

This handbook is meant for community organisers, to support their efforts in identifying local youth community leadership and to empower these individuals in accepting and engaging with their leadership role by implementing some basic coaching tools and methods. When we talk about life coaching tools, we mean those tools that require the set of competences heralded and promoted by the International Coaching Federation (ICF), namely:

(1) Meeting ethical guidelines and professional standards; (2) Establishing the coaching agreement. (3) Establishing trust and intimacy with the client. (4) Coaching presence. (5) Active Listening. (6) Powerful Questioning. (7) Direct Communication; (8) Creating Awareness; (9) Designing Action; (10) Planning and Goal Setting; (11) Managing Progress and Accountability. Which we will explore in more detail later in chapter 3. [3]

When we mention competences we mean the set of skills, knowledge, attitudes, values and behaviours a youth community organiser needs to deliver strong, effective and empowering coaching tools, and the whole concept of this handbook was developed on the basis of developing these 11 competences, and to apply them to community organising.

For whom is this for?

Primarily this handbook is meant for the 20 international youth community organisers who attended our learning programme on community organising, to help and guide them in applying coaching tools in their practice. More broadly this manual targets youth workers, trainers, mentors, coaches in the youth and social fields who want to engage with increased grassroots participation and involvement of young people in society, and seek tools for empowering local leadership.

For Whom this is not?

- a) This manual is not intended as a self-help / self-coaching handbook.
- b) This manual does not entitle its readers to self-appoint the professional title of coach.
- c) It is not meant to provide support methods and techniques that can in any way replace professional medical support or mental health practices.
- d) Is not for those who want to use its content and approach without quoting the sources.

[3] <https://coachfederation.org/app/uploads/2017/12/CoreCompetencies.pdf>

CHAPTER 2

2.1 COMMUNITY ORGANISING, COACHING & YOUTH WORK

Our team and project is definitely not the first one who tackles community organising and youth work, nor by far the first one who joins coaching and youth work. However, the combination of youth work, community organising and coaching definitely makes us feel as pioneers of a brand new approach, one that makes us feel part of a group of dreamers among youth workers, community developers, trainers as well as national agencies who want to prototype and pilot this approach and tools in the wider European youth work spectrum. We aim at developing a youth community organiser professional figure, that is recognised and validated at all levels, and to have this approach widely implemented, especially at local level and specifically with disadvantaged and marginalised youth work, as a transformative approach to expanding the scope and purpose of youth work. The innovative element here is to add to the existing community organising competences that of enabling organisers to adopt and use coaching tools, and integrate this set of competences in the necessary and essential ones necessary for successful youth community organising.

Concerning youth work, what many can observe nowadays the most widespread practices concern training and mentoring, and to a lesser extent, where such professional figures exist, counselling and therapy. When it comes to training and mentoring, regardless how powerful and to-the-point these approaches can be they are limited in time and space and deal with the "Now", meaning that they provide a set of skills, knowledge, attitudes, values and develop behaviours to young people and youth workers, in parallel strengthening the learning ownership of the individual, and that is already by itself fantastic, especially when combined and embedded in non-formal education processes. Regardless of its efficacy there is one small minus, that the learners are left alone oftentimes to transform all of the above into tangible competences by applying them in everyday life, and to transfer it to their environment. For example, a trainer can deliver amazing and powerful sessions for local community leaders on how to develop their leadership competences, presenting a set of approaches, techniques, theoretical models etc, but then it is up to the learner to find out how to embed this new set of information into their daily life and work.

When it comes to mentoring, this too is an amazingly strong tool, when those who are more experienced in a specific field or topic share with those who have less experience, and thus helps them grow. For example supporting young community organisers to shadow and be mentored by a more experienced community organiser whom they can model and imitate and receive valuable advice from. Here we have link missing, and that is coaching, or rather, concerning the purpose of this manual, coaching tools, and that is a community organiser who can professionally support youth community leaders in the place where they perform, assists and supports youth leaders regularly, helping them in achieving their goals and building their future and that of their community by developing ownership, and support them in reaching their full potential.



2.2 YOUNG COMMUNITY LEADERS

In the previous manual we defined already what are the types and styles of leadership we can encounter, not to repeat what was already mentioned there, we will just provide you a short summary. Needless to say that community organising is applied to unorganised communities, that is a group of people with a few to many common features, often local to a specific territory although not necessarily so, who are facing some common problems and issues, but are not aware of that they are a community, and by bringing community organising to this community the organisers help the community gain consciousness of their mutual belonging, join forces and resources to understand the issues at hand, jointly identify solutions and deliver them to build power within the community, to solve the obstacles and challenges they are facing. One point to stress here is that the community organiser is not the community leader, and a reminder that community organisers are often outsiders to the community, therefore, there is a need to build and develop local leadership and ownership of the processes that bring the community together, which is done by empowering local leaders. Many times those leaders are identified in the initial stages, when the organisers witness individuals who seem to be more engaged, motivated and energetic than others, who can move and motivate other people to come to the meetings, to volunteer, to contribute. It is also true that very often those potential community leaders do not acknowledge their role as leaders failing to see the blind spot that others see them as a leader, or may be aware of that and nonetheless refuse to be community leaders, feeling inadequate, pressured, without enough time at hand etc. Here is where the community organiser can apply their coaching tools, in empowering those leaders to believe in themselves, to build confidence, to see their potential leadership role in a wider spectrum of their life scenario, to set goals for themselves that can positively contribute to their future and that of their community, and into finally accepting the leadership role the organiser has witnessed. In this whole manual we will explore how.



CHAPTER 3

3.1 DEFINING COACHING AND THE 11 COMPETENCES OF COACHES

As promised here is the first step of our journey, and let's begin by understanding what is a coach; if we take this literally our imagination can bring us to the wild west and the frontier, where we see a wagon in a some dusty village in North America, and sitting on top of the wagon is a middle aged man with big moustache taking a nap. The sun is burning and hardening the dry ground, a wide hat covering his eyes to give him a little shadow so he can take a siesta. The napping coach driver is approached by some travellers who need to get from Tombstone to Kansas City, he nods, and they board the coach, fully trusting the driver to take them to their desired destination. Then comes a Yihaaa and a Giddyap and the wagon is on it's way.



That's it, the word coach means carriage, and coaching services in the past were about transportation of passengers from one place to another, and the passengers choose their destination, and the coach was entrusted with finding the best among many ways of how to get there, often the fastest, easiest and most comfortable. The job ends when that middle aged man with a big moustache and wide hat reaches Kansas City and his passengers disembark the carriage.

In today's understanding of a community organising coach, by applying coaching tools, the youth leader is taken from point A to point B, and then the youth leader, when in point B has all that is necessary to progress to points C, D and so on. In short, coaches take clients to their desired destination. In the past this was distant geographical points, today we are talking about life goals.



If you are passionate about history and historical series you might have come across the production "Vikings" and in one of the episodes the lead character of the first seasons, Ragnar Lothbrok decides that the time is ripe for his two sons to join him on a raid, as the longboat set sail the two children run to the back of the boat to look at the bay and their hometown becoming smaller and smaller over the horizon, when Ragnar notices he turns to his children and says "Don't look back there, that is not where we are going." Showing that bloodthirsty Norse pirates in their own way can also be coaches.

And here is what we can learn from Ragnar, coaching as a method works on the future, which means that coaches keep clients focused on developing their potential in the "now" in order to master their future. A coach does not intervene in past issues, that area is exclusive to mental health professionals and the years of study they put into understanding the human mind, brain and healing. Moreover, it is not the task of a coach to develop new knowledge, skills, attitudes and values for the client, that field is for trainers. Coaches work on future goals and how to best reach them, in order to accomplish the desired future.

One way to look at it is that coaching is a partnership between coach and client, that is grounded on mutual trust. Here the client believes that their coach is the best possible coach for the task at hand, and at the same time the coach believes the client is the best possible client for what needs to be done. Basically, coach and client trust each other, and the coach has a very strong belief that the client possesses all the resources they need to reach their desired outcome and goals, and trusts the client's creative mind to identify their potential and creativity to find new solutions, paths and approaches. In parallel the client believes the coach has a creative mind and can deliver tailor-made interventions and approaches that will help them to nurture and bring out their true potential. In summary, the ideal situation is where both coach and client really want to work together, and both agree to do so in a clear and transparent way with a time limit.

3.2 PRESUPPOSITIONS THAT NEED BELIEVING

Presupposition is a noun that means something that is assumed in advance or taken for granted; and if you want to be successful at coaching tools you need to full heartedly believe in the presuppositions below, not just agree, memorise and understand, but to fully and completely believe with your heart, mind and soul. Once you do you will have an extra gear in building your competences at delivering coaching tools to empower young people to become community leaders. These presuppositions were created and applied by the famous psychiatrist Milton Erickson [4].

1	<i>The map is not the territory</i>	Everyone has a personal map to guide them through life, and like every map this one too has landmarks, directions, obstacles. And everything is neatly written down into detail, trails, shortcuts, valleys, roads. However, regardless of the details this map never covers the whole territory available, there always are more choices and directions than what is written down. The coach works with the client to expand this map, upgrade it to new uncharted territories, to explore more options to reach their goal that have not been tried before.
2	<i>People already have all the resources they need to succeed</i>	You need to believe and trust your clients that they have already all the resources they need in order to succeed, until the clients too will believe that, and that is part of your empowerment job, to help them to be aware and recognise actually the resources they do have at their disposal (oftentimes a lot more than they thought).
3	<i>Behind every behaviour is a positive intention</i>	"There are no bad people, only bad behaviours". And behaviour is often a choice, not a personality trait. Good and constructive behaviours bring people closer to their desired goals, bad and inefficient ones on the contrary bring people further away from their wished outcomes and purpose. Clients have a right to develop behaviours that will lead them to their desired future and a right to abandon the harmful and inefficient ones.

[4] <https://www.mindtools.co.th/personal-development/neuro-linguistic-programming/presuppositions/>

4	<i>There is no failure only feedback</i>	There is a story of how Thomas Edison in order to invent a light-bulb that works needed to invent 1000 that did not work. Failures are useful to correct one's direction, learn from mistakes and improve future choices. In coaching the client is supported to become aware of what approaches and behaviours did not deliver the desired results, develop new learnings and adjust.
5	<i>The meaning of your communication is the response you get</i>	Whose responsibility is it to make sure a message is correctly sent and received? The good news is that this is completely on you! If your clients misunderstand and fail to grasp what you are trying to say, or can't remember what you said, the responsibility is completely yours. At the same time the response your clients gets to their communication, the responsibility is fully theirs. Language is important indeed, as well as clarity when defining goals and desires.
6	<i>Use whatever works</i>	Remember that creativity is an essential part of the coaching triangle. Trust your own creativity as well as that of your client, the limit is the sky, tools that you can use and apply have no limits and your intuition can be the rocket that takes you to the stratosphere and beyond. Intuition can be one of the main tools in your toolbox.
7	<i>If something can be done effectively and ecologically in ten minutes, don't spend an hour doing it.</i>	"Effectively" is the key word here, meaning consciously use time and deadlines, as the old proverb goes "A plan without deadlines is just a dream." Which implies that a coaching process that is fast-paced and meets deadlines is much more efficient. Moreover, keep in mind that coaching is a process with time limitations, agreed in the contract. The coach wagon needs to be in Kansas city at a specific time.
8	<i>If you always do what you've always done, you'll always get what you always got.</i>	It is important to realise that very often we can end up in loopholes of applying old solutions to new problems, and that this can make us blind to other possible approaches on how to reach a specific goal, and therefore need a coach.

Wholehearted belief in these 8 presuppositions, by internalising them and making them part of your professional behaviour, validating and valuing them and apply them to the work you do with your client, will make you a good coach, because belief in these presuppositions is the core attitude upon which coaching is centred.

3.2 ONE BY ONE – DISCOVERING THE 11 COMPETENCES

There is an international body called the International Coaching Federation (ICF) and this group of professional coaches worked extensively to define what coaching competencies are, what they imply and mean. They identified 11 competences, and here we will provide you an overview. Keeping in mind that these competences need to be applied by coaches and those who, like community organisers, are just applying coaching tools to their community organising efforts in empowering local youth community leadership [5].

Competence 1: Meeting Ethical Guidelines and Professional Standards - Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.

- a. Understands and exhibits in its own behaviour the ICF Standards of Conduct.**
- b. Understands and follows all the ICF Ethical Guidelines.**
- c. Clearly communicates the distinction between coaching, consulting, psychotherapy, and other support professions.**
- d. Refers clients to another support professional as needed, knowing when this is needed and the available resources.**

What does this all mean? Well in the following chapters you will be able to read the ICF Standard of Conducts, as well as the ICF Ethical Guidelines, and are important to fully read, understand and keep it in mind when delivering coaching tools as ethical guidelines.

Moreover, according to ICF the definition of coaching is: *“Professional Coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organisations. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life. In each meeting, the client chooses the focus of conversation, while the coach listens and contributes observations and questions. This interaction creates clarity and moves the client into action. Coaching accelerates the client's progress by providing greater focus and awareness of choice. Coaching concentrates on where clients are now and what they are willing to do to get where they want to be in the future ... results are a matter of the client's intentions, choices and actions, supported by the coach's efforts and application of the coaching process.”*

Should anybody ask you can use this definition to tell your potential clients or to let them read it in order for them to understand what to expect, and to clarify the differences with other support professions, for example:

“One of the main differences between coaching and consulting is that coaches formulate client-generated solutions and strategies, while consultants provide answers in the role of a subject. Coaching assumes that the client is naturally creative, resourceful, and whole, and able to generate solutions and strategies that will work best for what they want to achieve.”

Or

“One of the main differences between coaching and psychotherapy is that coaching focuses on the future and possibilities, while psychotherapy often deals with the past and problems. Where psychotherapists look for problems, coaches draw out the brilliance of the individual and support them as they are generating solutions and strategies that will work best for what they want to achieve.”

[5] <https://coachfederation.org/app/uploads/2017/12/CoreCompetencies.pdf>

In conclusion to Competence 1, keep in mind that it may happen that during the coaching progress as you move forward, you both discover that there are some unsolved past situations, which can be a major obstacle in progressing towards the desired future. Should this happen address it openly and respectfully that perhaps the client should work with another type of professional, this does not mean that the person can't be coached, just means that another support or mental health professional should be included in the process. Should the client refuse that suggestion the coach has every right to stop the process and support the client to agree instead of just "quitting" which can generate guilt or abandonment. In case the client is also a client of a psychologist or other support professionals make sure that you are aware of it, and having a communication channel with the other support professional can be extremely helpful.

Hack 1

Maybe you assume that individuals or groups who sign up for going through some coaching tools with you know that coaching actually is. Better to clarify things right away, and whenever you will offer your coaching tools service make sure to right away pitch what coaching actually is, also to manage expectations.

One more thing you should make your potential youth community leaders clients aware right away is confidentiality, as a coach you should know if the young person is seeing other support professionals such as counsellors or psychologist, and although that is not an exclusion criteria, the coaching agreement should have a confidentiality clause where you commit to not disclose any content or information that will emerge from the process [6].



Competence 2: Ability to understand what is necessary in the specific coaching relationship and to agree with the client about the coaching process and relation.

- a) Understands and effectively discusses with the client the guidelines and specific aspects of the coaching relationship (e.g., logistics, timing, fees, scheduling, inclusion of others if appropriate).
- b) Agrees about what is appropriate in the relationship and what is not, what is and is not being offered, and about the client's and coach's responsibilities,
- c) Decides whether there is an effective match between his/her coaching method and the needs of the prospective client.

Coaching starts already from before applying your first coaching tool, it begins the moment you will start to identify the young leader's goals, values, language and in the open discussion that will set the grounds for the upcoming partnership, where as equals you define everything that needs to happen. It is a very essential competence for anyone who uses coaching tools to be good at adapting to the language and style of the client.

Hack 2

The Coaching Agreement is a standard document that describes the agreement between coach and client about the process that is about to begin, even though you don't possess a coaching certification and are not a professional coach, it is still helpful to create such an agreement and to tailor it with every individual or group you work with, and should to some extent be created together. You can always start with two questions to help tailor it:

- 1) What do you expect to gain from this process?
- 2) What outcomes do you want to see as a result?

At the end of this manual you will find a sample that you can download and adapt to your needs [7].

Competence 3. Establishing Trust and Intimacy with the Client - Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.

- a) Shows genuine concern for the client's welfare and future. Continuously demonstrates personal integrity, honesty and sincerity.
- b) Establishes clear agreements and keeps promises.
- c) Demonstrates respect for client's perceptions, learning style, personal being. Provides ongoing support for and champions new behaviours and actions, including those involving risk taking and fear of failure.
- d) Asks permission to coach clients in sensitive, new areas.

Coaches should have complete faith and trust in their clients, and treat them like brilliant, creative and committed people that they are, once coaches develop this third competence the response they get is trust and intimacy, and that will open the gates to let out hopes, dreams frustration, because the clients will know that the coach will not judge them.

Empathy is one of the greatest competences coaches developed, and although to different extents the majority of us knows empathy since birth, this is a feature that also be learnt and trained, and this is what allows the coach to be in the clients' "shoes", or to quote Cicero "Speak my words, Feel my feelings, Think my thoughts."

Competence 3 mainly tells us about integrity, because coaching is not just a profession, it is a lifestyle where the coach is consistent 24/7 to their values and principles, even when nobody's looking. The honesty and sincerity of coaches is shown in different ways, and a most important one is towards themselves, by admitting humanness when necessary. Another most important one is towards the clients, by demonstrating a genuine attitude of respect and honouring the clients.

Coaches always remind themselves about the successes of their clients', how creative and resourceful they proved to be, how they can follow through their commitments and meet the deadlines as proposed, as the best way to honour the trust the clients place on the coaches.

The purpose of coaching is to provide support and give that gentle nudge that whispers "it's ok", coaches do not propose new behaviours nor actions, rather coaches support the decisions that clients have already made but did not act yet upon them. You as a coach need to understand, and whether you agree or not is entirely irrelevant to the purpose of coaching.

Hack 3

How to develop Competence 3? Start by...

- Completely believing that every client is brilliant and resources, each possess within themselves the answers they need to achieve their goals, results and beyond.
- Be humble, you can apply the coolest coaching techniques and there is no need for the client to recognise your skills or to praise it (it is all about them, not you.)
- Develop a selfless attitude, the conversation is fully focused on the client, should you ever bring up personal information this should be in service to a purpose of the client's development and to facilitate the conversation's agenda, always keeping in mind the clients' goals and desired outcomes in mind.
- Confidentiality, back to the coaching agreement, and not only, this can also be done verbally, stressed and underlined that this is a safe space.
- Consistent in professionalism and trustworthiness, clients need to count on you, on what you say you will do, your own emotions are always kept in check and under control.

It is important to honour trust and safety and to get a verbal agreement from the clients should start touching sensitive and new areas, this will show you are taking care of their wellbeing and safety and will increase trust [8].

Competence 4. Coaching Presence - Ability to be fully conscious and create spontaneous relationships with the client, employing a style that is open, flexible, and confident.

