Mentoring Programme for Professionals to Support Integration of Immigrant Women in the form of Blended-Learning

MODULE 7

Motivation through coaching

2021-1-TR01-KA220-ADU-000033474

Comprehensive Training Model to support the integration process, to create the inclusive environment and opportunities for the immigrant women in the field of social and working life

COMO-TRAIN

7. Motivation through Coaching

7.1. Mentoring vs. Coaching

Coaching

According to the ICF (International Coach Federation) definition, coaching is: partnership with a client in a creative process, provoking his/her thinking and inspiring him/her to maximize his/her personal and professional potential.

The term coaching comes from the field of sports. The coach's mission in this context was to achieve higher and higher objectives, better performance, better functioning of the sportsman or the team. Later, this term was also adopted into the terminology of human resources management. It became a form of interpersonal communication - coaching primarily works with questions. The whole philosophy of coaching is based on the idea that the coachee knows best what is good for him/her and what he/she needs. He has already managed many situations during his/her life, which means that he/she has many tools and abilities of him/her, on the basis of which he/she can also handle other situations. The coach accompanies the client in the search for a solution by asking appropriate questions and creating an atmosphere of a trust. It effects on the emotional component of the personality. It strengthens attitudes, values, thinking, motives and actions. By the help of coaching, clients' independence, courage to make decisions is demonstrably increased, work productivity, self-confidence increases, and communication improves. A significant measure of the method's success is also the client's satisfaction with the coaching process itself.

Mentoring: providing assistance and support to a less experienced colleague in order to support his/her personal and career growth. Mentoring is also an excellent tool for motivation, a suitable form of developing and maintaining talents and creating contacts.

The best way to understand how coaching and mentoring relationships are structured is to do a side-by-side comparison:

Topic	Coaching	Mentoring
Timeframe	Relationship is more likely to be *short-term* (up to 6 months or 1 year) with a specific outcome in mind. However, some coaching relationships can last longer, depending on objectives achieved.	Relationship tends to be more *long-term*, lasting a year or two, and even longer.
Focus	Coaching is more *performance*	Mentoring is more *development driven,*

	driven, designed to improve the professional's on-the-job performance.	looking not just at the professional's current job function but beyond, taking a more holistic approach to career development.
Structure	Traditionally more *structured,* with regularly scheduled meetings, like weekly, bi-weekly or monthly.	Generally, meetings tend to be more *informal,* on an as need basis required by the mentee.
Expertise	Coaches are hired for their *expertise* in a given area, one in which the coachee desires improvement. Examples: Presentation skills, leadership, interpersonal communication, sales.	Within organization mentoring programmes, mentors have more *seniority and expertise* in a specific area than mentees. The mentee learns from and is inspired by the mentor's experience.
Agenda	The coaching agenda is *co-created by the coach and the coachee* in order to meet the specific needs of the coachee.	The mentoring agenda is *set by the mentee*. The mentor supports that agenda.
Questioning	*Asking thought-provoking questions is a top tool of the coach*, which helps the coachee make important decisions, recognize behavioural changes and take action.	In the mentoring relationship, *the mentee is more likely to ask more questions*, tapping into the mentor's expertise.
Outcome	Outcome from a coaching agreement is *specific and measurable,* showing signs of improvement or positive change in the desired performance area.	Outcome from a mentoring relationship can shift and change over time. There is less interest in specific, measurable results or changed behaviour and *more interest in the overall development of the mentee*.

Competences of the coach

Knowledge of interview procedure.

Theoretical knowledge, practical experience. Using some coaching procedures, e.g. GROW: Goal - Reality - Options - Will

Solution orientation

The coach is not concerned with collecting information about the problem, but with solving the situation, looking for resources and alternatives to the current state. Even the questions about describing reality serve to describe the basics, where there are possibilities for solutions.

Ability to listen

In coaching, it means listening without evaluation, without selecting what is important and what is not, without creating your own constructs about the given topic.

Impartiality

The ability not to take somebody´s side. Free the interview from personal feelings and opinions, unless it is beneficial for the client. Not pushing your own solutions.