- a) Is present and flexible during the coaching process, dancing in the moment .
- b) Accesses own intuition and trusts one's inner knowing - "goes with the gut" .
- c) Is open to not knowing and takes risks. Sees many ways to work with the client, and chooses in the moment what is most effective.
- d) Uses humour effectively to create lightness and energy .
- e) Confidently shifts perspectives and experiments with new possibilities for own action .
- f) Demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered or enmeshed by client's emotions.

As you prepare for the coaching sessions ask yourself, *"What actions can I take, or 'ritual' can I perform to eliminate potential distractions during the meeting? (e.g., desk cleared, email notices turned off, room door closed, etc.) and prepare myself to concentrate fully on my client's higher agenda?"* so to be fully present.

Also it may happen that regardless of your pre-agreement something unexpected and new shows up during the coaching process, don't discard it, be curious and try to find out if this is a minor topic or something related to the higher agenda of your client. Again intuition here plays an important role, and it is rooted in your experience and empathy, and it's perfectly fine to mention during the process what your intuition is feeding you.

The real power of coaching is that this is one of the few support professions that can be context free, meaning that you, the person delivering the coaching tool, do not necessarily need to know what the issue at hand is, your field of expertise is the methodology, and their field of expertise is their community, its issues and the wellbeing of the place they belong.

As coaching develops you may also notice that your client is stuck on a specific situation and can't quite overcome it or describe it fully, in this case you can tackle this from a future perspective and use their creativity and active imagination to see themselves in a hypothetical future and look back to the past and describe it. If, while doing so you uncover a saboteur or what is also known as Gremlins (destructive, negative cycles of: can't, won't, not, impossible etc.) then address it and bring it out of the dungeon or blind spot.

At all times make sure you are connected to your client, make sure the atmosphere is light, a good tool to do so is laughter, when you address something funny (that was funny for both) that came up in the previous meeting, because laughing together keeps up and strengthens positive thinking, trust and connection.

An obstacle that may occur is that your point of view on the situation the client is facing does not fit in the creativity and brilliance of your client. Work by yourself on your thoughts, shift your thinking towards identifying what is the course of action and path that leads to the desired outcome.

Keep in mind that when using coaching tools, at some point, you will need to deal with emotions, and when we mentioned before that you need to trust their intelligence and resourcefulness this does not apply only to the rational mind but to their emotional intelligence too. So, when emotions come up, no need to panic, at the same time do not ignore it, it is a sign that the client needs time and space to voice out their emotions, those that are part of them being human, and for the coach this is information, not a sign of a deeper problem at hand.



Hack 4

Here you can find that sample questions to start to develop the 4th Competence:

- "That is new, tell me more about that."
 - "How does that relate to what you wanted to focus on today?"
 - "Connect the dots, if you want, between what you just said and your long-term goal."
 - "Intuition tells me that..."
 - "As you say that, there is this strong impression coming up, that..."
 - "Let's say it's one year from now and you are looking back at how you behave in this circumstance. What actions have you taken that you were most proud of?"
 - "What is another perspective on that? What does it look like if you stand at the 3 o'clock position? 6 o'clock? 9 o'clock? Which perspective will serve you best at this time?"
- "My guess is that those words you just used are the words of the saboteur and not the competent, caring person you truly are...yes? (wait for the agreement)... Say more about the true you." [9]

Competence 5. Active Listening - Ability to focus completely on what the client is saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression [10].

- a) **Attends to the client and the client's agenda, and not to the coach's agenda for the client**.
- b) **Hears the client's concerns, goals, values and beliefs about what is and is not possible.**
- c) **Distinguishes between the words, the tone of voice, and the body language.**
- d) **Summarises, paraphrases, reiterates, mirrors back what client has said to ensure clarity and understanding.**
- e) **Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.**
- f) **Integrates and builds on client's ideas and suggestions.**
- g) **"Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long descriptive stories.**
- h) **Allows the client to vent or "clear" the situation without judgement or attachment in order to move on to next steps.**

It is very important not to just listen to the clients' words but also to what is not being spoken, as well as the energy and emotions that stand behind the words they speak. Respond in a way that will allow the clients to articulate what is true and uplifting for them.

This competence is quite self-explanatory, we are talking about listening, which involves not just the ears but also the mind and the body, full attention on the client. By filtering what you hear through your client's agenda and goals. Repeat it to yourself mentally, word by word, what is their communication saying; "As I listen, am I trying to figure out how to get the client to think or believe in a way that agrees with me, or in a way that takes the client to the highest truth and good?" According to how you answer to yourself, you know how to act.

[9] Dita Palascakova, Lorenzo Nava - Beginners Coaching Manual; Erasmus+ KA2 C.O.A.C.H. 2020

[10] <https://www.mindtools.com/az4wxv7/active-listening>

When actively listening you should also acknowledge what is not being said verbally and to read between the lines, of course you may not always be right, and this is fine, because you are probing for understanding. Most importantly you need to alternate the different techniques such as summarising, paraphrasing, reiterating and mirroring (and please do try to avoid an overuse of mirroring and reiterating as you might end up looking like a parrot or mocking your client). Otherwise, mirroring works well, especially when the client is trying to make a decision and it allows them to reflect on what was just said.

As active listener you will explore feelings, perceptions and of course your client's concerns and beliefs, all the listening and acknowledging, maybe by repeating the last part of the sentence and exploring options.

Hack 5

Here you can find that sample questions to start to develop the 5th Competence:

- "As you say that, what comes across is your sincere commitment to building..., even with the present challenges associated with it."
- "Your actions indicate that you've given your power away in this situation, as if it's impossible to change... what would need to change to make this possible?"
- "So, you want to take on... But the energy in your voice seems to be indicating otherwise. What is the truth there?"
- "So, in summary you want to..."
- "What was that experience like?"
- "What is your perception of this circumstance?"
- "How would you say others perceive it?"
- "Say more about your concerns".
- "What are your thoughts about..."
- So, bottom line, you need...."
- "What's the bottom line on that?"
- "How about just hitting the bullet points on that?"

"Take some time to vent about that if it would help. Turn up the volume if you need... Ready to move forward?" [11]

Competence 6. Powerful Questioning - Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client [12].

- a) Asks questions that reflect active listening and an understanding of the client's perspective.
- b) Asks questions that evoke discovery, insight, commitment, or action (e.g., those that challenge the client's assumptions) "
- c) Asks open-ended questions that create greater clarity, possibility, or new learning. Open-ended questions often begin with "What..." or "How...".
- d) Ask questions that move the client towards what they desire, not questions that ask for the client to justify or look backwards.

[11] Dita Palascakova, Lorenzo Nava - Beginners Coaching Manual; Erasmus+ KA2 C.O.A.C.H. 2020

[12] <https://positivepsychology.com/life-coaching-questions/>

Powerful questions are questions that clients have not thought about that shifts them into a place of possibility, personal power, learning and action. Powerful questions have the task of taking the client into the future, to a place where they can create. Moreover, powerful questions have the task of taking the clients into a place of choice, especially when they feel stuck or think they do not have alternatives. Just beware when it comes to powerful questions, avoid to over-rely on questions in the coaching conversation, it should not be a Q&A delivered in an interrogation fashion!

Very important to note here that the questions should always be linked to what your client communicates (meaning either content or process), making sure that Clients are always associated with themselves and you can always propose to interrupt and rephrase every time they are dissociated. For example, the client says "One can usually believe that this is true" coach "One? Can you rephrase using - I - instead?" Client "I usually believe that this is true". Keeping the client associated increases the responsibility and keeps the ball in their court. Association/Dissociation is also something you can use when using coaching tools in your own language, while on the one hand you encourage them to say "I" and "me", the coach should use these as little as possible, as this is about them, your clients, not about you. The ball is always in their court until they win the match with themselves.

The second tip is to be very careful with starting your questions with "Why" as they might easily diverge as the spectrum of answers is too wide and broad, as well as there is a risk to make the client feel as if they did something wrong and then they become defensive and look for justifications.

The third tip is to avoid close-ended questions, unless you have a plan to place a clarifying question right after, or you want to get an easy yes to build on positiveness. Usually close ended questions start with: is, are, do, can or will. And close ended questions have the habit of leading clients instead of having a true purpose of uncovering the truth. Especially because you want to get a conversation flow going, and a yes-no answer does not really help.

The last tip is to avoid compound questions, inception style "a question within a question within a question." Or questions that are too long, your client needs to be relaxed and to be fed one issue at a time, as well as to be given enough time to ponder and explore each answer.

Hack 6

Here you can find that sample questions to start to develop the 6th Competence:

- Client "This mess is not what I need right now." Coach "What do you need now?"
- "Say more" - "Say more about your thoughts on this"
- "What else?"
- "What is the question that needs to be answered?"
- "What is the truth about that?"
- "What would your closest friend say about that?"
- "If someone close to you had to give you honest feedback on that, what would they say?"
- "What might be hard to hear?"
- "There are a few "I can't" in that description... what would it look like if you could?..."
- "Who would you need to become to make this happen?"
- "What values do you want to honour as you consider this decision?"

- “As you think about the legacy you want to leave, how will that influence your actions?”
- “What are some different perspectives on that?” ...Which would serve you best?”
- “In other words this problem has shown up at a point in your life when you are ready to face this challenge. So what is it giving you an opportunity to experiment with or practise more of?”
- “What else would be helpful for you to know about that topic? ... ”
- how would I go about getting that information?”
- What is becoming clearer to you?”
- “What is not being said here?”
- What are your insights on this matter””?
- What would it take to be relentlessly committed to this?”
- “What would be the ideal action to take?”
- “What do you need to be the best version of yourself right now?”
- “What will you be saying goodbye to? ... how about hello?”
- “As you look to the future, what do you want to create?”
- “What do you know to be true?”.
- “What piece of this is clear?” [13]

Competence 7. Direct Communication - Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

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

Words can be very powerful, they can either empower or disempower clients. Do ask yourself if a question or comment you want to mention will support the client to be in a place of peace or possibility, or does it cause a fight-flight-freeze protective response. For example “That was a problem for you in the past” can generate a defensive/protective reaction, instead you can say “That is a calling forth’ area that you’ve been focusing on and making progress in.”

When you will start to make your first steps in delivering coaching tools you may consider the idea of recording one of your sessions (of course with the permission of the client) then you can review it together with your mentor or coach for you to get feedback and discover if your questions really are coaching questions and straightforward, or maybe they are multiple questions at once (usually in this case the client will answer the last one you asked). And if your comments were direct or maybe you were just beating around the bush. If the feedback is shared and both coach and client are respectful. Etc.

Of course, the first person you should ask feedback to is yourself, your own personal perspective can complete the external feedback, joining points of view.

By all means the coaching objective and the agenda of the meeting should be reminded at the beginning of each session and mentioned out loud, in case your client will start to diverge and address other issues, of course acknowledge it, do not dismiss it, and use it! At the same time, remember not to produce any “rabbits from the hat.” Which means do not try to pull a trick, method or technique without acknowledging and explaining it to your client, and without their agreement to go through with that and what is the goal and purpose of what you want to do, after all, you fully trust each other right?

Hack 7

Here you can find that sample questions to start to develop the 7th Competence:

- “Can I share what I am hearing? I sense this is not the courageous part of you speaking”.
- “What is important to focus on today?”
- “What is on your mind today?”
- “What would you like to come away with from today’s session?”
- “Are you up for trying out a new exercise that might bring some different perspective on that situation? Yes? Ok, here’s how it works...”
- “What metaphor comes to mind for you as you think about that situation?” [14]

Competence 8. Creating Awareness - Ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.

- a) Goes beyond what is said in assessing the client's concerns, not getting hooked by the client's description.
- b) Invokes inquiry for greater understanding, awareness, and clarity,
- c) Identifies for the client his/her underlying concerns, typical and fixed ways of perceiving himself/herself and the world, differences between the facts and the interpretation, disparities between thoughts, feelings, and action.
- d) Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to act and achieve what is important to them.
- e) Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action.
- f) Helps clients to see the different, interrelated factors that affect them and their behaviours (e.g., thoughts, emotions, body, background),
- g) Expresses insights to clients in ways that are useful and meaningful for the client.
- h) Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching.
- i) Asks the client to distinguish between trivial and significant issues, situational vs. recurring behaviours, when detecting a separation between what is being stated and what is being done.

This is about creating awareness of the strengths that exist and how to leverage and use them, and that includes raising awareness about potential blind spots. One of the strengths of coaching is to uncover new or unused skills, knowledge and attitudes, and this is also creating awareness about what the clients already have and are unaware of. Keep in mind “A person has all the resources they need to achieve what they want” that’s it!

One way to look at it is to see yourself as a light bringer, ensuring that no area of your client's life is left in the shadows, just keep in mind that you don't necessarily need to know the context, as long as what the clients say and what they reflect and the a-ha moments belong to them, and shared only if they take the initiative to do so. You are a bit like an explorer, investigating values, beliefs, ways of thinking, confidence, strengths, incidents, activities and people that trigger inactivity in your clients, and how they make choices. We apologise in advance for not providing you with this manual extra-sensorial powers techniques, which means you can't do mind-reads, which translates as – don't tell them, ask them!

Your task is to constantly offer new perspectives and points of you, such as how can this look from a 2000 metres high perspective, notice that your client still has not listed all the possible variables and answers, recognise and acknowledge that inaction triggers stress and can make the person feel overwhelmed. Address the emotional states and options, and you can also apply metaphors, for example when addressing obstacles and compare them to a relay-run. With someone who plays music you can ask about how a specific situation resembles what song.

Hack 8

Here you can find that sample questions to start to develop the 8th Competence:

- "How would you connect the dots in all this?"
- "What would allow you to keep your antennae up around this situation?"
- "As you approach this situation, what would you like to be aware of?"
- "How do your actions impact people around you?"
- "What awareness do you have about how others perceive this?"
- "What choices do you have the power to make?"
- "What are the truths at the heart of the situation?"
- "What's the higher-level perspective?"
- "What's the bigger picture here in terms of what role you play in the world?"
- "What you say shows a great desire to see this happen and yet the action isn't following suit... what is that about?" [15]

Competence 9 - Designing Actions – Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

- a) **Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice and deepen new learning.**
- b) **Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals.**
- c) **Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions.**
- d) **Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterwards in his/her work or life setting.**
- e) **Celebrates client successes and capabilities for future growth.**
- f) **Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action.**

- g) Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them.**
- h) Helps the client “Do It Now” during the coaching session, providing immediate support.**
- i) Encourages stretches and challenges but also a comfortable pace of learning.**

Coaching is not psychotherapy, there is an ocean of differences between these two support professions, one of them is that coaching is fast-paced combining results and goals, and that is why from the very start the coach has to foster the client to design, take actions and evaluate them, and through the development of self-discipline, follow through.

The whole competence of designing action concerns switching your client’s perception on their lives from thermometer to thermostat – as the first responds to circumstances by measuring the temperature, and the latter is controlling what can be controlled, moving the client from effect to cause, from passive to proactive.

Hack 9

Here you can find that sample questions to start to develop the 9th Competence:

- “What do you want to teach yourself?”
- “What structures or systems allow you to learn best?”
- “What have you learnt or re-learned about yourself that will keep you in a place of choice?”
- “What action would allow you to deeper your learning on this?”
- “What mindset or frame of reference would deepen your learning?”
- “What would you like to do about the situation you just mentioned?”
- “Are you up for a bit of brainstorming?...you go first...what else...what else... what else, how about (can attempt a suggestion) ”
- “What is the priority?”
- “As you explore those concerns and opportunities, what do you want to learn?”
- “Out of curiosity, what are, say, three other alternatives for making that happen? How would you evaluate those options? How will you know which is the right one for you?” [16]

Competence 10. - Planning and Goal Setting - Ability to develop and maintain an effective coaching plan with the client. Without plans and goals, there is no coaching. It is unanchored chit-chat. With plans and goals, there can be deliberate, intentional dialogue. It can then be a purposeful coaching conversation.

- a) Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development.**
- b) Creates a plan with results that are attainable, measurable, specific and have target dates.**
- c) Makes plan adjustments as warranted by the coaching process and by changes in the situation.**
- d) Helps the client identify and access different resources for learning (e.g., books, other professionals).**
- e) Identifies and targets early successes that are important to the client.**

Goal setting is that turning point that distinguishes coaching and makes it excel when compared to other support professions. This is super important! Especially when it comes to ensuring that these goals are real goals and not something that comes from their environment or told by somebody else.

One of the most befitting models at this stage to start goal setting would be the **SMART model**, and this is actually something you can use with your client.

S – Specific *“Specifically, what do you want that to look like?” – “What’s the ideal?” – “What’s your vision for that?”*

M – Measurable *“How will you know you’ve reached the goal?”, “What measurement will you use for this goal?”, “On a scale 1-10, where are you now?”, “What do you want to do to get to the ideal?”*

A – Action *“What do you need to make that happen?”*

R – Realistic *“When it comes to this goal, what are the limits on your beliefs around what is possible?”, “If you dreamed bigger, what would – beyond realistic – look like?”, “How can you reach for that?”, “Maybe a better term would be Reach, as in Reaching Farther?”*

T – Timely *“What is your time frame for that? When do you want to finish?”, “What is your plan for making this happen?”, “What thoughts do you have for taking action?” [17]*

Once your completed your first SMART model, acknowledge with your clients that feeling that something started to shift, especially how those developed goals impact their values. Now you can ask a question to verify how much your clients feel that this is really their goal: “How does this new information impact your original goal?”; “As you work this out and new items come up, what adjustments might need to be made to your goal?”

Just beware that some clients sometimes may not be yet aware on how to recognise their own achievements, therefore, to start with you, the coach, can help this out a bit by fostering and shedding light on the accomplished progress, and making them aware.

Hack 10

Here you can find that sample questions to start to develop the 10th Competence:

- “What would work best for you in terms of a coaching plan to support that?”
- “What goals would you like to put in place for our work together?”
- “What are some other resources you might tap into for that?”
- “Who else would be helpful to speak with about that?”
- “What kinds of milestones will help you know you are making progress?”
- “You are really finding ways to gain new ground in that area” [18]

[17] <https://www.mindtools.com/a4wo118/smart-goals>

[18] Dita Palascakova, Lorenzo Nava - Beginners Coaching Manual; Erasmus+ KA2 C.O.A.C.H. 2020

Competence 11 - Managing Progress and Accountability - Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

- a) Clearly requests of the client actions that will move the client toward their stated goals,
- b) Demonstrates follow through by asking the client about those actions that the client committed to during the previous session(s),
- c) Acknowledges the client for what they have done, not done, learned or become aware of since the previous coaching session(s),
- d) Effectively prepares, organises, and reviews with client information obtained during sessions,
- e) Keeps the client on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s),
- f) Focuses on the coaching plan but is also open to adjusting behaviours and actions based on the coaching process and shifts in direction during sessions,
- g) Can move back and forth between the big picture of where the client is heading, setting a context for what is being discussed and where the client wishes to go,
- h) Promotes client's self-discipline and holds the client accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames,
- i) Develops the client's ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences),
- j) Positively confronts the client with the fact that he/she did not take agreed-upon actions.

To hold the attention on what is important happens at Macro Level, meaning who are the clients becoming and how they are increasing their capacity to play a bigger game, as well as at micro level, meaning what do clients need to think about and what actions steps are made to reach important goals. Holding the attention on what is most important for the client can start at the top of the meeting by asking "How did it go this past week with..." when referring to something the client wants to focus on. And then after sharing the wins to ask, "What's most important to focus on today?" and later on, you can hold the attention on what is important by asking: "You've got a lot of ideas out on the table. As you relate it to your long-term/higher-level agenda, what's most important?"

One of the main aspects of the art of coaching is to alternate "you" and "we", while "We" reinforces the partnership element of coaching, "You" keeps the ball in the clients' court, empowers and clearly shows where is the responsibility for the outcomes and results.

The Coach-Client partnership needs to always keep track of progress of what has happened since the start of the process, and how this works. The information is always reviewed underlining the clients' responsibility towards achieving their goal. It is most important to keep track of the past meetings and sessions, and to continue to do so in the future, knowing what comes next, and what actions the clients have committed to, which can also have some twists and turns as things show up, which need to be acknowledged and find a fitting time to actually address it.

Hack 11

Here you can find that sample questions to start to develop the 11th Competence:

- "How do you want to move your ideas into action?"
- "How did things go this past week with...?"
- "Sounds like an important topic to discuss. Since we are wrapping up already today would you like to put that on the agenda for the future?"
- "How do those details get woven into the bigger picture of where you're heading?"
- "When it comes to making a commitment, what is it like to really follow through and not to break your promise?"
- "In terms of accountability, what works best for you?"
- "How would you like to be held accountable?"
- "What do you need in order to make this decision?"
- "What have you rediscovered about yourself?"
- "What is the most empowering insight you're coming from that situation with?"
- "You did not follow through, what got in the way?" [19]

These are the 11 coaching competences, extracted and adapted from the International Coaching Federation description of what is a coach. They are not sequential, and to develop your own competences all of them will need to be developed, you can chose with what to start and bit by bit familiarise with all, until it becomes One Coaching Competence, as you will have progressed in each and masterfully develop your coaching tools, and empower local young community leaders.



CHAPTER 4

COACHING ETHICS

4.1 Code of Ethics and Conduct

The chapter below is inspired by the International Coaching Federation Code of Ethics for the purpose of Young Community Organisers development of a code of ethics and conduct when delivering coaching tools to support a community organising process [20].

We expect all trained young community organisers, who were trained and empowered to practise community organising and delivery of coaching tools, to adhere to the elements and principles of ethical conduct: to be competent and to integrate our competencies effectively in their work, in like with the core values of the European Union and promoted by the Erasmus+ programme. This Code of Ethics and Conduct is designed to provide appropriate guidelines, accountability and standards of conduct for all young community organisers who will apply coaching tools to their profession, and who commit to abide by the code of ethics and conduct below.

Definitions

- **Coaching:** is partnering up with a client in a thought-provoking and creative process that can inspire them to maximise their personal, professional and community leadership potential.
- **Community Organiser Leadership Empowerment:** Agrees with the ICF Core Competencies and pledges to the Code of Ethics and Conduct. Is trained and skilled at applying and using coaching tools, which does not necessarily define the community organiser as a professional coach.
- **Coaching Relationship:** this includes an agreement or contract and defines the responsibilities of each party.
- **Role in the relationship:** To clarify that the community organiser's role is to support the growth and development of young community organisers by applying coaching tools and encourage young people to take responsibility and actions and to be accountable.
- **Client:** that is the beneficiary of the coaching tools and young community leader.
- **Conflict of Interests:** This is a situation where the community organiser has a private or personal interest that is enough to appear to influence the objective of the official duties as professional and community organiser supporting community leadership.

Community Organisers Youth Community Leadership Supporters: Standards of Ethical Conduct.

Professional Conduct:

As a community organiser in empowering young community leaders I:

1. Will conduct myself in accordance with the Code of Ethics in all interactions, including training, mentoring, supervision and delivery of coaching tools.
2. Commit to take the appropriate action with the coach, trainer, mentor and/or will contact the YCO project organisers to address any ethics violation or possible breach as soon as I become aware, whether it involves me or others.

[20] <https://coachingfederation.org/ethics/code-of-ethics>

3. Communicate and create awareness in others, including organisations, communities, community workers, community developers, community leaders, trainers, mentors and coaches who might need to be informed of the responsibilities established by this code.
4. Refrain from unlawful discrimination in occupational activities, which includes age, race, gender, orientation, ethnicity, sexual orientation, faith, nationality, or ability.
5. Make verbal and written statements that are true and accurate about what I offer as a community organiser, delivery of coaching tools and overall support to community organising.
6. Accurately identify my qualifications, expertise, experience, training, certification and credentials.
7. Recognise and honour the efforts and contributions of others and only claim ownership of my own material.
8. Strive at all times to recognise my personal issues that may impair, conflict with or interfere with my community organising and coaching tool delivery performance or my professional relationships. I will promptly seek relevant professional assistance and determine the action to be taken whenever the facts and circumstances necessitate.
9. Recognise that the Code of Ethics and Conduct applies to my relationship the community I am organising, my clients among young community leaders, community workers and community developers.
10. Conduct and report research with competence, honesty and within recognised scientific standards and applicable subject guidelines. My research will be carried out with the necessary consent and approval of those involved , and with an approach that will protect participants from any potential harm. All research efforts will be performed in a manner that complies with all the applicable laws of the country in which the research is conducted.
11. Maintain, store and dispose of any records, including electronic files and communications, created during my coaching engagements in a manner that promotes confidentiality, security and privacy and complies with any applicable laws and agreements.
12. Use community contact information (email addresses, telephone numbers etc.) only in the manner and extent authorised by the agreements with the community members.

Section 2: Conflict of Interests

As a community organiser in empowering young community leaders I:

13. Seek to be conscious of any conflict or potential conflict of interest, openly disclose such conflict and offer to remove myself should the conflict arise.
14. Clarify roles for community organisers, application of coaching tools, set boundaries and review with stakeholders conflicts of interest that may emerge between tasks and other role functions.
15. Honour an equitable community organiser/coach/client relationship regardless of the form of compensation.

Section 3: Professional Conduct with the Young Community Leaders.

As a community organiser I:

16. Ethically speak what I know to be true to community leaders, prospective clients or sponsors about the potential value of the youth leadership support process or my delivery of coaching tools.
17. Carefully explain and strive to ensure that, prior to or at the initial meeting, my youth community leaders' clients and sponsors understand the nature of community organising and application of coaching tools, the nature and limits of confidentiality, financial arrangements and any other terms of the support agreement.

18. Have a clear service agreement with the youth community leaders, clients and sponsors before starting to deliver coaching tools and honour this agreement, which will include roles, responsibilities and rights of all the parties involved.
19. Hold responsibility for being aware of and setting clear, appropriate and culturally sensitive boundaries that govern interactions, physical or otherwise, I may have with my young community leaders, clients or sponsors.
20. Avoid any sexual or romantic relationship with current young community leaders, clients or sponsors, supervisees, mentees. Further I will be alert to the possibility of any potential sexual intimacy among the parties, including my support staff and/or assistants and will take the appropriate action to address the issue or cancel the engagement in order to provide a safe environment overall.
21. Respect the young community leaders and clients right to terminate the organising and coaching relationship at any point during the process, subject to the provisions of the agreement. I shall remain alert to indications that there is a shift in the value received from the professional relationship.
22. Encourage the young community leaders, clients or sponsors to make a change if I believe any party would be better served by another community organiser or coach or by any other resource and suggest him/her/them to seek the services of other professionals when deemed necessary or appropriate.

Section 4: Confidentiality/Privacy

As a community organiser I:

23. Maintain the strictest levels of confidentiality with all young community leaders, clients and sponsor information unless release is required by the law.
24. Have a clear agreement about how community organising and application of coaching tools will be exchanged among community organiser, young leader/client and sponsor.
25. Have a clear agreement when acting as a community organiser and applying coaching tools, mentoring, supervising and training about the conditions under which confidentiality may not be maintained (for example illegal activity, pursuant to valid court order or subpoena, imminent or likely risk of danger to self or to others, etc.) and make sure the young community leader/client and sponsor, mentee, supervisee voluntary and knowingly agree in writing to that limit of confidentiality. Where I reasonably believe that because one of the above circumstances is applicable, I may need to inform appropriate authorities.
26. Require all those who work with me in support of my young community leaders/clients to adhere to this Code of Ethics section on Confidentiality and Privacy Standards, and any other sections of the Code of Ethics and Conduct that might be applicable.

Section 5: Continuing Development

As a community organiser I:

27. Commit to the need for continued and ongoing development of my professional skills.

Part 3 : The Pledge of Ethics

As a community organiser and as a supporter to the development of leadership competencies and roles in young community leaders, I acknowledge and agree to honour my ethical and legal obligations to the young community leaders/clients I support, and sponsors, colleagues and to the public at large. I pledge to comply with the Code of Ethics and Conduct and to practice these standards with those whom I support, coach, mentor, teach, supervise. If I breach this Pledge of Ethics and Conduct or any part of the Code of Ethics and Conduct I agree that I can be held accountable for so doing. I further agree that my accountability to the community organisers' community for any breach may include sanctions and exclusion from the ongoing community organising processes.

Date:

Name in Capitals

Signature

CHAPTER 5

SET GOALS AND LOOK INTO THE FUTURE

The most important thing, whether you are a coach or simply trained to use some coaching tools, is that each meeting with the client, and person you are supporting, should start, and stick with, setting goals. Remember, coaching is a support profession that deals with the future, should it happen that the person can't visualise or begin to imagine their best possible future, it could be because of unsolved issues in the past, and then coaching can't do very much about it.

In this chapter we will start to surface how goal setting works and we will also provide you the first tools for your beginner's coaching toolbox, that will be an exercise called **"Utopia"** by international youth workers and trainer Simona Mursec [21], the **"Reverse Timeline"** by NLP trainers Adriana and Tad James [22], and the **"Wheel of Life"**, by Paul J. Meyer [23].

5.1 Health Warning

These exercises require your clients' **"Active Imagination [24]"**, meaning that much of what they will say and come up with will have its roots both in the conscious and unconscious mind, and at times it looks like daydreaming. If you see your client dozing in a dreamy state there is a slight possibility that they may be entering in a state of trance. Beware if that happens, you do not want to open Pandora's box, and you as a coach need both the conscious and unconscious to be wide awake. Should that happen, there is a quick and easy solution, all you need to do is something that is called "Break State". Meaning abruptly change your tone and speed of voice and ask something random such as – what is it? – or – what did you have for breakfast – this quick fix will bring your client back to the present and reactivate the conscious mind.

Utopia

Utopia means something ideal and perfect, almost unreachable and unrealistic, and this is exactly what you will ask your clients to imagine, after all you do believe in their creativity as you believe they have all the necessary resources to achieve their desired outcomes. You will ask them to describe themselves 10 years from now, as they have achieved their perfect, utopian, best possible future. As the client will start describing this ideal future, it would be good if you write it down, not on your lap away from the clients' eyes, maybe use a table so that they can see what you are writing which you actively listen to. This way the process is transparent, and the clients' hands are free of any task, all they have to do is to imagine and speak. The script can go like this:

- ***"Can you describe yourself in 10 years' time from now and imagine that on the ... (specific date in 10 years)... your life will simply be perfect under every aspect?"***

Once their description is complete, bring them back to today.

- ***"This is a description of the ideal future, what are the differences between today and that utopia? What are the differences between then and now."***

[21] <https://coachingfederation.org/ethics/code-of-ethics>

[22] <https://coachingfederation.org/ethics/code-of-ethics>

[23] <https://coachingfederation.org/ethics/code-of-ethics>

[24] <https://coachingfederation.org/ethics/code-of-ethics>

By describing the differences clients are actually starting to describe their needs and situation today.

- ***“What resources do you need today to start making your first steps towards that Utopian future?” - “What resources do you already have?” - “What resources do you still need?” - “How can you get them?”*** (And remember, one question at a time – wait for the answer, next question.)

Then you move with your client to the commitment phase, essential to any coaching process.

- ***“What do you need to do, starting today, starting now, to start making your first steps towards that Utopia in... (mention the date in 10 years).”***

This powerful exercise will likely put your clients in an empowered and positive state, there will be potentially a good feeling around, however, you are just at the beginning. For now your clients have travelled into a positive outcome, have assessed their situation now, identified their resources and what else they need and where to get it, and committed to a first step, and all of that will happen in less than an hour!

Reverse Timeline

This exercise you can do it as a standalone or as a follow-up of Utopia, what is important is that in Reverse Timeline the timespan is reduced to 5 years, because, again, you need the active imagination to be activated as powerfully as possible and 5 years seem more within reach than 10. Moreover, this exercise is much more dynamic, as it involves moving, well, it involves the coach moving.

For Reverse Timeline to be successful the client needs to suspend the “look to talk/look to hear” so it is even better if the client does not face the coach, maybe they can comfortably sit somewhere where they can gaze at an unspecified point and visualise what they are imagining, instead of focusing on you.

As a coach you will stand at a good distance from the clients, approximately 12 steps away, because you as a coach will need to take a step forward closer to the client after every question. And here is a potential script you can use.

By the way if you are doing this as a continuation of Utopia you can start with ***“You are half-way in your journey towards achieving your utopian future” - otherwise - “Five years from now you will have achieved the results you have always wanted and reached your goal.”*** Then you ask...

1. ***“Describe where you are now (this date in five years time) and describe it in detail, you have achieved so much, and reached your goal. Tell me, what do you see, how do you feel, what do you smell, what do you hear?”*** (take a pause after each question to give time to the client to answer them one by one).

Allow and help the clients to describe the picture in as much detail as possible until they stop, if the description is short and vague encourage them to say more, you can ask ***“what else”*** or ask separate sensory questions involving vision, hearing, touch, smell, taste etc. At the same time you as a coach, 12 steps away from your client, write down everything they say. Once the clients have described everything the coach takes one step towards the client.

2. “Now describe what happened just before what you just described, what happened that made what you described before possible?”

As the clients describe, you as a coach write everything down, and once you are done you take another step towards the client. Question 2 is repeated for a maximum of 9 more times, and a minimum of 4 more steps, until you are standing close to your client, just in front of them.

3. “Now describe what needs to happen today that will make that last previous step possible, describe what you see, hear, feel and do, now.”

Now you are sitting next to your client (not in front) you can hold what you have written before their eyes, on the table or lap, so both of you can see it and then you read out loud the 5 year journey your client has just experienced, this time starting from the present all the way until point number 2. As you describe it check the physiology of your clients and whether it is positive, powerful, hoping, energetic or maybe not so positive, and when you are done ask **“How do you feel now?”** and then, after the client has answered you can ask **“The first one you mentioned when we started this process is your outcome goal, the other ones are your process goals.”**

The Wheel of Balance, or the Wheel of Life

We left this tool for last, and actually it is maybe the most important one to start mastering right away, as pretty much all of the methodology we are proposing here spins around the Wheel. In other words, if among these three you were to choose only one, pick this one, and now we will find out why and how.

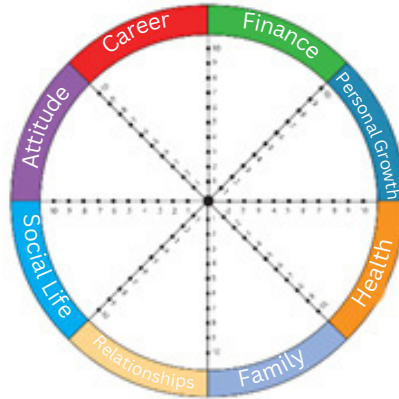
This is a very strong coaching tool that you can apply in many different ways, also it is fairly simple and extremely flexible. This is also something that some of your clients may be already familiar with, you can rest assured that our approach to the Wheel of Life is pretty unique.

To start with, it is important to know that it is likely that everybody have an unbalanced Wheel of Life, and although not optimal it is very normal. As a tool, the Wheel of Life helps a person to gain a panoramic view on how they see and perceive their life right now, and as a tool it can be applied to individuals as well as groups. What it does is to allow the clients to express the most important areas of their lives, and the extent of their satisfaction, happiness and sense of accomplishment in that specific area.

You can start by brainstorming with your client the areas of their lives that are important to them, and here you have a ranges of choices on how to go about it.

1. **The roles you play in life** – possible ones can be: companion/partner, parent, colleague, team member, community leader, friend, colleague etc.
2. **Areas of life that are important to you** – possible ones can be: positive attitudes, career, education, family, friends, money, community, service etc.
3. **Your own combination** – Different things that reflect what are the priorities in life, can be personal, or to a specific organisation, like community leadership.

Then you can have a printed, hand written, digital wheel divided into 8 parts, and you, as a coach, fill the 8 slices with each life priority that came out. If more came up, ask the client to choose, this will help them to focus, and maybe also help to address more macro areas; on the other hand, should the client come up with less than 8, you can acknowledge that this is perfectly fine and it may mean that the empty areas are yet to be discovered, and this will help the client activate their conscious mind in exploring further options and choices in life. Below you can see an example of what this might look like.



The next step is to mark each slice from 1 to 10, 1 being closer to the centre and 10 closer to the outer rim, 1 symbolising the lowest level of satisfaction or lowest outcomes, and 10 being the best. And then points are assigned in each area of the wheel.

Then, you as a coach connect the dots and the clients will visualise a map, a panoramic view on how they perceive their life and how it is going so far. Once this is accomplished, through the use of powerful questions, which we will explore later in this manual, the coach will help the clients identify how to balance the wheel, and balancing does not mean to have 10/10 in each area, it is not about equalising. Yet, some areas of life may well need more attention and focus than others, there are choices, compromises and cutting dead ends. You can ask ***“What is the ideal level of attention you should give to each area of your life in order to feel balance?”*** Then you can plot the ideal scores around their life wheels.

At this point the clients will have a visual representation of their life and an idea of balance. Great! Where are the gaps? These are the areas of life that call for attention. Just keep in mind that gaps can go both ways. There are areas that are not getting as much attention and they would life, and they take away energy and enthusiasm that can be directed elsewhere.

Once the areas are identified, and the areas that need attention are clear, it is time to plan the necessary actions to work on regaining balance, starting with the most neglected areas ***“What do you need to start doing to regain balance? In the areas that are now taking away your energy and time, what can you stop doing or reprioritise or delegate?”*** make a commitment to these actions by writing them down. Keep in mind that completing the Wheel of Life can take a whole coaching session, maybe even 2.