Interest in the client

Noticing the client's needs, working on his/her topics and his way. Confidence in the client's ability to solve his/her own situation. It manifests itself, for example, by encouraging the client with questions and an attitude towards finding solutions.

Respect for the client's way of expressing and assessing the situation

It manifests itself in the fact that the coach does not comment on the situation in his own words, but expresses himself in the language of the client. In optimal case, he uses the same words and means of expression that the client uses (he does not paraphrase).

Authenticity, honest expression of one's emotions

If the coach needs to bring his own opinion into the interview, or if he has any emotions connected to the situation, he honestly talks about them with the client, at the same time trying to extract benefits for the client. Indirectly, he also strengthens the client's feeling of freedom in expressing and naming their own emotions.

Positive attitude

The belief that a person is doing the best he can at the given moment. The belief that the client knows what is good for him/her and is capable of making a change himself if he/she so chooses.

7.2. Coaching Methods and Tools

The measure of the success of the interview is the usefulness for the client. It is important to ask whether and what specifically the interview was useful for the client, so that he realizes the contribution and his/her own contribution to the solution.

The role of the coach is to help facilitate and structure the thinking process of the coachee. In order for this to happen, he uses various tools. Above all, he needs to ask.

Some coaching tools:

1. Objective formulation and observation
2. Questions
3. Summarisation
4. Silence
5. Appreciation, encouragement
6. Measuring the progress of the interview

Questions

Questions in the case of coaching are not an expression of uncertainty or not a tool for gathering information. They serve primarily to examine the client's map, find objectives, expand the possibilities of solving problems, and explore new points of view. The classical approach offers us two basic types of questions: opened and closed.

In the systemic approach, the following types of questions are typical:

– **Instructive:** with the aim of guiding the client to an answer (Did you try this before?)
– **Discovery**: the objective is to find out information that we do not have, but we assume that the partner has (Did you try this yet?)
– **Constructive**: we construct together a unique answer (How would it be when you tried...?)
– **Hypothetical**: We suppose that the situation is already resolved, how do you behave?
– **Circular**: What would your colleague say when he was looking at this situation?

- **Miraculous**: When you had a magic wand, what would you do as the first thing?
- **Scaling**: we find out if we are moving towards the objective, we measure the usefulness of the interview for the client (e.g: on a scale from 1 to 10, how much would trying this move you towards the objective?)

What the coach asks about:

On an objective:

- What would you like to have at the end of this interview?
- What should we apply now to make it useful for you?
- What is your long-term objective?

On describing the reality:

- What exactly happens then?
- What exactly do you do when…?
- Have you ever dealt with something similar? How it turned out?

On the circumstances:

- Who else was there besides you?
- How it looks like on other days?
- Who specifically do you not want to talk to?

For clarification, opinion:

- How do you explain that?
- What does it results for you?
- How can others benefit from it?
- Who will notice it as the first?

In contrast with:

- What modifications could you do to make it operating?
- How satisfied are you in comparing to …?
- How much has the situation improved to compare to the past?
- Which option do you prefer?

For exceptions:

- What do you do differently when you are doing well?
- What was it like a year ago when you managed it?
- How do you know that the problem is solved?

For resources:

- What strengths did you have that helped you solve the problem?
- Who could help you?
- Where else could you find answers?

Summarization

It happens that the client brings a lot of topics, meanings and emotions associated with them at the same time. In order to be able to constantly monitor the progress of the client's thoughts, connect them and help the client as well, orient him/her in them, we have at our disposal, for example, summarization - that is, a summary of thoughts. We can use the summarization to prioritize, determine which of the topics is most important for the client, which one we will focus on further, or to find new connections with the client and move the interview a little closer to the objective.

Silence

Silence gives us a feeling of insecurity, which is usually unpleasant, so we try to avoid it. Especially if we ask a question and the client doesn't say anything for a long time, it is a space for us to imagine meanings, to look for a mistake in the question asked... But it is not necessary. On the contrary, silence can be a signal that we have asked the right question and the client needs a space to think. We perceive silence as a source of new ideas, new contexts. If the silence is uncomfortable and the client is also sending signals of discomfort, we can directly ask what the silence signals, what is going on, what thoughts are going through his/her head. If the client expresses that he cannot react to the question, we can reformulate the question or continue to deal with what made the given question difficult for the client.