Hack 12

Here is a little secret for you, there are 1 or 2 areas that can be called “Triggers”, meaning that once the client starts working ton them and they start improving, automatically all the other areas start improving too. Later we will explore tools and techniques that can help you identify those triggers. [25]

Hack 13

Behaviour and Posture

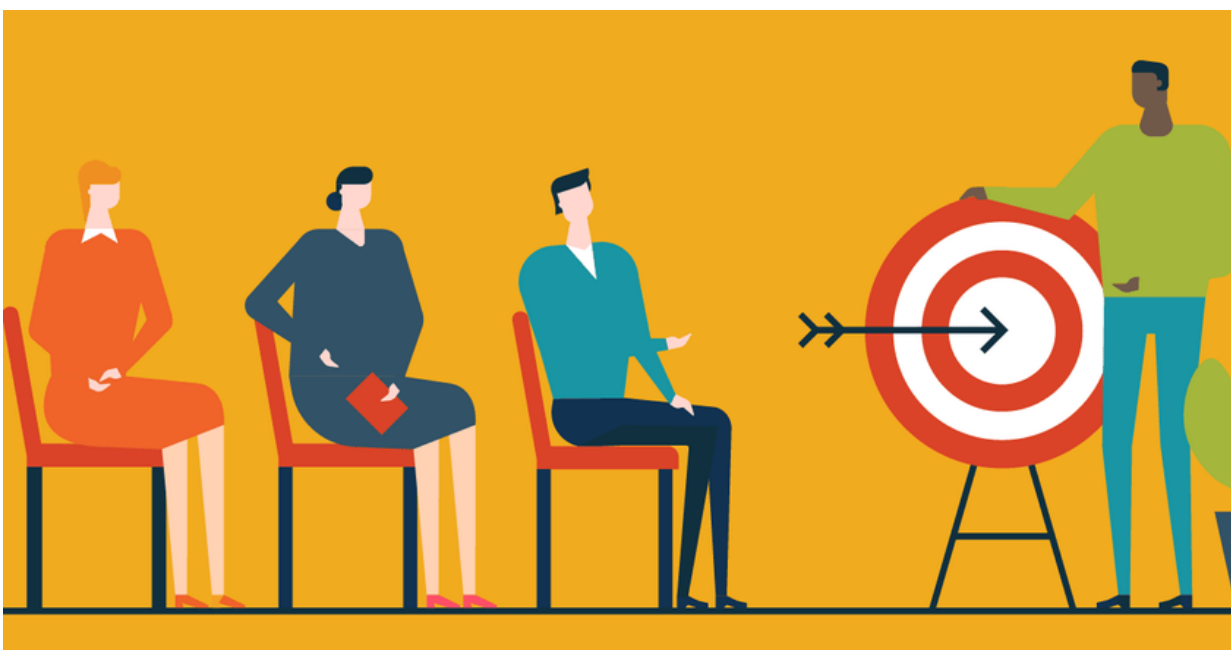
1. Do not sit in front of your client or at the centre of their attention, sideways will do, sometimes avoiding eye contact will make the client's internet journey easier rather than looking at you for confirmation and validation.
 2. When you take notes do so transparently so that your client can see what you are writing down, keep in mind trust, transparency and accountability.
- Listen actively and always have at hand a block notes or pad when you can take notes. [26]

Context Free

The power of the Wheel of Life is that it can also be context free, what does this mean? That clients can also symbolically and metaphorically express the 8 key areas, for example with names of flowers, or cities, doesn't matter, and that is perfectly fine should they want to do so. It does not make the tool any less powerful, and through the use of powerful questions you can always direct the clients towards their desired results and outcomes, without you necessarily knowing what they are, and it still will work and deliver results.

In terms of Community Leadership

When delivering coaching tools in a community organising context, one or two slices can be pre-defined, for example leadership role, or community, in order to understand where this role, task, duty fits in the whole life picture of the young community leaders, and beware, to do so just if the person has already acknowledged to some extent that they feel a sense of belonging to the community, or have at least partially accepted that they can play a leadership role.



CHAPTER 6

DESIGNING A COACHING SESSION

Yes, there are some golden rules to follow, but keep in mind you are not a professional coach, just a community organiser skilled at delivering some coaching tools, nonetheless remember that the relationship should be grounded on the quality of the partnership, trust and creativity.

1. Overall coaching is a process limited in time, that means from the moment you start you should already have a deadline to reach the desired results, time efficiency is the key, and the whole process should be drafted to realistically achieve the set goals.
2. Everything that happens in the coaching process is agreed upon in the agreement, but can also be verbal in case of adaptation, as long as the client is always aware and conscious of what is the plan and strategy and what it will lead to, full transparency and accountability, no surprises or rabbits from the hat.
3. Flexibility, if something does not work, no worries, acknowledge it and change the course of action (but not the timing) and can try something different. Also remember that through self-awareness and discovery the initial goal the clients wanted to reach can change.
4. Very important to remember that every coaching session should end with the client committing to action.
5. Should not be free! And let's spend some time to clarify this. It is a rule valid for professional coaches delivering coaching services that do require time and energy, and for this purpose coaches do deserve a reward. On the other hand, it is also necessary to create a sense of value for the client and the feeling that they are investing in something, committing and offer something in return, rather than yet another free service from which they can drop out anytime. Actually, this is one of the purposes of the contract. Now in the specific instance of community organising most of you are probably not professional coaches, and dealing with marginalised and disadvantaged groups may not be feasible to be "paid" nor should you without a proper coaching certification. There are other ways and possibilities for reward or remuneration, for example committing to a certain number of hours of volunteering, community work, or helping out with the community organising effort.

On a more practical side keep in mind that a single coaching session on average lasts from 60 to 90 minutes, and an average coaching process spans between **6** and **12 sessions**, and oftentimes those sessions occur at a **maximum** distance of once every **2 weeks**. And of course, this is something that can be done **online, offline** or as a **hybrid**.

Let's look at an example how a coaching process could potentially look like, so you can be inspired to design yours:

a. First Contact: This can look like an elevator pitch. Try it out your pitching statement for a maximum of five minutes, if the young leader has agreed to meet with you it means that at the very least, they are curious about what you want to say. Pitch how you can offer to support them to reach their potential as community leaders.

- **Remember** the S.M.A.R.T. Model we showed you before on the 11 Competences Chapter when designing your pitch.

- **It's about you,** this will probably be the first and last time that this talk is about you, your values and objectives should be clear, what helped you making the choice of becoming a community organiser, relate it to the community the young leader belongs to. (for example youth-at-risk, migrant background or origin etc.)
 - **Evidence:** If necessary, you can have with you also some evidence, or also extracts from this handbook to show to your potential client.
 - **Efficient Communication:** Active Talking, which means target your communication to the type of person you have in front, using terms, words, metaphors they can relate, as well as actively listening to their feedback, questions, comments, remarks, tone and body language.
 - **Can offer a trial session:** It is quite normal to face a bit of scepticism, or unawareness of this type of support you can provide, actually the word coaching should not be mentioned at all, might create expectations and this is something only certified coaches can use. In this case it might be early to talk about the agreement/contract, you can agree on a trial, this will also help you to know the young leader, and allow to build that necessary mutual trust and intimacy, and help you to better tailor your support.
- b. Week 1 - Contracting Session:** The focus of this session is the creation of the agreement or contract, you can find a sample at the end of this manual, and you can fill it together with each young leader.
- **Sit Together:** coach and client discuss what is the desired outcome, the timing needed to reach this goal, and the reward/payment, like community service we discussed before.
 - **Activities and tasks:** the agreement can also involve discussion about the tasks and activities you want to realise during the process and sessions.
- c. Week 2 - Goal Setting 1. Action:** It is possible that to start off with the young leader you can begin with active imagination and if you manage then you can use both "Utopia" and "Reverse Timeline".
- **1st tools:** Before the session is over make sure that the young leader commits to action and to do something about the goal in the time between now and the next meeting.
- d. Week 3 - Goal Setting 2. Action:** The 1st 2 sessions (C and D) can be focused on setting and defining specific goals, remember that with increased awareness the goal might change, you want to make sure you are working in the right direction.
- **More tool:** This is a good place to support them in creating their Wheel of Life.
 - **Call to Action:** As always conclude the session with a commitment to action until the next meeting.
- e. Week 4 - Goal Consolidation. Working on Process Goal and Action:** Here you can start reviewing Utopia, Reverse Timeline and the Wheel of Life and make them match by carrying out some adjustments.
- **1st Goal:** You can start to focus on the 1st process goal and measure it on the Wheel of Life.
 - **Questions can go around:** what needs to be done to achieve it? By when? By whom and with whom? Where? How? And for what purpose?
 - **Call to action** that can be measured with the Wheel of Life, addressing what area the client wants to focus on and improve.
- f. Week 5 - Evaluating the work on Process Goal 1. Action:** Of course, each of the previous sessions has started with checking on how the action went after Session C, D and E; now it is time to sit together, evaluate the actions taken and measure progress on the Wheel of Life.

- **Spiral Dynamics:** Ask the client to give you their own definition of a mature person, followed by their description of a mature person in each area of the Wheel of Life, e.g. in relationships, workplace, study, community leadership etc. Their own definition can help you understand this person's place on the Spiral Dynamics system (next chapter) as well as in their lives' priorities.
- **Triggers:** As you recall from the chapter where we described the Wheel of Life, within the wheel there are 1 or 2 triggers that if improved will automatically improve every aspect, this exercise on maturity can help you and the client identify which ones are the triggers.
- **Maslow:** This would be the right moment to use Maslow's Hierarchy of Needs (next chapter) and ask at which level have they progressed when it comes to self-realisation and understand at which level they are in each slice of the Wheel of Life.
- **Call to Action:** If you want at this point you can give to your client a simplified explanation of the Spiral Dynamics and Maslow's Hierarchy of Needs from this manual. Just as lost as you conclude with a call to action until the next meeting.

g. Week 6 - Process Goal 2. Action: you start by evaluating the action taken and measure it on the Wheel of Life, especially to check if the first process goal has already been reached.

- **Process Goal 2:** You can repeat here the same process as with Process Goal 1, it will help to consolidate the new strategies, awareness, behaviours, and actions of your client in reaching their goals and expand the spectrum of choices.
- **Call to Action:** Make sure the session concludes with a commitment to action until the next meeting.

h. Week 7 - Evaluating the work on Process Goal 1. Action: It is again time for evaluation of the action they carried out and to measure it against the Wheel of Life, and especially check if that 2nd Process Goal was reached and begin to work on the next steps. This session might take a little longer.

- **Get out:** As an option you can go out somewhere in town, park or outdoors and ask the client to identify a challenge for themselves and to overcome it. Then with the use of powerful questions you can debrief the experience and learnings from undergoing this experience, and how these new discoveries, awareness and learnings can support them in reaching the next Process Goals.
- **Call to Action:** Make sure the session concludes with a commitment to action until the next meeting.

i. Week 8 - Action Planning for the next Process Goals. Action: As your coaching process is nearing the end, it is time to tackle all the remaining process goals, and to go through a similar process as above per each one of them, having your client describing all of them.

- **Maslow:** At what stage are they now, what actions will bring them to the next stage.
- **Spiral Dynamics:** What kind of environment would support the expression of their values, how to intervene in their environment and surroundings.
- **Wheel of Life:** What is the desired level of satisfaction per each area, how to reach it and by when, setting deadlines to the actions that need to be taken.
- **Utopia:** What resources do they have and which ones do they need in order to accomplish all of the above (as well as checking progress on the Utopia exercise)
- **Call to Action:** The focus of this call to action is in the identification and finding of the necessary resources.

j. Week 9 - Closing and Evaluation: On the last session the actions have are assessed and resources listed, a final measurement and demonstration of the progress achieved since the 1st session, raising awareness of the changes that happened since day 1 as the process began, to make sure you will leave the client in an empowered, autonomous, and self-sufficient state.

What you just read is one option on how to structure a process of youth community leadership support applying coaching tools, and of course, there can be many more ways to do so. If uncertain you can always start by adopting this structure above until your confidence grows and you will be able to better tailor and adapt your support.

By the way one last thing

Where should coaching happen? In an office? In a study? At the clients' homes? For starters you can use a place that is comfortable and familiar to the clients. Just keep in mind the golden rule that it has to be a place with as little external noise and distractions as possible, to best support the young community leader to focus on the tasks and questions, that can well include phones off, a private space, little or no other human presence etc. The familiarity of the place is important because this can become an anchor, a place that they can come across in their daily lives and remember the coaching process and what they have achieved and accomplished.



CHAPTER 7

WORKING WITH VALUES

The word values is often associated with the word principles, and then we end up with a concept in our mind of something immovable, for a few even a dogma. This understanding is very far from reality. All generations of young people from anywhere on the planet in every time in history, must cope with the older generations accusing them of having no values and principles, unlike them, compared to the times when that generation was also young. But the world has changed, and alongside this change the social structures have changed too, the speed of life, the needs and therefore the set of values have changed too, although the older generations can't recognise them and therefore fail to see the values in which young people today believe.

What if you are told that values actually are nothing else but needs, nothing more and nothing less, from a linguistic point of view **"Value"** means **"To What We Give Values"** or else **"What do we need!"**

Imagine now a hypothetical grandmother who survived wars and crises in her lifetime, maybe her life experiences shaped a set of values that maybe revolved around religion; where God is the embodiment of hope, justice and a reward coming for the unfortunate souls who endure the struggles of life. Maybe around patriotism, the flag, the national symbols, identity, history, something to be proud of, from witnessing so many giving up their lives for that land and flag in acts of heroism. Maybe around family as well could be a core value of this old lady, the nucleus of support, love, unconditional union that allows siblings, children and parents to stick together and survive through hard times. I think you got a pretty clear picture of this stereotypical grandmother; and now let's have a look at her grandchild; perhaps a young girl who never lived or endured the hardships her grandmother had to face, a young girl who is active online and can access a lot of information from all the planet, turning her into some sort of global citizen, who can speak more than just her native tongue, can afford to travel, and for whom perhaps symbols like flag and sacred national borders does not make much sense, or who would rather believe in herself and ambitions than a superior being.

As you probably guessed, and as many of you have witnessed, the result of this clash of values is an intergenerational conflict, because the grandmother tries to pass her values of Family, God and Motherland to a teenager who can't make sense or meaning of these words. This will also generate another conflict, a more internal one within the young girl, who is unable to see herself fitting in the system of values passed down to her from the elders, by the social structures and by the educational system which was created by the previous generation, resulting in an inability to find her space and place, because nobody addresses or recognises her perfectly valid value system.

Back in the 1960s psychology professor Clare Graves struggled exactly with that question, and unable to find an answer was about to resign from his career, until he was inspired to develop what he initially called the **"Theory of Everything"**, known today as **Spiral Dynamics** [27]. The development of this theory involved Dr. Graves and his team to interview thousands of people with a single question "What is your definition of a mature person", the diversity of answers they got helped him categorise humans into 7, potentially 8 value systems according to their background and environments. Realising that values take share in the environment where we live and the values that are generated are coping systems to the circumstances around us, that simple.

[27] https://en.wikipedia.org/wiki/Spiral_Dynamics

Let's take the example of the old lady with her grandchild, they grew in completely different environments, the elder lived in a time and place where collectivity was key to surviving hard times, and for this reason ended up developing values shaped around group identity, religion, motherland, family. The teenage girl instead grows in an environment that promotes individualism, ambition, consumerism etc. and for this reason develops values that will help her to cope with this world in the here and now, and if one day she too becomes a grandmother she will face the same conflict with her own grandchild, as the world and society may be very different in 50 years' time, and require different sets of coping mechanisms, values.

Values and Coaching

How can this be used in community organising and especially in supporting young people to take on the role of community leaders, especially by applying coaching tools? The Spiral Dynamics, which we will explore shortly, helps us define a person's value system, and can also help to identify social groups like communities, families, civil society organisations, companies or even a country. Knowledge of the spiral can be something extremely powerful to hold in your toolbox because this will help you understand the value system where the clients are operating and will help to identify the most efficient way to reach the goals. Fortunately, or unfortunately, there is no quiz or test to assess the value system, and that is perfectly fine because through conversation, observation and powerful questions such as "Tell me your definition of a mature person" you can get very revealing answers.

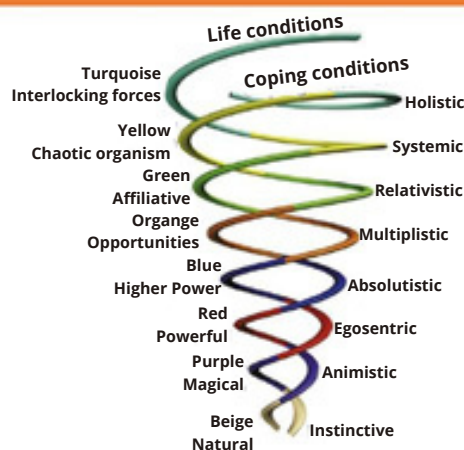
Beware!

1. What you are about to see on the rest of the chapter might lead you to think about a hierarchy, it is not, there is a system superior to the other, each is the right system for the right environment.
2. This is not a tool to brand and categorise people, individuals are multifaceted, and even though all have a dominant value system, other areas of life can apply other value systems, some may affect how the person relates to family, relationships, self, work, study etc.

Welcome to the Spiral

Spiral Dynamics is a model of human evolution in terms of values, values intended as coping systems to the environment where a person is born or lives. Why coping? Because every environment presents a set of challenges for humans, to solve them and continue existing, develop behaviours and new sets of values. It looks like a double helix spiral, which means that as it gradually grows its radius, it goes from simple and basic existential problems which require simple and basic solutions to more and more complex environments, implying more complex coping systems, values.

WHAT DOES IT MEAN?



The reason Dr. Graves chose colours was exactly to give the impression that there is no hierarchy or coping condition that is better than the other. So now we are going to explore each colour and its meaning.

Life Condition	Coping Condition	Description
Turquoise	Holistic, Experience	this is a global thinking culture which takes an "interconnected" view of working and living and the environment.
Yellow	Systemic, learning	The focus of this culture is on self-development, learning, applying knowledge and change. The organisation is generally agile with a clear direction.
Green	Communitarian, relationships	A culture which is focused on building a community that is tolerant and accepting of differences and diversity. Emphasis on sharing and caring for others.
Orange	Prosperity, Achievement	In this culture success and results are all important. The focus is on being entrepreneurial, pragmatic, and doing whatever it takes to get the job done
Blue	Truth, Conforming	The organisation values order, stability and obeying the rightful authority, rules, and regulations. The focus is on the task, not on the person.
Red	Power, Control	The emphasis is on energy, power and beating the competition (and sometimes there is a high level of internal competition)
Purple	Safety, Protection	Focus is on the maintenance of in-group relationships that provide certainty, protection, warmth, support and guidance.
Beige	Survival, here-and-now	Focus on immediate survival and instinctive/impulsive actions. [28]

In short, these are the 8 levels of Value Systems coping with the existential problems of the 8 environments humanity has faced until now. Each level is more complex than the previous one, but less complex than the one above. Just never forget that more or less complex does not mean better or worse, each value system is appropriate for the environment that generates it, because it finds solutions for the existential problems of that level, while creating problems for the next one. Let's now look at an example looking back at the history of our species.

Human History

At first humans were not very different from the rest of the animal realm, as they hunted and gathered food for survival and hoped to live yet another day while moving from forests to range, however, consciousness was already there, and the conscious mind generated values around life, species continuation, survival of the fittest; and this created a problem for our species, very low survival rate, even light injuries could end up in death, and encounters with other predator animals was a significant danger. This problem called for a solution which was to come together in groups and give life to the first tribes, kept together by an in-group culture, common rituals, taboos, every tribe member sacrificing their individualism and freedom for the sake of gaining protection and safety, sharing food, water, fire, warmth, tasks, under a clear leadership and magical or spiritual explanations to make sense of the world around them. Generating collective consciousness and an understanding of what is right and what is wrong. This was a great solution to the problems our species was facing back then, and it also created some problems, individualism was completely suppressed and undermined to favour a strong group identity, accompanied by unclear rules that allowed or forbade how to live. So the solution was for some individuals to break out from the tribe and renounce the self-sacrifice going for its opposite, uncontrolled impulsiveness – want it all and want it now – could be that this individual ended up as tribe leader, as a marauder, a traveller, expanding the territory, attacking, and the whim of this person was the only rule. You can imagine the problems that this coping system created, there was a need to keep these impulsive warriors under check and make sure that our species would not only be defined by a long sequence of conflicts. This gave way to a new system, one that creates rules and regulations, establishes morality and a code of conduct that comes from the wisdom of divine beings, holy texts, as well as written laws, to prevent that marauder from appearing again in human history, or at least limit its capacity. This gave way to concepts of wider group identification such as land, language, culture, holding truth and oftentimes a sense of superiority to the other groups of humans. As you probably guessed, this system requires quite a lot of self-sacrifice, because people must conform to the common rules otherwise, they will receive an immediate punishment, on the other hand if they obey the rules, they will receive a reward later on. For example, be a good believer and you will go to Heaven; pay your taxes and work hard and you will receive a pension and rest, etc. This also creates a few problems, as this system does not fit everybody, some might feel too much conformity and social pressure to be so similar to one another and boxed into folders regarding land, language, culture, faith etc. These people break out of the box and start to aim for their own personal success, finding ways to satisfy the ego, maybe in the arts, literature, medicine, science, business, to shape a world where a person's worth is measured by personal success and wealth. The solution worked for that environment, and it created quite a lot of problems too such as; the inequality of income and rich-poor class division, over-exploitation of resources, massive industrialisation and deforestation, climate crisis, and as humans these problems need new solutions to allow the continuation of our species. There is a new form of uniting individuals in collective groups in the last decades, non-governmental organisations, charities, organised communities, movements that gave way to some potential solutions such as the birth of concepts such as green, ethical, and sustainable economy, a new trend to look beyond borders and cultures perceiving humanity as one, and that we must strive together to solve today's problems.

Resulting in publicly funded projects, roundtables, dialogue, demonstrations, publications, for a etc. Which is great, and yet, surprise, this also generates problems; the inclusive and participatory nature make this system very time inefficient to get the necessary things done, there is human awareness of the problem, but a critical mass is not enough to save humanity from the upcoming environmental disaster. So the human returns to the self, putting the collective mindset aside, there is a need for new learnings, new ideas, innovation, learn lessons from the past and all precedent coping systems to identify the necessary solutions that exist in self-awareness and new knowledge. This is a phase that should set the grounds for a new society and new set of moral and ethical conduct where there is awareness of the self, of society, environment and of the world. This is probably where we are now, and it is unsure what problems this mindset will create and what new coping system our species will have to create to solve those problems.

Life Condition	Starts	Until
Turquoise	Maybe just starting	Unclear yet
Yellow	1950s	Today
Green	1900s	Today
Orange	Prosperity ACHIEVEMENT	Today
Blue	Bronze Age	Today
Red	Iron Age	Middle Ages
Purple	Stone Age	Iron Age
Beige	Neolithic	Stone Age

Interesting Note

When Dr. Graves begun researching the Spiral Dynamics it was long before the birth of civil society organisations as we know them, and community organising was just beginning, so he foresaw that sooner or later, as a species, we would need to develop a Green value system the cope with the problems generated by the Blue and Orange value systems. Somewhere in his writings was also mentioned that should Green and Yellow not succeed then our species would return to Beige, and start all over, meaning that we might end up destroying our world and society and survivors will start from scratch.

Human Life

There is another way to read the Spiral Dynamics

“Peter is new-born baby, is unable to figure out what the world out there is like, does not have a language to communicate, just sounds. His focus is on his immediate and basic needs, eat, drink, sleep and warmth, and every time these needs are not satisfied, he shows it with sounds, and once satisfied he is calm again. Peter grows into a child and now the world starts to make sense, his parents are his protectors, the ones who deliver rewards or punishments according to what he deserves, they provide him with shelter and safety. The world around is magical, there are tooth fairies, there is Santa Claus, and there are horrible monsters who are ready to come and eat him if he does not eat his broccoli, it is a world with ghosts hiding under the bed, and many more wonders. Peter grows and the magic starts to disappear, the warmth and safety providing by his parents are not enough anymore, or not the right ones, the guidance given is not what he needs, rewards and punishments stop working or even encourage disobedience. Now he needs to experience the world by himself and find out who he really is, and because of the lack of experience his has to rely on intuition, impulses and instincts. Maybe he craves to have careless fun by breaking the rules not even thinking about the consequences or risks. Peter grows older and is much calmer, he enters university and makes choices about what place he wants to have in society. He studies, sometimes not hard enough and fails the exams, something harder and gets a good mark, and all in all gets his diploma and enters the labour market. Peter grows older, now he has a job in an office and his employment sets the pace for his life, as to when he wakes up, when he goes to sleep, what he eats, his community of belonging is made of colleagues and co-workers, pays taxes and pays for his rent, and things seem to be going quite fine. However, one day he grows tired of all of this , that office chair becomes tight and boring, there is a looming feeling he is at a dead end. So, he brings back to life an idea he had back in his student days, decides to take a risk and open his own company, it is a bumpy road made of ups and downs, he needs to adapt, change direction, target, adjust to the market, cope with competitors, but in the end he becomes quite a successful entrepreneur.

Years pass and Peter grows older, he has a good job, a nice house and a great family nearby, however, he has a feeling that once he has passed the middle age it is time to give something back to society, he spent years alone focusing on his own success as entrepreneur, but now he feels he needs belonging and something greater than himself, so he starts to donate to causes, joins a local action group and community, does some volunteering, and starts to belong. Nonetheless will come a time when this will not satisfy him anymore, and he will need to look for, and understand, deeper meanings to his life and all the experiences he had, what lessons he learnt, as a ground for self-development.”

This was just an example of how the Spiral Dynamics can be applied also to a human’s lifetime, not just human history. Generally speaking, it seems that anyways a vast part of humanity stops at the Blue level until the end of their days, despite a growing trend towards Orange and Green.

Now we have surfaced Spiral Dynamics, and it is time to go deeper into the Theory of Everything, and how to apply it to today’s society.

Life Condition	Starts	Until
Turquoise	Unclear yet	Unclear yet
Yellow	70 years old
Green	50 years old	50 years old
Orange	30 years old	50 years old
Blue	18 years old	30 years old
Red	13 years old	18 years old
Purple	2 years old	12 years old
Beige	Birth	2 years old

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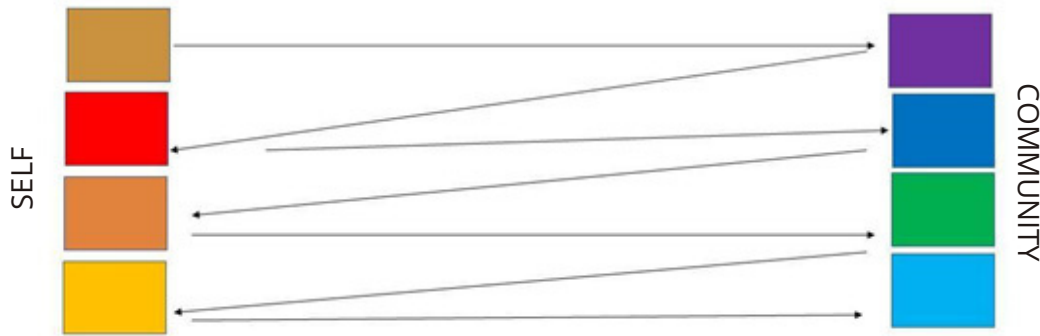
Understanding the Spiral

To understand the Spiral, it's important to observe the structure, Beige is at the very bottom with a very small turn of the helix, while Turquoise is at the top, making it the most complex coping system to the most complex environment, and has the biggest turn of the helix. Reminding you that bottom, or top does not mean better or worse, it is a hierarchy based on complexity not on quality, as Graves said, "Everyone has a right to be who they are".

Also important to notice that the Spiral's climb is an alternation between warm colours and cold colours, because we need to look at the Double Helix of the Spiral as if it was a swing, where warm colours (beige, red, orange and yellow) are value systems that aim towards the self, or the selfish systems, while the cold colours (purple, blue, green, turquoise) are called the altruistic or community value systems. When you look at the stories in the previous paragraphs you can see how the pendulum of values swings between community and self and then back. Once the personal need is satisfied it is time to satisfy society's needs and on and on.

THE PENDULUM SWING

The Eight levels are divided in **WARM** and **COLD** colours in alternation:



How can you use Spiral Dynamics in Coaching

Now it is time to provide you with more detailed descriptions of the various colours and value system, in order to later better understand how to apply this knowledge to your coaching and community organising practices. We will go deeper until the Yellow system, for now treating Turquoise as a prophecy [29].

BEIGE - Hunter and Gatherer

Beige expresses the self through the maximal use of impulses, intuition, instincts and senses all aiming towards the satisfaction of physiological needs - Hunger, thirst, sex, bodily needs ... and of course to avoid being eaten by some wild animal. The existence of Beige is based on reflexes with imitative behaviours to learn survival techniques. The young observe the more experienced ones and copy their behaviour and actions. There is no organised working effort, nor formalised social structures. This value system requires direct experience and practical skills. How does Beige learn? Learning is based on imitation and emulation, instinctive programmes, classic conditioning, and assimilation.

PURPLE - The Tribe, Taboos and Magic

Purple requires self-sacrifice to be part of the group and to take it on as an essential part of identity, the group is guided by elders according to the will and blessing of the spirits. The individuality is submitted to the collective identity and exists only through ties with the group. Tribal loyalty, rituals and traditions are passed down from the ancestors and moderated by the elders who ensure the legacy of the ancestors and assure the continuation of the existence of the tribe. The group finds meaning in signs and reaches a balance with what the surrounding environment has to offer. Humans are curious about the causes and forces of nature and attribute them a divine aspect, where icons and images are preserved as symbols and amulets. Knowledge and wisdom are passed on by the elders through tales, myths, and legends.

How do Purple learn? There is an institution of a direct association between behaviour and result, observing cause and effect. The style is repetitive, routine, and ritualised ways of doing things.

[29] <https://www.erickson.edu/blog/sprial-dynamics-a-twist-on-the-coaching-conversation>

RED - The Impulsive Warrior

Red express themselves impulsively and without any sense of guilt; they follow their desires here and now and to hell others and consequences. Red is hedonism based on reward and following a dynamic of domination-submission, finalised towards surviving as an individual. Self-affirmation exists in to dominate other people and nature. It is a mixture of coercive intimidation mixed with benevolent behaviours. Red is egocentric, impulsive, unrestrained, spontaneous, and guided by immediate interest by imperious emotions. Love/hate, happiness/anger. The biggest fear of Reds is shame, and although they have no sense of guilt they feel piety, but not empathy.

How to Reds learn? Conditioning based on rewards and reinforcing actions, and does not learn through punishment, quite the opposite.

BLUE - Law and Order, Ethics and Morality

Blues believe in self-sacrifice to obey to a legitimate superior authority; they find security in the present to deserve a reward later.

Self-Sacrifice and obedience exist within a pre-ordered structure, to live a righteous life and avoid punishment, and of course to keep the natural order of things. Blues are absolutist, authoritarian, linear, and very aware of the future consequences of their actions.

Truth is something absolute, they trust and obey authority when this is legitimised within a specific tradition or faith. And one of the major musts are to repress impulses, they are well aware of what guilt is; feel forced to find deeper meanings and purpose to life and to the world around them and are obedient.

How do blues learn? By avoiding, with expectation - one can even say that they need punishments for the mistakes they have made, they learn and memorise mechanically, with a complicated system of reward and punishment. Most of all they need structure and order with a linear time.

ORANGE - Success, Wealth, Ego

Orange expresses themselves through calculation, not at all impulsive, trying not to cause the anger in others and still obtaining what they want by manipulating change. Orange is multipolar (which means that there are many ways to do something and one of them is better and brings more advantages). Most of all, the individual has the capacity to change things. Has faith in science and an ability to include many ideas, even contradictory ones at the same time. Competition and Confrontation are based on subjective criteria rather than objective standards, and constant improvement is a peculiar characteristic of this "best possible world" that often is seen as materialistic. Though measures and quantities are based on a scale of compromises rather than polarities that exclude one another. The assumption of calculated risks, strategies and calculation of probabilities, Orange have faith in their competences and in the ability to make things happen just as they wish, and an inner capacity to manage appearances.

How does Orange learn? Through personal commitment, a mix of experimentation and simulation to obtain the results awaited through self-control. They use competition and assumption of calculated risks, besides the noteworthy variations of experience. They proceed by attempts and errors. Analytical moves through different options at once to get the best result.

GREEN - Community, Global, Consensus

Sacrifice some of your self-interest to make a better life for yourself and for others, in a world where everything is relative and depends on the context. It is a capacity for social adaptation.

Promoting concepts of openness and mutuality through social activism and internal exploration, according to the needs of the situation and human needs too. Truth is not fixed and can change according to the situation. Social-centric attention to human factors, with focus on emotions, relations, and empathy - Awareness of differences without a need to categorise or judge them. Tolerance for ambiguity and a greater open mindedness. A dislike for intolerance and hurting others or the planet. A thought which is sensible to the context and in synergy with the emotions. Searching for the peace of the mind, re-establish a balance and harmony.

How does Green learn? By observing. Gives priority to a sense of community and social commitment rather than solitude. It is based on teamwork that gives the chance of sharing with others and collective growth. Reintroducing spiritualism and energy in the dominant scientism.

YELLOW - Knowledge, Change, Relativity

Express yourself for what you wish, never damaging others or the planet, therefore every living thing can continue to live in a sustainable and natural way, while you are free to be what and who you want. Have a quick adaptation capacity, never stop learning and self-realising. To be independent (neither too dependent nor too independent) and adapt in a fluid manner, as situations and people change. Live life as a process of non-stop discovery, without useless fears or impulses and overwhelming greed, simply trying to be useful.

How do Yellow learn? From interpersonal relations, as well as from information. Integrative training which can take many shapes. Learning tends to be self-managed and self-motivated. Finds opportunities for learning in every moment and in every place, regardless of social position, is thirsty for knowledge.

Seven Colours in Today's Society

In this next chapter we are going to explore some archetypes (and stereotypes) how each colour would fit in today's world, just take it as a compass rather than a detailed description. This, along with the rest of the information can help you understand and decode your client's description of a mature person.

BEIGE

Malcolm has been suffering from a mental degenerative illness that made him lose his language skills and short memory loss. He lives day after day, re-learning many of the basic skills with the help of nurses and psychiatrists that teach him. His mood and life are set by the conditions around him, he protests when cold, removes clothes when hot; when hungry or thirsty really anything goes as he must quell his impulse as fast as possible and by any means possible and available. He is also a bit paranoid, does not trust anyone, and when eating and drinking always protects his food and water, and has a very light sleep, as if ready to stand up and fight (or flee) in a matter of seconds. His communication with fellow humans on his state and thoughts is mostly through sounds and body language.

Beige level is almost not existing anymore in human society, apart from the toddler phase of life as aforementioned, perhaps it may still be found in some remote areas of the planet as very isolated cases, in modern society a Beige person may well be someone suffering from mental degenerative illnesses.

PURPLE

Susan lives in a community of like-minded fellow believers in God and love for all the creation; she remembers every day, years ago, when she still didn't have God in her life, what a horrible living she led, made of alcohol, drugs, casual sex and self-destruction; and with a heart full of gratitude she remembers meeting the priest who showed her the light out of that tunnel of perdition and brought her back on the path of light. Since then, she has been living in this community, all members are always kind and supportive to one another, never a word or an act of hate here only people filled with light. She wakes up in the morning, like all other fellow brothers and sisters, and the priest leads the morning prayers, as he does three times per day. Then all go to their professions and jobs, and all that they earn goes into a common cashbox, in order to look after everyone in the community. She has no belongings anymore and gave everything to the Community, for this now she feels so much more relieved, and free of worries, free to love God and all the Creation with all herself, knowing that every one of her basic needs is looked after by the community. They eat together, pray together, carry out all the chores together. Of course, there are rules to follow, and yet these rules are not difficult for one who sees in the community the manifestation of divine love and the universe.

Purple, apart from the pre-puberty childhood, can be found in people and groups of people who are closed within an in-group, here we gave the example of a sect or cult, which can resemble the structure of a tribe from the prehistoric times, however such a system of values may also be found in radicalised groups, extremists, street gangs, as well as, of course, in remote parts of the world.

RED

Frederick lives in suburbia, grew up streetwise, and is a survivor, if the streets taught him something, that is, if you want something, get it! He is the kind of person who does not know the boundary between being brave and reckless. So many of his friends and companions have already fallen, to the fights, to the bottle or to drugs, so he has learnt not to make any long-term plans, as life can be so unpredictable, better live in the here now regardless of the consequences of his actions. The thrill, the adrenaline, the pleasure give him satisfaction, and that gang that follows his leadership, all submitted to his strength and power, and he's the ring leader. His actions are often impulsive, and when that works, he is reassured of his power, failure instead is seen as a provocation to insist more, and punishment is a strong motivation to pursue his lifestyle, in the face of all those do-gooders, respectable and honourable citizens, he is free, and the world is his for his taking.

Red, apart from the teenage phase, can be seen today in situations where extremes may require a person to develop (or adopt) such a system of values, situations of poverty, of conflict, or rough neighbourhoods, and this does not make the person necessarily bad, simply uncertainties and need for survival require this system. Quite often Reds' followers are purple seekers of security and safety.

BLUE

Camilla, is working as branch director in a public sector office, decades of honoured service to the state and the public, a bit of a routine and boring job, however whenever she thinks of that immediately her thoughts go to what she has been repeating to herself for many years, she is doing her duty and her part for the well-being of society, duly pays her taxes, recycles for the sake of the environment, never got a fine or parking ticket, and as a diligent citizen votes at every election, and every Sunday attends church. With her children she can be a bit strict mother, yet her children will be grateful to her when they will grow up and become God-fearing and law-abiding citizens. Whenever looking back at her life, she counts all her blessings and thanks God in her prayers, a stable job, ok income, happy family, and with so much turmoil and trouble in the world, she lives in a peaceful, stable and great country, with a great history and destined to have a great future. She always scolds the younger generations, why can't they feel what she feels, every time the flag flies up high or the anthem is playing, she feels butterflies in her stomach.

Blue, apart from entering adulthood, can be seen extensively today, perhaps not in every aspect described above, however is probably one of the most widespread value systems in today's world, the superiority of morality and ethics, role of religion or of an ideal, dogmatism of law, the respect and obedience to the high authorities of the state institutions, and a strong sense of communal belonging to people from the same language/culture/country etc...