Appreciation, encouragement

The coach can use this tool at any time when the client provides the opportunity. An honest and specific appreciation is sometimes just what the client needs. Even the fact that the client came and is looking for new opportunities can be an opportunity for appreciation and encouragement of the client for further work on his/her objectives. However, appreciation and praise must be distinguished very sensitively. Use subjective statements: I like…, I think that what you did, had a lot of sense… Evaluations like: You did well! You are excellent! They are a manifestation of control, that is, that we are experts and praise the client, because we know what is good and what is not.

Measuring interview progress

Scales are used in coaching to determine the rate of progress in the interview, to determine the client's satisfaction level with the course of the interview, to confirm the agreed path, to find new possibilities, etc. A scale of 0-10 is most often used, while we must always remember that these two levels are necessary to define before asking a question.

Example:

- 0 is the state when nothing is going well...
- 10 is the state that should ideally occur, your desired state…

When describing the satisfactory state, we can use visualization as well as some other, for example, relaxation techniques for detailed analysis and consolidation of the idea of the objective.

It can follow questions like as:

- Where are you at the moment?
- Where would you like to be at the end of our meeting?
- What can we do for it together?

Scales should be naturally used during the interview; they should follow the client's topic. Well-used scales and ranges provide a valuable source of information for the coach about whether the course of the interview is beneficial for the client, are a valuable tool for working with objectives, and are also an aid to the course of the interview itself.

Who to coach:

You can coach basically anyone who comes alone, for example, with questions like: I need help with..., I need to clarify, think....I cannot choose... and many others. You can also offer coaching yourself or include it in other conversations and other forms of work with the client.

When not to coach:

- If it is not possible to create an atmosphere of trust and the client is careful when expressing his/her thoughts, he is insecure and does not feel like commenting himself on the topic. This happens, for example, if the manager wants to coach his/her subordinate, but this one feels too much respect towards him.
- If the client does not show the will to work with his/her objectives, does not want to deal with his/her own resources, if he/she prefers to be guided and leaves the responsibility for the solution on the shoulders of the consultant.
- If the client needs psychotherapeutic or other help.
- If he/she without consequence just came to sit and talk.

7.3. Interview with the Client

The course of the interview

In the coaching process, we accompany the coachee on the way to solving his situation. We give him/her a space and time for thinking; to design his/her own strategies, desired states and solutions to his own situation.

The course of the interview

- Introduction: Setting conditions and trust
- Defining the objective
- Knowledge of reality
- Searching for options and alternatives
- Option selection, approval

- Creating a plan
- Recapitulation, encouragement, conclusion

How to prepare for an interview

Allow time after the previous meeting to tune in to the incoming client and take his topic calmly, positively, with an orientation for solution.

Introduction: Setting Conditions and Trust

- Agree with the client on the duration of the interview, usually 1 hour, as well as how you will observe the time.
- Choose a suitable environment where confidentiality will be guaranteed. Ensure an undisturbed interview, pay attention to adequate lighting and ventilation of the room. There should be no distracting colours or sounds in the room.
- Make it clear that the client is in the centre of interest, express that he/she has the freedom to direct and manage the course of the interview, as well as the topic to be discussed.
- It is also a good idea to clarify the role of the coach in a given specific interview and to harmonize the expectations of the coach and the coachee.
- Tell the client if you need to take notes so that you can better connect with the client's speech, so that you can summarize the course of the interview by his words and better perceive the client's setting and follow the objective of the interview together with him/her.

Part of creating trust is the so-called **Rapport.**

Rapport is fundamental in building the effective relationship between coach and client as it promotes trust and allows trust to develop. Sometimes you will find you naturally get on well with someone, whilst with others it is possible to build rapport through finding common ground and being empathetic. People who inspire confidence often unconsciously adapt to the behaviour and speech of the person they are talking to. You can also train this model and do it consciously, by watching your partner's body posture as well as voice or speech expression and imitate it naturally. As long as you do it naturally and without force, it will allow you to better perceive the client's setting and follow the objective of the interview together with him. We do not recommend applying the rapport in force, it can be perceived as manipulation.