ORANGE

Mario's phone wakes him up in the morning at the sound of classical music, he always admired the genius of classical composers, of how one single mind could create such a complexity of beauties. As the electric coffee machine is punctually brewing the black energetic elixir, he opens his tablet to have a look at the stock markets around the world; nothing new and no news is good news. Accidentally he hits the book next to his book - Nietzsche's "Beyond Good and Evil", recently he attended a training for top managers where it was said that much of the rhetoric of persuasion and influence lay in the works of the great philosophers of the past, and he felt he could do with some learning in that direction. As he sips his coffee and enjoys his healthy avocado recommended by the nutritionist, time to check his website on e-commerce and how the sales of online ads is going, recently placed a major sale to one of the biggest online retailers globally and already started daydreaming of the fat cheque he will receive soon.

Done! Time to go to work, consultant on human resources at a large insurance firm, designing mechanisms and systems for employment as well as criteria for firing during dire times. It was a good job, paid well, however, started to get a bit routine and he has already learnt the business of consulting; could be time to actually get some associates together and make a pretty strong group and maybe even become a market leader. After all, he has the CV for it, a degree in economics, a master's in business administration and all kinds of specialisation courses, from banking to accounting. Of course, for that he had to drop out of art school, one of his passions, many said he would have become a very successful painter, and he still does from time to time, at least his ex-wife and children loved his drawings. Maybe he can move his business to art collectors and paint a bit too. Let's see, now to work.

Orange is pretty much, me, me, me; everything I do, I do it for me, to achieve success, recognition of my individualism and of the self, with some elements of ambition, narcissism and ability to dream big, with parts of risk-it-all attitude to achieve my goal, and whether I succeed or fail is only up to me; therefore a knack for experimenting, learning and constantly self-improving towards tangible results.

GREEN

Sophie was active for years for years in a local NGO doing plenty of local volunteering, fundraising, conducting campaigns, fair enough the income was very low, yet the satisfaction was great. However, one day she realised that despite her efforts and that of hundreds of people like her, the change was so little, it was time to lead by example. This is how she fundraised and created her own start up, a manufacturing workshop, most employees would be from migrant background, as those have the hardest time finding a normal employment, they would use only recyclable and sustainable materials, and people would be trained on the job. As the company grew and grew, she adopted her employment policy to also include single mothers, and then people from disadvantaged backgrounds. The real innovation is that each new employee was also given a share of the company, so the more the company earned the better salary they will get yet being guaranteed a dignifying fixed salary by contract. Work included 6 hours per day for 5 days per week, yet one week per month it required only 4 working days only, to guarantee a work-life balance. The whole workshop was built with the advice of a Feng Shui consultant. Also, every week they would hold a meeting with the whole staff, to ensure all knew what the others were doing, all could voice their concerns or proposals, and each and every decision was voted on by the assembly. The workshop had a nice green area around, strict no smoking rules, and a cafeteria which would serve only vegan and vegetarian food, and several training sessions and seminars for the workers who wished to stay longer and either gain new skills, or discuss matters like global warming, poverty and inequality etc.

Green can be seen as those who wish to see a better world for others as for themselves, those who perceive a need now to behave as a global community and look after one another, and basically save the planet by saving the humans. All that lives matters, all opinions matter, and is motivated by an innate care for others, as well as a strong sense of justice.

YELLOW

Jessica always felt a bit out of place, she perfectly understood and analysed in depth every issue and problem humanity is facing today, and has come to realise that solutions can't be found in the past, rather new solutions need to be created, and where can they be found? He life has always had more question marks than answers. Though this has led her to become an extremely flexible and adaptable person, she has changed several jobs and places and somehow always managed to find the way to fit in and find a common language with everybody. The best jobs and tasks for her are the ones where she is learning, and if not then a job becomes just a mean to afford more learning, buying new books, attending more courses, learn and develop are the keywords, and of course her life is balanced and harmonised in three parts, to work, to learn and develop, and to do something for others as well as for herself; and in the constant search of the one thing she can do that encompasses it all.

Yellows are seekers, question everything, discard nothing, empathic towards humanity and the world and yet wishing for themselves success in every area. Their empathy leads them to feel situations and people, and to be able to adapt quickly, with a flexibility. Could be that Yellow is the beginning of a new Spiral.

Ever seen a Monochromatic person?

I guess not! Because such a person does not exist, as a matter of fact, the breaking news is that what you have read until now is by no means the colour-value-system of a person, rather it is the colour of the basin, or the container, not of the content. Within a colour-value-system there may exist many more sub-levels, as many as per area of life. The simple demonstration is that we are certain that while you read through the chapters above you probably identified with some aspects in many different colour descriptions.

A person can have a blue container or a morally and ethically upright and law-abiding citizen, yet in private relationships can be more towards shared decision-making, inclusivity participatory and shared responsibility behaviours that resemble more Green, while instead when doing sports can have power-plays and winner takes it all competitive attitudes etc.

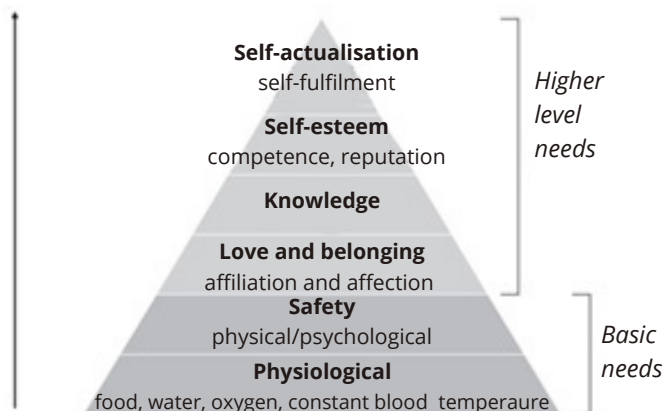
To make your coach life easier, we suggest you go back to the chapter on Designing a Coaching Session and to the tool Wheel of Life, and help the client to assign colour value levels to each area of the Wheel, and that is something that will help you both to identify solutions and expand choices.

Did anybody notice Maslow?

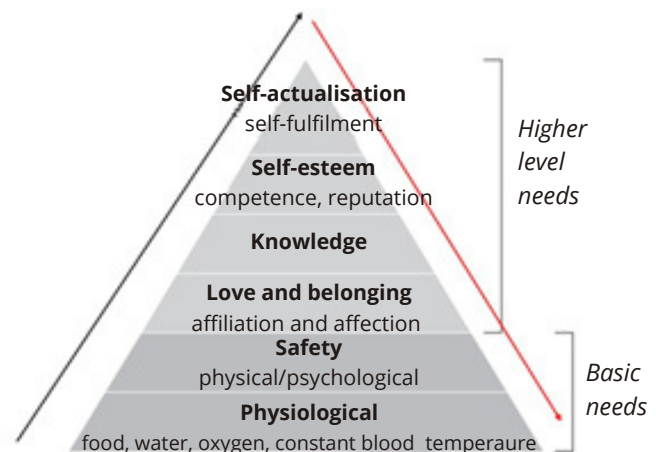
Maslow and Graves knew each other, and both developed their revolutionary models more or less at the same time, except Graves died before completing his. At some point Graves was quite critical of Maslow's Hierarchy of Needs, unable to see how this reflects reality [30].

Maslow places at the bottom of the pyramid the Physiological Needs (food, water, warmth, shelter etc.) and only once those needs are satisfied the person can move the next level, Safety Needs (physical and psychological safety aspects included), once those needs are satisfied the person can climb to the third level Love and Belonging Needs, (affection, affiliation, etc.) Once that is achieved the person can climb to the fourth level Need for Self-Esteem (reputation, competences etc.) Once that also is achieved the person is ready for the fifth and final level Need for Self-Actualisation (or self-fulfilment, or self-realisation) which is at the very top of Maslow's hierarchy, pictured as an upward ladder where the needs are satisfied one after the other, until the person is fully self-realised.

MASLOW HIERARCHY OF NEEDS



MASLOW HIERARCHY OF NEEDS



[30] <https://www.simplypsychology.org/maslow.html>

Graves argued that this is not a vertical line where a person climbs upwards until self-realisation, rather this is a curve that occurs plenty of times during life. For example, starting a study programme in other city, being nervous about being out of home in a new place, looking for a room to rent, coming to terms with independence, new friends create a new safety net as well as a support network, hanging out with like-minded people, maybe even get into a relationship. All the areas of life are covered and can peacefully focus on studying, learning, attending lectures and pass the exams until the study cycle is complete. Then this person walks into the labour market and starts looking for jobs, there is a lot that this study programme did not teach, there are lots of similar people in similar situations competing for jobs, entering the job-hunting spiral. Friends are in a similar situation but there is less time now to hang out, a vortex of loneliness and rejection comes up, financial uncertainties etc. The Maslow curve starts to climb down from Self Realisation of successfully passing all exam, to having that sense of safety decreasing. In the Spiral Dynamics the climb down Maslow's Hierarchy of Needs is a sign for preparation for the jump, the jump is defined as being ready to adopt a new coping system, and values, to a changed environment, which will generate more adoptable and useful behaviours for that environment so different from university. Here is where the community organiser and its coaching tools can actually help.

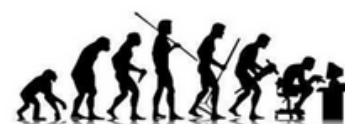
Hack 14

You can add the Spiral Dynamics principles to your coaching by first of all asking the client to describe what is a mature person for them, and then to apply the same question for each slice of the Wheel, so if for example the client's 8 slices are: **Job, Leisure, Community, Relationship, Family, Learning, Social Relations, Material Possessions, Wellbeing**. Then per each area you can ask:

1. What is your definition of a mature person at work?
2. What is your definition of a mature person who deals with their leisure time
3. What is your definition of a mature person in a relationship?
4. What is your definition of a mature family person?
5. What is your definition of a mature learner?
6. What is your definition of mature social relations?
7. What is your definition of a mature person dealing with material possessions?
8. What is your definition of a mature person dealing with its own wellbeing?

Through their answers and descriptions will help you both to identify the dominant colour per each slice, understanding the dominant values in specific life areas, and understand where it comes from and where this is heading to, as well as the diversity of environments in which they operate. You might find out that at work your client is a dominant competitor due to internal unhealth dog-eats-dog type of atmosphere, but very supportive and inclusive in friends and family relations, while repetitive and memorising when it comes to learning and development. Seeing a mix of Blue, Red, Green.

Once each slice has its colour, then it is time to apply Maslow's Hierarchy of Needs on the Wheel, as it will transform from a Wheel with 8 radius into a more sun-shaped figure. Ask your client how close they are to self-realisation in each of the slices, and what action is necessary to move upwards. This is also the point, if you haven't noticed them yet, which ones are the trigger slices that if improved will automatically improve all other areas of life. [31]



CHAPTER 8

GROW and ARROW models

GROW and ARROW are two Coaching Models, with a purpose of supporting the coaching structure, and basically both embed the basic principles of coaching. At some point, should you decide to actually become a professional coach and undergo a recognised training for coaches you will be able to design your own model grounded on your style and niche. Here we are focusing on coaching tools to support youth community leadership. Just remember that whether you are a professional coach, or simply delivering some tools you were trained to use, coaching is about being in the now together with the client, and adopting this model can be a great start and support to strengthen the flexibility and structure of the coaching conversation.

8.1. GROW model [32]

One of your main tasks is to support the young leaders to do their best, helping them to make better decisions, solving problems that are holding them back, learning new competences and becoming key figures for their personal progress and that of their community. For this, the GROW model is a very simple and just as powerful framework to structure the application of your coaching tools. GROW stands for:

- **G**oal.
- **C**urrent **R**eality.
- **O**ptions (or **O**bstacles).
- **W**ill (or **W**ay Forward).

A way you can use this is as if you are planning a journey: At first you decide where you want to go (*The Goal*) establish where you are right now (*Current Reality*), then explore possible routes (*The Options*) to your destination, and in the final step you establish the *Will*, making sure you are committed to make this journey and are ready for the obstacles you might face.

How to Use the Tool

1. **Establish the Goal** : the first thing to do is to look at what behaviour is necessary to reach the goal, and therefore, what change is needed, and then structure the process of “change” as a goal. Making sure, as we mentioned before, that the goal is SMART (Specific, Measurable, Attainable, Realistic and Time-Bound.) Questions here could be like:

- How will you know that the goal is achieved?
- How will you know that the issue or problem is solved?
- How does this the reach of this goal fit with the overall community development?
- How reaching this goal will help the development of the young community leader?

[32] The GROW model was originally developed in the 1980s by business coaches Graham Alexander, Alan Fine, and Sir John Whitmore.

1. Examine the Current Reality: Ask your client to describe the present reality, this is really important, because many times people try to solve problems and issues without fully taking into consideration what is their starting point, the result is that often there is a lack of information necessary to reach their goal effectively. So you can ask:

- What is happening now? (What, who, when and how often?)
- What is the effect or result of what is happening now?
- Have you already taken steps towards your goal?
- Does this goal conflict with any other goal or objective?

2. Explore the Options: now it is time to decide on what is possible, which means to explore all possible options for reaching the objective, helping your client to brainstorm as many good options as possible and to discuss and help decide on the best one. Here you can ask:

- What else could you do?
- What if this or that constraints were removed? Would that change things?
- What are the advantages and disadvantages of each option?
- What factors or considerations will you use to weigh the options?
- What do you need to stop doing to achieve this goal?
- What obstacles stand in your way?

3. Establish the Will: By examining the reality and exploring options your client will have a good idea on how to achieve this goal, super and not enough. The last step is to get the client to commit to specific actions to move forward towards the goal. By doing this you will help establish the will and boost motivation. Useful questions here can be:

- So, what will do now, and when? What else will you do?
- What could stop you from moving forward? How will you overcome this?
- How can you keep yourself motivated?
- When do you need to review progress? Daily, weekly, monthly?



Hack 15

You are helping your client, Julie, a potential young community leader to achieve her goal through the GROW model.

- Julie says that she would like to open a community-based organisation for women empowerment within the next two years. This is a **SMART** Goal - **Specific, Measurable, Attainable** (as she already has experience in community volunteering and there is no such organisation in her district) **Relevant** (both to her calling, aspirations and the territory's need) and **Time-bound**.
- You and Julie start looking at the current reality. She is a student and a volunteer in a youth NGO for some years. She already has some of the necessary skills to open her own community-based organisation. You brainstorm the additional skills she will need to succeed as an NGO manager; more experience in managing other people, learn about fundraising, perform well, and learn how to become a trainer.
- Now you both review her options to get the necessary experience, she could start with a smaller informal group with fewer people, perhaps focus on a small and local project to start with. Or maybe go volunteering abroad to learn how others do it.
- Then you establish the will. As community organiser you can offer to support her to lead a small team on specific focus of mobilising and empowering women in the community towards the common issue. This can be a milestone to start building her own organisation in the future. Julie needs then to start mobilising the women in the community to gather support to the project within the larger scope of organising the community and solving the common issues. You agree to meet every two weeks in order to monitor progress [33].

8.2 ARROW model [34]

An Arrow is a symbol of direction, and this is metaphorically very used in coaching, because the client is choosing the direction, meaning the clients set their "Arrows" and decide how to launch it, aiming straight for the target, just like an arrow, and this coaching model supports the coach to guide the clients in the desired direction, in a clear, powerful, and effective way.

The ARROW Model enables clients to set their goals with clarity and sense of confidence. This is about discovering what the target is and find the best way to reach it, by following each of the 5 stages this model includes, supporting the client to go through a process of empowering transformation.

Stage 1 – ARISE:

Here the client is deciding where to put their focus on and brings the topic to attention. This is the stage where a strong agreement is established between coach and client, and it most important to determine the following:

- **Topic:** The focus of the session.
- **Outcome:** what the clients want to accomplish by the end of the session and process.
- **Measure of Success:** how will they know this was successful.
- **Motivation or meaning:** How meaningful are the outcomes for them?

[33] <https://humanexcellence.com.au/images/POSITIVE-MODEL.pdf>

[34] Dita Palascakova, Lorenzo Nava - Beginners Coaching Manual; Erasmus+ KA2 C.O.A.C.H. 2020

You need to touch each of the 4 points, these are the best guidelines to make sure both coach and client have a clear understanding about what the clients wants to achieve and how will the client know they're satisfied with the results.

Stage 2 - RECOGNISE:

This is where the client explores the reality, understands the starting point and summarises the effort that was experienced until now.

Stage 3 - REINVENT

After the exploration phase the client finds the gap between the present state and the desired outcome. This is where the coach supports the clients in creating awareness. During the process the clients connect their strengths and values. Each stage of the coaching process is special and powerful, however, at this stage the emphasis is on the breakthrough. Coaching is about support the clients in transformation as they step out of their comfort zone. This is the stage of the session what those amazing AHA moments happen! And extraordinary experience for both coaches and clients.

Stage 4 - OWN IT!

This is the stage when the clients take the ownership of the newly arisen ideas or beliefs, which have been reinvented in Stage 3. It is important to make sure that the clients own the change, otherwise the reinvention will not happen or will be a short-term illusion. In coaching, we go deeper and further to make sure that the clients feel connected with the new awareness, that is when sustainable transformation will happen.

Stage 5 - WIN

This last stage, just before closing the process, the client feels energised and inspired. To imprint the awareness the coach here has a task to (re)confirm with the client that the desired outcome was achieved, and that the client feels committed to act.

From a coach perspective, it is important to keep the client on track of what they want to achieve. At the same time, it is important for the client to have clarity about the process, about the progress and about the transformations that happen along the way. Clarity is essential at every stage of a coaching session and process; we recommend you to check-in from time to time the level of clarity of the clients.

Arrow Coaching Model



CHAPTER 9

LANGUAGE AND COACHING

The content of this chapter is what will make all that you have read so far accessible, possible, powerful and easy for you to do. We are going to explore how to use language when delivering coaching tools, and this will be divided into 3 parts, starting with Listening, followed by Powerful Questions, and finally discovering what Rapport is and how to build it.

9.1 Listening

Coaching is based on communication, and the first aspect of communication is listening, and shortly we are going to talk about Active Listening. We focus so much of our communication on developing competences towards speaking, choosing words, elaborate metaphors; all super important. However, even more true when applying coaching tools, it is important to listen actively. Can listening be passive? Of course, it can! Active listening is listening in order to understand, not to listening to reply or express judgement, is reducing, or increasing the function of listening to actually understanding what is being said, and thus use this to help the clients also understand.

Active Listening

This is a very powerful approach, subtle and underestimated, something that at the beginning might look artificial and even make people who never tried this before feeling uneasy. Although this is something we all experienced at some point of our lives. Remember a time when a person that is close to you shared about some trouble they were going through, and your full attention was on that person, you used question to probe for understanding what you were told, sometimes even repeated, or paraphrased what you heard, to make sure you understood correctly, and without judging or giving advice. The person who shared their troubles with you in the end smiles and says, "Thank you!" actually feeling better. Well, that meant you just used the technique of active listening, unconsciously, now you will be able to use it consciously.

1) Pay Attention: Observe, pay attention to your clients' communication, especially at how they say things, what is the tone of voice, what about the body language, and observe the speed of the words spoke, clients set the pace of the conversation, you are just paying attention, this will give you a lot of insights on how the clients feels. Also notice your own process communication, are you embodying a position that communicates respect and full attention?

2) Suspend Judgement: It is not your task to pass a verdict, all you want is just to listen and understand your client, meaning that any criticism, feedback, views, opinions, are all suspended, it is completely irrelevant if you agree with what your client is saying.

3) Mirroring: Rephrase, paraphrase, repeat what your client says, be like a mirror and reflect their communication and emotions, without interrupting them. Just take it easy and don't do it all the time or you might make it look like you are mocking them. This is done to make sure you are understanding correctly, as well as for the client to hear their concepts and words mirrored can give them new insights and perspectives, and most of all this shows you are on the same track.

4) Clarification: Remember that is not necessary for you to agree, but if something is unclear to you ask for clarifications, it may be that also your client is facing unclarity. Actually, it is also ok to ask for clarifications also when the communication is clear as water, in order to help the client gain perspective and to remove or reduce ambiguity.

5) Summarise: Once they are finished, and using only the information you were provided with, no reading-minds here, and keeping judgement suspended. Alternatively you can ask your client to provide you a summary, thus helping them to simplify the story.

6) Share: at some point it can be ok to share what you have observed, with the aim of understanding your clients and their issues, as long as it does not look like judgement "It seems to me like this makes you sad" for example, this is fine, explore their feelings and not just the content of what is being communicated.

Hack 16

Try it out, to do this consciously might make you feel a bit awkward, or not genuine, as so far you have experienced doing, or receiving, this only unconsciously. Maybe you can try it out with some friends and see what the effect is [35].

9.2 White Magic: Words and Questions

One of the most powerful tools people have is language. By the way do you know the meaning of Abracadabra? Seems is originate from Hebrew meaning "*With this word I give you life*" and for you, community organiser adopting coaching tools, choosing the right language can have exactly that same life-giving power. Don't underestimate this, a comment, a question, and remark provided by you can have very empowering effects but can also have devastating ones. This is the power of language and – "*With great power comes great responsibility* [36]."

This does not mean that you should have a set of ready-made questions to follow like a script, coaching can be seen like a river that adapts its course and speed according to the riverbanks and weather, which is the clients' environment where change needs to happen. Using the right language patterns can support your client to focus on their issue and most of all on the goals, as well as gaining perspective, keeping in mind the presupposition that the map is not the territory. We would also like to remind you that it is not important that you as a person delivering coaching tools agree or understand the answers given by the clients, as long as this is clear to them. If we want to use another metaphor, if this was waltzing you are providing the music, but the client is the lead dancing partner, and the tune is a combination of two instruments, Active Listening and Powerful Questions.

Open Questions

The first step into delivering powerful questions is to make sure the questions you ask are open, in order to avoid short replies or negative ones which can be easily dismissed with an easy "yes" or "no". Because the goal here is to help your clients to open up, to explore, to elicit, probe, elaborate, think out loud, obtain new points of view, and to assist them with coming up with their own solutions and reach their goal.

[35] Dita Palascakova, Lorenzo Nava - Beginners Coaching Manual; Erasmus+ KA2 C.O.A.C.H. 2020

[36] Uncle Ben

Open questions are those questions that encourage the clients to say more, and usually start with "What..." or "how...", or "Where..." or "Who..." or "When...", and can also be embedded as "Tell about..." or "Explain more about..." in other words, any question that helps the client provide themselves, and you, with , and as elaborated answers. As possible.

Hack 17

Try these ones for starters.

- "What would you like to gain from this session? "
- "How did you do that?"
- "Please share your experience with..."
- Who can help you achieve this?
- When do you plan to do this by?
- Which option do you prefer? [37]

Effective Questions

Coaching empowers clients, and clients need to be equipped to identify solutions and move towards their goal. Effective questions are like a compass in this uncharted territory. Here you will need to apply the Pareto Principle 80/20, where it is explained how 20% of the Causes create 80% of the Effect. Meaning that Clients do 80% of the talking and the person delivering coaching tools uses the remaining 20% to direct, deliver questions, make summaries, ask for clarification, debriefing. Here special attention should be paid to ensure that you avoid leading questions which already contain a suggested answer. *"You are angry because of this right?"*.

Hack 18

Effective Questions used at the right time, will aid your client to:

- Become clearer, gain more understanding and perspective.
- Lateral or unexplored thinking patterns concerning the issue at hand.
- To provoke thought and put into question their present thinking.
- Evaluation, Debriefing and Feedback concerning their situation.
- Identify new options and evaluate the present/past ones.
- Looking at facts and shed light on thoughts and feelings.
- Making an action plan and follow-through [38]

Coaching is a tailored and personal process, the key here is in the attitude of the coach, or the person trained to deliver coaching tools, the same question asked to every human can potentially produce billions of different answers, therefore there is a need to tailor the process around the clients, their needs, wants, goals, styles etc. There is no exact formula that works for all. Keep also in mind that in coaching processes we always stress the concept of partnership, it is a combined and joint work between you and the client, which potentially can uncover in some clients some very powerful question-patterns that work amazingly and the same will not work with somebody else.

[37] Dita Palascakova, Lorenzo Nava - Beginners Coaching Manual; Erasmus+ KA2 C.O.A.C.H. 2020

[38] idem

Of course, at first you will start with many of the tips, hacks and suggestions we provide you in this manual, keeping in mind that eventually you will develop your own style and approach. Also important to remember that you are not working for the police or the holy inquisition, your task is not to interrogate, our proposition here is just a conversation, a dialogue.

Solution Focused Questions

Something you want to prevent is for your clients to loop around issues, and to focus too much on the problem at the expense of thinking about solutions. Be very careful in not putting them in this loop yourself.

Hack 19	
PROBLEM	SOLUTION
What is the problem?	What would you like to gain from this coaching?
What obstacles do you have?	What progress have you achieved so far?
Why is this an issue for you?	Describe what success means to you?
Since when are you facing these challenges?	Tell of a time when you were successful
Whose fault is it?	Who can support you now ? [39]

Reflective Questions:

Just like in Active Listening, Reflective Questions concern the feelings, words, and thoughts you hear from your clients, reflecting them back to your clients, giving them enough time and space to reflect upon those questions, to help them gain perspective.

Hack 20

Example

- “You are saying that change makes you feel uneasy, would you like to say more about that?”
- “You said this makes you nervous, and seems you are also positively excited about that?” [40]

Reflective questions have the power to shed light over a big amount of blind spots, for your clients it may be surprising and have an eye opening effect to hear their own words reflected right back at them by the you. This can be extremely helpful in clarifying issues at hand.

[39] Dita Palascakova, Lorenzo Nava - Beginners Coaching Manual; Erasmus+ KA2 C.O.A.C.H. 2020

[40] idem

Chunk Up and Down and Laterally [41]

This method and tool originates from NLP and it applies the Socratic midwife system, that is using questions to uncover the truth, its details and the purpose that lies beneath behaviours and intentions, and this is called “*Chunking*”.

There are two main parts, the first one is “*Chunking Up*” meaning to move from a specific or small-scale ideas or parts of information to more general and larger ones. Then we have “*Chunking Down*” meaning to move from general and larger ideas down to the details and perks.

To Chunk Up you can use the next set of questions:

- **What is this a part of?**
- **What is this an example of?**
- **What purpose does this have?**

By the way, the question “For what purpose” is a great replacement for questions we usually start with why, and in the next chapter we will find out...why.

To Chunk Down you can use the next set of questions:

- **What is an example of this?**
- **What is a component of this?**
- **Who/What/Where specifically?**

And of course, this can go down and further down, when you chunk up you reach the higher purpose, vision, the bigger picture; while when you chunk down you can go as deep as to the roots of the issue at hand or behaviour. This very much depends on the type of client you are dealing with, some are better at seeing the bigger picture, some others can be better at paying attention to the details; but deep down there is no difference between those two, chunking can help those stuck in the details to obtain the full picture, and those who see only the bigger issue to break it down into small details as if under a microscope.

There is also a third option besides Chunk Up and Chunk Down, that is to Chunk Laterally, if you see that the person is stuck and is looping, keeps on repeating the same answer over and over, you can move laterally, which means to tackle a similar subject or topic, still relevant, to help the client out of the loop.

“How can community leadership fit in your long-term vision?” **Chunk Up.**

“How can this have an impact on your wellbeing and that of other community members?” **Chunk down**

“What does this remind you of?” **Chunk laterally.**

[41] <https://coachingleaders.co.uk/questions-coaching-4-chunking/>

Black Magic Words and Questions

Black Magic Words are a metaphor to describe those questions and words that do not empower your clients and lead the process towards dead ends or even cause harm. Of course, none of you would want to intentionally cause harm, but, as the old proverb goes – the road to hell is paved with good intentions. And you may risk accidentally using some “black magic” in delivering your coaching tools, to better be aware.

Closed Questions: These are the questions where the client can answer just “yes” or “no”, dismissive, short one word answers, which can cause the client to close down. A series of closed questions would give you, and your client, little or no information at all, does not stimulate thinking or looking at options, definitely does not help to move forward. Moreover, such questions can also risk putting the client in defensive mode or create a feeling that they are being interrogated by the police. For example, “Will you follow through with your plan?” this question foresees a “Yes” or “No” answer, and does not foster either “What” or “How” they will follow through. Another way to go about that question could be “What do you need right now to fully commit to follow through with your plan?” or “From 1 to 10 how committed are you to follow through with your plan?” These questions too can be dismissed with short answers, and most importantly they would stimulate the thinking, allowing the client to ponder on the answer, consider the question and have an internal dialogue on that.

Leading Questions: These are the questions that imply or suggest an answer, the equivalent of using assumptions and putting words in their mouth, supposing that the client is now thinking exactly about that, or wants to take that specific action, and this includes suggesting solutions, therefore, giving little space to the client to process their own thoughts and solutions. For example:

“When will you start to lead that community organising project?” VS “What do you want to do about that community organising project?”

Multiple Questions: That is shooting more than a question at a time “How are you? How is it going? Want to tell me?” This can be very confusing and prevents the client on going deeper when answering each one of them. This will likely keep it shallow and rushed. Moreover, people usually tend to answer the last question asked. It is of utmost importance to allow the client to have space and time to explore each aspect, as each is important, and the trigger for change could be in any answer.

“Why” Questions: This is quite tricky, because “Why” questions are open questions meant to explore motives, and there are quite a few risks with this type of questioning; first of all a “Why” question can sound confrontational or judgemental, “Why did you say that?” can sound critical and push the client towards closing. Alternatively, you can use “How did you decide to choose those specific words to describe...” A little difference and yet a huge one. Asking “Why” can lead the client to start giving self-defence reasons, instead of helping them to reach their desired outcomes and goals.

“But” and “No”: The word “But” has the powerful black magic to delete anything that was said before, for example “I am not racist but...”. And deletion is not something you want to use in coaching, on the contrary you want maximum awareness at every single step.

So, what can you do? Try to replace it with “And” then see the difference. *“I am not racist, but I believe they should learn our culture.” – “I am not racist, and I think that they should learn our culture”.* Noticing any differences?

The last tip here is to always strive to avoid if not fully remove negatives and negations such as “no, don’t, won’t, can’t etc.” This is because the unconscious mind tends to mostly explore positives, if I ask you not to think about a blue bird right now, what are you thinking about? Same goes for our language, “You believe you can’t do it?” the mind will produce an image of failure and not doing it. Again, not something you want in a coaching process.

Establishing Rapport

This is something very important when establishing coach-client relations, and it is something that needs to be trained both extensively and ethically. Keep in mind that every tool and technique discussed until now are tools and techniques, just like a bread knife is a tool that can be used for both slicing bread or to threaten someone, it is not the knife that has the good or bad intention but the person who uses it.

Rapport is a very natural unconscious process, a behaviour we adopt when we interact with someone we like and find out we have things in common and understanding each other is easy, and then we unconsciously begin to mirror and reflect the other person’s tone, posture, words etc [42].

When done consciously this becomes a technique that helps to establish a relationship of trust and relaxation with your clients, helping them feel safe, understood, and accepted and open to share, believing in you and your competences to help them find the solutions they need and achieve their desired outcome.

Just keep in mind that this does not in any way mean that you are pretending to be their best pal, this is a technique to help make the coaching process smooth and to best support your clients in reaching their goal. This method will improve your empathy and enable you to see things from their perspective, enabling you to feel their feelings, think their thoughts, and speak their words.

What happens is that you tune in with each other and the conversation starts to flow freely, and it is an honest, open communication, where you can perceive their feelings, thoughts, values and drives behind your clients’ actions; if all of the above is true then you and your client are in rapport.

Matching and Mirroring each other’s language, words, posture and tone is a part of rapport, and it is not just this, there is more than meets the eye, behind that matching and mirroring there a desire to be there with your clients, to listen to them actively, to understand their values, wants and needs, to be in their world and to speak their language, one that is familiar to them.

First Things First - Make Rapport

Rapport is very important in a coaching relationship, even when you are just trained in using coaching tools, and be aware that you will fall in and out of rapport a lot of times during the process, an accidentally delivered closed question will kill rapport right away, and then all you have to do is to rebuild it, it is perfectly normal so just be ready to do that a few times.

[42] <https://www.mindtools.com/a6ytxay/building-rapport-in-coaching>

Asking Rapport-Building Questions

In order to enter rapport, you need at least a little information about who your clients are, not just knowledge and facts about them, that can even be secondary, what is important that will help you establish a powerful rapport are:

- What is really important to them and what do they value.
- What makes them click?
- What are their beliefs?

Asking permission at the outset to give feedback

A coach is a multisensorial “wizard”, able to use all the senses at once. Pick up on what you are observing and feed it back to your client. And before making any comment or feedback always ask for permission, the safety of the client comes first, and they are in control of the process, which is also a show of respect, choice and decision.

Talk their Language.

Once you notice that rapport begins to take shape, you can begin to start talking their language, which means start to pick on their words and phrases and use them in your own dialogue, and this needs to feel natural if you are in rapport, not forced. For example, your clients keep on using certain metaphors all the time or has a sentence that they repeat to fill gaps, or refers to specific issues or topics with a specific set of words, use them as well, this is about them not you, and about using a language and terminology that they are familiar with and can understand more easily.

Listen and Understand “Where” your client is in your communication.

Make sure that you and your clients are on the same level of communication. When we meet people there are different stages of conversation, starting from small talk, moving to facts and information way up to beliefs, feelings and emotions. For example, if you start to explore feelings while the client is still at the information and fact-sharing stage, this might not work out the way you thought.

Give Positives

When you and your clients are tuned, you understand where they are coming from, and this will enable you to pick up on their strengths, virtues and potentials. If they allow you to, tell them what you see. Often people have a blind spot when it comes to their own positive sides, and this can very positively impact your relationship when you feedback the qualities you noticed, while of course, supporting your clients.

Mirroring and Matching Body Language

When you look at two people who are in a deep and mutual rapport you will notice how their body language starts to mirror the other. When you deliver coaching tools face-to-face, you can become an active rapport-generator by mirroring and matching their body language, tone, posture, language, and the more you work with your clients the more this will be natural and effortless.

Beware; do not “Copy” body language, posture, tone, words, mirroring and matching does not mean copying, actually that may look like a truly annoying childish game. Just to give you an example, laughing together can be a way to synchronise the speed of breathing, thus matching; or if someone is a slow talker you also slow down the speed of your own voice.

Rapport with Groups

When you use coaching tools with groups it is also possible to use rapport, and as community organiser this format could happen to you quite often. It is quite simple, observe the group and identify the leaders, and beware that the leaders are not always known, and quite often they are not aware of their role as leaders. One way to do that is to observe the group and see how individuals mirror or match the words, tone, posture etc. of a specific person in the group, this person will be your target for rapport and that you will match and mirror.

— CONCLUSION AND CLOSING

Thank you all for joining us until the end of this first part of our journey, a journey that wants to empower civil society and especially young people to have once more trust and faith in their dreams and utopias and to live them. Our mean of transport to this desired outcome, on this trip, is coaching tools, and this handbook has the purpose to introduce you to this wonderful world of possibilities and reaching goals, as a pathway to build resilient, participating and strong organised communities.



GLOSSARY OF TERMS

Coach: Is a person, professional, who through a methodology based on facilitation and moderation, supports his/her clients to reach their goals in a limited time.

Coaching: Is the process limited in time of assisting a person/group to reach and achieve their desired outcomes, led by a coach. Focuses on Partnership, Trust and Creativity of both coach and client.

Client: Is the person/group who chooses to work together with a coach in order to reach their goals and desired outcomes.

Sponsor: Can happen that it is not the client directly approaching the coach for a service, can be a sponsor, someone who requires coaching for their own clients and target group, for example a public service, a civil society organisation, a business.

Pledge: Is the oath that any person who wishes to become a coach should undertake, though there is not strictly a licence, it is strongly advised to do so, even if for yourself.

Code of Ethics: It is the set of behaviours and values a coach should adopt when dealing with coaching and working with clients.

Erasmus Plus: This is a programme of the European Union which focuses on education and youth.

White Magic: White magic refers to the powerful questions which allow the client to grow, explore possibilities, widen their horizons, and take action and responsibility for their future.

Black Magic: Black magic refers to the depowering questions that can encourage the clients' stagnation, stillness, excuses, and breaking rapport.

Rapport: Rapport is the verbal and non-verbal synchronisation and empathy between client and coach that enables safety, openness, and trust.

Chunking: Is a process of questioning that can either help clients understand the larger picture, or, if need be, break it down in details.

Goal: Is the clients' desired outcome.

Process Goal: Are step-by-step goals to accomplish in order to reach the outcome goal.

Outcome Goal: Is the client's desired outcome.

Competence: Is the combination of acquired Skills, Knowledge, Attitudes and Values a person gain on a given field or topic, thus making them competent.

ICF: Is the largest international body/guild where coaches can apply for membership. International Coaching Federation.

NLP: Neuro-linguistic Programming, is a tool and methodology that aims at adjusting one's own language and behaviour towards one which can align to a person's purpose and thus leading to reaching the goals.



— AGREEMENT SAMPLE (Coaching Contract)

This Agreement is entered into by and between: Name, Organisation, Address... (Community organiser) and ... Name, address (Young Community Leader) whereby the community organiser agrees to provide coaching services for the client focusing on the following topics/results/outcomes/goals.

Attached to this agreement as Schedule A.

Description of coaching and coaching tools:

"This a agreement foresees a partnership between the community organiser and the young community leader through the adoption of coaching tools, engaging in a thought-provoking and creative process that inspires the young leader to maximise the personal potential. It is designed to facilitate the creation and development of personal, professional goals and to develop and carry out a strategy/plan for achieving those personal and community goals."

1) Community Organiser – Young Community Leader Relationships

- a.** The Community Organiser agrees to maintain the ethics and standards of behaviour established by this manual, it is recommended that the Young Community Leader reviews the Code of Conduct and Ethics and the applicable standards of behaviour [43].
- b.** The Young Community Leader is solely responsible for creating and implementing his/her/their own physical, mental and emotional well-being, decisions, choices, actions and results arising out of or resulting from the relationship describe in this agreement and his/her/their engagement with coaching tools and interactions with the Community Organiser. As such, the Young Community Leader agrees that the Community Organiser is not and will not be liable or responsible for any actions or inaction, or for any direct or indirect result of any services provided by the Community Organiser. The Young Community Leader understands that this process does not involve therapy, nor does it substitute therapy, and does not prevent, cure, or treat any mental disorder or medical disease.
- c.** The Young Community Leader acknowledges that he/she/they may terminate or discontinue the relationship at any time.
- d.** The Young Community Leader acknowledges that coaching is a comprehensive process that may involve different areas of his/her/their life, including work, finances, health, relationships, education, and recreation. The Young Community Leader agree that deciding how to handle these issues, incorporating the principles and values, and implementing choices is exclusively the Young Community Leader's responsibility.
- e.** The Young Community Leader acknowledges that participation and experience of coaching tools does not involve the diagnosis or treatment of mental disorders as defined by the World Health Organisation, and that the approach described in this agreement is not to be used as a substitute for counselling, psychotherapy, psychoanalysis, mental health care, substance abuse treatment, or other professional advice by legal, medical, or other qualified professionals and that it is the Young Community Leader's exclusive responsibility to seek such independent professional guidance as needed.

[43] Inspired by <https://coachingfederation.org/ethics>

If the Young Community Leader is currently under the care of a mental health professional, it is recommended that the Young Community Leader promptly informs the mental health care provider of the nature and extent of the relationship agreed upon by the Young Community Leader and the Community Organiser.

f. The Young Community Leader understands that to enhance the relationship with the Community Organiser, the Young Community Leader agrees to communicate honestly, be open to feedback and assistance and to create the time and energy to participate fully in the programme.

2) Services

The parties agree to engage in a ...months, Leadership Development Programme through (Describe here the method/s) meetings. The Community Organiser will be available to the Young Community Leader by email and voicemail in between scheduled meetings as defined by the Community Organisers (describe here those terms). The Community Organiser may also be available for additional time, per Young Community Leader's request on a prorated basis rate of...(for example reviewing documents, reading or writing reports, engaging in other Young Community Leader related services outside of the agreed hours.)

3) Schedule and Fees

This agreement is valid as of dd/mm/yyyy, meetings will occur (timing – e.g. Once a Week, Once every two weeks etc.) for the duration of... (30-60-90 etc. minutes) On ... (day of the week) at... (agreed time) . The pre-agreed fee is calculated by counting the amount and frequency of the meetings and it's duration (for example 12 meetings of 90 minutes each) where the Young Community Leader will need, in exchange for the service received, provide at least triple the time defined in this agreement, in relevant, accountable, measurable and evidence-based community work. (For example 10 hours of support received, result in 30 hours of community work).

4) Procedure

The time of the meetings/ and/or location are determined jointly by the Young Community Leader and the Community Organisers based on mutually agreed upon time on point number 3. The Young Community Leader will initiate all scheduled meetings and will call the Community Organiser as the following number... (insert phone number of communication tool) when need be. Should the either the Young Community Leader or the Community Organiser happen to be unavailable on the agreed day and time they will notify each other in due time (1 day, 2 days etc.) prior to the scheduled appointment time.

5) Confidentiality

This relationship, as well as all information (documented or verbal) that the Young Community Leader shares with the Community Organiser as part of this relationship, is bound by the principles of confidentiality set forth in the Code of Ethics and Conduct. However, please be aware that the Community Organiser-Young Community Leader relationship is not considered a legally confidential relationship (like the medical and legal professions) and thus communications are not subject to the protection of any legally recognised privilege.

The Community Organiser agrees not to disclose any information pertaining to the Young Community Leader without the Young Community Leader's written consent. The Community Organiser will not disclose the Young Community Leader's name as a reference without the Young Community Leader's consent.

Confidential information does not include information that: (a) Was in the Community Organiser's passion prior to its being furnished by the Young Community Leader; (b) Is generally known to the public or in the Young Community Leader's community; (c) Is obtained by the Community Organiser from a third party, without break of any obligation to the Young Community Leader; (d) Is independently developed by the Community Organiser without use of or reference to the Young Community Leader's confidential information; or (e) The Community Organiser is required by statute, lawfully issued subpoena, or by court order to disclose; (f) is disclosed to the Community Organiser and as a result of such disclosure the Community Organiser reasonably believes there to be an imminent or likely risk of danger or harm to the Young Community Leader or others; and (g) Involves illegal activity. The Young Community Leader also acknowledges his/her/their continuing obligation to raise any confidentiality questions or concerns with the Community Organiser in a timely manner.

6) Release of Information

(Optional, based upon specific situation) The Community Organiser engages in training and continuing education pursuing improvement in delivering community organising facilitation processes and adoption of coaching tools, within the Erasmus Plus co-funded Key Action 2 Project "Young Community Organisers". That requires the names and contact information of all Young Community Leaders for possible verification by the Lead partner of the implementing Consortium – Young Effect. By signing this agreement, you agree to have only your name, contact information and start and end dates of the Agreement shared with Young Effect staff members and/or other parties involved in this process for the sole and necessary purpose of verifying the community organising relationship, no personal notes will be shared.

Young Community Leader agrees...

Young Community Leader refuses....

(Add signature)

7) Cancellation Policy

The Young Community Leader agrees that it is the Young Community Leader's responsibility notify the Community Organiser (number of) hours in advance of the scheduled meetings. The Community Organiser reserves the right to still attribute the foreseen hours of community work for a missed meeting. The Community Organiser will attempt in good faith to reschedule the missed meeting.

8) Record Retention Policy

(Optional) the Young Community Leader acknowledges that the Community Organiser has disclosed his/her/their record retention policy with respect to documents, information and data acquired or shared during the term of the Community Organiser-Young Community Leader relationship. Such records will be maintained by the Community Organiser in a format of the Community Organiser's choice (print, digital, electronic...) for a period of not less than... years.

9) Termination

Either the Young Community Leader or the Community Organiser may terminate this Agreement at any time with ... weeks written notice. The Young Community Leader agree to compensate the Community Organiser for all the support services rendered through and including the effective date of termination of the Agreement by completing the allocated hours of community work foreseen in this period of time.

10) Limited Liability

Except as expressly provided in this Agreement, the Community Organiser makes no guarantees, representations or warranties of any kind or nature, express or implied with the respect to the support services negotiated agreed upon and rendered. In no event shall the Community Organiser be liable to the Young Community Leader for any indirect, consequential, or special damages. Notwithstanding any damages that the Young Community Leader may incur, the Community Organiser's entire liability under this Agreement, and the Young Community Leader's exclusive remedy, shall be limited to the number of community work hours provided by the Young Community Leader to the Community Organiser under this Agreement for all support rendered through and including the termination date.

11) Entire Agreement

This document reflects the entire agreement between the Community Organiser and the Young Community Leader and reflects a complete understanding of the parties with respect to the subject matter. This Agreement supersedes all prior written and oral representations. The Agreement may not be amended, altered, or supplemented except in writing signed by both the Community Organiser and the Young Community Leader.

12) Dispute Resolution.

If a dispute arises out of this Agreement that cannot be resolved by mutual consent, the Young Community Leader and Community Organiser agree to attempt to mediate in good faith for up to (certain amount of time such as 30 days) after notice given. If the dispute is not so resolved, then the laws of the of the place where the Agreement was concluded will be applied.

13) Severability

If any provisions of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If the Court finds that any provisions of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

14) Waiver

The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

15) Applicable Law

This Agreement shall be governed and construed in accordance with the laws of ... , without giving effect to any conflicts of law provisions.

16) Binding Effect

This Agreement shall be binding upon the parties hereto and their respective successors and permissible assigns. Please sign both copies and return one copy of this Young Community Leader Agreement prior to the first scheduled meeting. Retain one copy for your records and offer the other to ...(Community Organiser and address)

Young Community Leader

Name and Address.

Name/Title:

Signature:

Date:

Name of the Community Organiser.

Signature:

Date:



Resources and reference

- Marilyn Atkinson, Marilyn, Chois Rae: The Art & Science of Coaching: Inner Dynamics of Coaching, 2012.
- Marilyn Atkinson, Marilyn, Chois Rae: Step By Step Coaching (The Art & Science of Coaching Book 2),2012.
- Whitmore, John Sir: Coaching for Performance: The Principles and Practice of Coaching and Leadership FULLY REVISED 25TH ANNIVERSARY EDITION. 2017.
- Gallwey, Timothy: The Inner Game of Work: Focus, Learning, Pleasure, and Mobility in the Workplace, 2001.
- Gallwey, Timothy: The Inner Game of Stress: Outsmart Life's Challenges and Fulfil Your Potential, 2009.
- Wilson, Susan B.: Goal Setting: How to Create an Action Plan and Achieve Your Goals, 2008.

Online Resources

- The GROW Model for Coaching - Origins and application - Sir John Whitmore:
- International Coaching Federation (ICF)
- International Coaching Association
- Video on the International Coaching Association (Interview with Tim Gallwey)
- 11 Coaching Competences
- Ericksonian Presuppositions
- Neuro Linguistic Programming (Coach Adriana James)
- Neuro Linguistic Programming (Coach Paul J. Meyer)
- Neuro Linguistic Programming (Coach Radu Seuche)
- Wheel of Life
- Coaching Tools
- Active Listening
- Pareto Principle



Testimonials from training course participants

Testimonials from the spanish team (PABLO)

It has been an honour to be able to participate in this project and it has met my expectations, even though it has surpassed it. At the beginning I did not expect all the tools that we were going to develop during the project, I was not even aware of the term young communities organiser. But during the development of the project I understood much better what it was about and the importance of this topic.

Without a doubt I would highlight the work of Lorenzo as trainer and teacher in the coaching sessions, because he is a great professional and with him I have been able to learn a lot.

The good thing about the project is that there was always a practical part after each theoretical part, and that helped us to understand it and to try it with the other colleagues. The coaching sessions helped me to understand others as well as myself. This has given me very valuable tools for my personal life as well as for my professional life as a teacher.

Sometimes I am surprised about how overwhelming being a coach could be....

Coaches have the responsibility to lead, motivate, and inspire their team or individuals. This can be challenging, as different people have unique personalities, strengths, and weaknesses. I felt pressure

to perform well and achieve positive outcomes from my mates (some of us are in the same school.....) Also I realised that I have to be adaptable. What I mean is , I need to adapt their coaching styles and strategies to suit the needs of each individual or team. This requires flexibility and the ability to handle diverse situations, which naturally I am NOT having this skill fully developed

On the other hand , if I have to come up with a positive input within myself , I am very proud of somehow "making a difference" One of the most rewarding aspects of coaching is the opportunity to make a positive impact on the lives of individuals or school teams. Helping them grow, develop skills, and achieve success can be incredibly fulfilling. (At least for me It was!!!)

At the sametime it really helps me to build relationships. I have the chance to build strong relationships with my school mates. Witnessing their progress, sharing in their triumphs, and supporting them through challenges I could create meaningful connections. Now "the old Pablo" is more popular, well known and people seek me for advice (not only in Erasmus+ topic , but other topics too)

Something that I am sure of is that I have developed personal growth: coaching can be a journey of personal growth and development if you really-really-really take it in the way Lorenzo explained... As a coach, you continuously learn and refine your skills, gaining valuable experience and knowledge in leadership, communication, and motivation....and also is FUN!!

Someone told me "the rewards of coaching extend beyond the immediate results and victories".....As our topic Erasmus+ opportunities , the expected impact is only in the long term....but even though, this the long-lasting impact you have on the people you coach and the satisfaction that comes from seeing them thrive.

To sum up , I will continue putting everything I learned in the coaching sessions to the test to help others to be clearer about their goals and not get lost along the way. And that's why I'm still eager to go deeper into the subject and acquire new tools that I can use with myself too!

I am very thankful for the opportunity was given to me, therefore my only aim is to give it in return to others.

Signed: THE SUPER MOTIVATED-PABLO



Testimonials from the spanish team (CARLA)

Learning how to do coaching and engaging in practice sessions with others can offer numerous benefits. Here are some advantages of learning coaching skills and participating in practice sessions:

Develop Effective Communication Skills: Coaching requires effective communication to establish rapport, ask powerful questions, actively listen, and provide constructive feedback. Engaging in practice sessions allows you to hone your communication skills, including clarity, empathy, and active listening, which are valuable in various aspects of life.

Enhance Self-Awareness: Coaching involves self-reflection and self-awareness. As you learn coaching techniques and practice them with others, you gain insights into your own strengths, areas for improvement, and personal beliefs. This self-awareness contributes to personal growth and can positively impact your interactions with others.

Improve Listening and Empathy: Coaching emphasizes active listening and empathy, allowing you to understand others' perspectives deeply. Through practice sessions, you can develop the ability to truly listen, suspend judgment, and empathize with others' experiences. These skills not only enhance your coaching abilities but also improve your relationships and interactions in everyday life.

Sharpen Questioning Skills: Effective questioning is a fundamental aspect of coaching. Learning how to ask open-ended questions, challenge assumptions, and explore possibilities can help you unlock insights and promote self-discovery in others. Practice sessions provide an opportunity to refine your questioning skills, allowing you to ask thought-provoking questions that elicit meaningful responses.

Build Trust and Rapport: Coaching is built on trust and rapport between the coach and the coachee. Engaging in practice sessions with others allows you to establish and strengthen trust-based relationships. By creating a safe and supportive environment, you can develop trust and rapport, facilitating open and honest communication.

Gain Feedback and Learn from Others: Practice sessions provide an avenue for receiving feedback from your peers or practice partners. Constructive feedback helps you identify areas of improvement, refine your coaching style, and enhance your effectiveness. Additionally, observing others' coaching sessions during practice can expose you to different coaching styles and techniques, expanding your repertoire of skills.

Boost Confidence: Engaging in practice sessions helps build confidence in your coaching abilities. As you receive positive feedback, witness the positive impact of your coaching on others, and see your skills improving over time, your confidence as a coach grows. This newfound confidence can extend to other areas of your life, empowering you to take on challenges and engage in meaningful conversations.

Create a Supportive Community: Participating in practice sessions often involves working with a group of individuals who are also learning coaching skills. This creates a supportive community where you can exchange ideas, share experiences, and offer mutual support. Being part of a community of like-minded individuals fosters a sense of belonging and can provide ongoing encouragement throughout your coaching journey.

For me, this was a life-changing experience because it put so many aspects of my life into perspective, and made me see things in ways I would have never been able to do in the same way without these sessions. This is why I carry these learnings and try to apply them in my everyday life and with others to help them.

Signed: Carla



Testimonials of the Spanish team (Antonio)

For me, coaching is a process.

It is a process that begins when you understand in a personal way what Coaching itself is, the real meaning it has, to understand that it is not a psychology session, it is not pseudotherapy, nor false things.

It is a process that first started with myself understanding the real meaning of what coaching is. The main objective that was given to us as Couch was to lead a guidance process. A process by which our fellow, the counterpart, must be able and must feel free individually to express his emotions, feelings, fears, concerns. It is a complex thing to assimilate. Personally, because I consider myself a very curious and concerned person when it comes to asking questions and questioning in a positive way. It took me several days to put on the brakes and not to continue asking questions to the counterpart in the small sessions that we were carrying out throughout the project.

On the other hand, it was very interesting to learn for the first time about all the different theories, schemes, similarities and practices that exist when it comes to Coaching, because this helps you a lot depending on the person with whom you are going to have a session, to make them feel much more comfortable, relaxed and free.

But before doing what was the final session, which would last for an hour practising both roles, as in real life, during the project we did a lot of activities to understand what I consider so important, as is the process. The process of positioning and disposition of our body in front of the other person, the emotional touches, the possibility to let our imagination run wild creating ideal situations in the future to connect with the present.

All this, which we acquired over the days, is once again part of the process of conducting a coaching session under the right conditions.

In general, almost none of the participants (with the exception of one girl), had done a Coaching session before.

Guess who was my partner for the final coaching session?

Effectively, the only girl participant of the whole project who had been in a coaching session before.

But, this didn't stop us from having some wonderful sessions.

I could describe our session of Coaching as a rollercoaster of emotions.

Starting with simple, easy, banal things, to gradually gain speed and confidence with each other.

This continued upwards with very detailed and concise questions, which provoked deeper expressions and manifestations, which would lead us to the themes through which we would lead our session.

There were moments that made us emotional. Let's say they were the free fall moments of the roller coaster.

Little by little we reached the stable moment where the client herself, the counterpart, would lead and drive the roller coaster to determine for herself what would be the next steps she should follow in her life.

This was just one deep, but singular session. It is very clear to me that I would love to continue with more sessions with the same person with whom I started in that real session. But as I have repeated on numerous occasions, Coaching is a process that should continue as long as we personally and sincerely consider what we want to do.

And thanks to this project, I have realised that yes, I want to continue in this process of learning Coaching.

Signed: Antonio Crespo Canal



Testimonials of the Spanish team (Daniela)

Coaching in group classes can be a fantastic way to learn and make friends at the same time. It combines the benefits of receiving professional guidance and support with the social aspect of interacting with like-minded individuals who share similar interests and goals. Here are some insights on coaching in group classes and how it can enhance both your learning experience and your social circle:

Diverse Perspectives: In a group coaching setting, you'll have the opportunity to learn from different perspectives and experiences. Each individual brings their unique background and insights, which can broaden your understanding and provide new insights on the subject matter.

Peer Support: Group classes offer a built-in support system. You can share challenges, celebrate successes, and exchange advice with your fellow participants. This camaraderie can provide motivation, encouragement, and accountability throughout your learning journey.

Networking Opportunities: Group classes often attract individuals who are passionate about a specific subject or skill. This creates a valuable networking environment, where you can connect with people who share common interests. You may find potential collaborators, mentors, or even future business partners among your classmates.

Social Interaction: Learning in a group setting allows for social interaction during and after class. You can engage in discussions, ask questions, and participate in group activities or projects. This fosters a sense of belonging and can lead to lasting friendships with your classmates.

Learning from Others' Progress: Observing the progress and achievements of your peers can be inspiring and motivational. Seeing others succeed can encourage you to strive for your own goals and push beyond your comfort zone.

Collaborative Learning: Group coaching often involves interactive exercises and group discussions, promoting collaborative learning. Working together with others can improve your problem-solving skills, enhance creativity, and offer different perspectives on the subject matter.

Continuous Learning Community: Group coaching classes often extend beyond the duration of the course. Many participants stay connected even after the class ends, forming a community of learners who continue to support and learn from one another.

When making friends in a group coaching setting can be a wonderful experience, but it is also important to stay focused on your personal goals and objectives. Strike a balance between socializing and staying committed to your own learning journey. Enjoy the process of learning with others and the relationships you build along the way.

Signed: Daniela