Defining the objective

Defining the objective is the most important part of the interview. Sometimes just defining an objective will bring about the desired change. It is important to give this process due attention and time so that the objective is named correctly.

The objective of the coaching interview has two levels:

1. a topic that the client wants to talk about and has a longer-term nature
2. a topic for one specific interview

The coach has to keep both objectives in mind and monitor their fulfilment. When setting objectives, it helps to focus on the desired change and its manifestations.

The objective is expected to be:

- S (specific) – concrete
- M (measurable) - measurable
- A (achievable) - reachable
- R (realistic) - realistic
- T (timed) – limited in time

When formulating an objective, proceed as follows:

- from negative formulations to positive formulations

I do not want to	→	I want to

- work with metalanguage

All complain about me	→	Who specifically?

- work on what you can influence

I mind it that my husband smokes	→	What can we do to mind it less?

- it should refer to the beginning and not the end of something

I want to stop	→	I want to start

Recommendation:

Keep in mind three principles of systemic helping:

- – Do not fix what is not broken.
- – Do what works best.
- – Instead of doing something wrong, do something else.

Knowledge of reality

The client describes his situation and, with the help of the coach, looks for new perspectives on it, recapitulates past solutions, describes the circumstances and possible resources for solving the situation.

Searching for options and alternatives

In this phase, we support the client in finding his/her own ways and solution options, we support and appreciate his/her active approach, and we co-create a new perception of the situation. We help the client to find new opportunities and resources. The role of the coach is to help facilitate and structure the thinking process of the coachee. There is a lot of room for creativity and finding a common path with the client. A coach has many tools at his disposal.

Option selection, approval

During the interview, the client decides on some way to solve his/her situation. Together with the client, the coach can examine the appropriateness of the given option, its advantages and disadvantages, the impact on the client himself and his surroundings, and thus strengthen the client's motivation to proceed in the suggested way. After choosing of some solution possibility to the situation, follows the creation of the plan.

Creation of a plan

The coach encourages the client to leave the session with a specific plan or course of action.

When creating a plan, he can ask:

1. What will be the first step you will take?
2. When will you do it?

3. What else do you need to it?

A scale or visualization can also be usefully used in this step. After agreement with the coachee, it is recommended to keep a record of the planned activities and the progress of solving the situation.

Recapitulation, encouragement, conclusion

In the end, it is appropriate to summarize the course of the interview, to appreciate the client's resources. Coaching uses the so-called the final intervention, which gives the opportunity to further strengthen the client's decision to proceed in the agreed way. It is possible to propose a task to the client, or just to appreciate and encourage him/her for the period until he/she comes to the next meeting. The coach will agree on a date and preliminary topic for the next meeting. At the end of the interview, it is important to make sure that the course of the interview was safe for the client that the client leaves with an action plan or an idea for a solution, that a useful change has taken place for him/her.

7.4. The GROW Coaching Interview Model

There are several models of Coaching, one of them is GROW:

The GROW Model is deservedly one of the most established and successful models for personal and professional enhancement offered in the coaching industry.

The GROW Model is an acronym standing for (G)oals, (R)eality, (O)ptions and (W)ill, highlighting the four key steps in the implementation of the GROW model. By working through these four stages, the GROW Model raises an individual's awareness of their own aspirations, a greater understanding of their current situation, the possibilities open to them, and the actions they could take to achieve their personal and professional goals. By setting specific, measurable and achievable goals, and a realistic time frame for their achievement, the GROW Model successfully promotes confidence and self-motivation, leading to increased productivity and personal satisfaction.

The GROW Model Structure

Step 1 of the GROW Model – What are your (G)oals?:

- Identifies and clarifies the type of goal through an understanding of ultimate goals, performance goals and progress goals along the way.
- Provides understanding of principal aims and aspirations.
- Clarifies the desired result from the session.
-

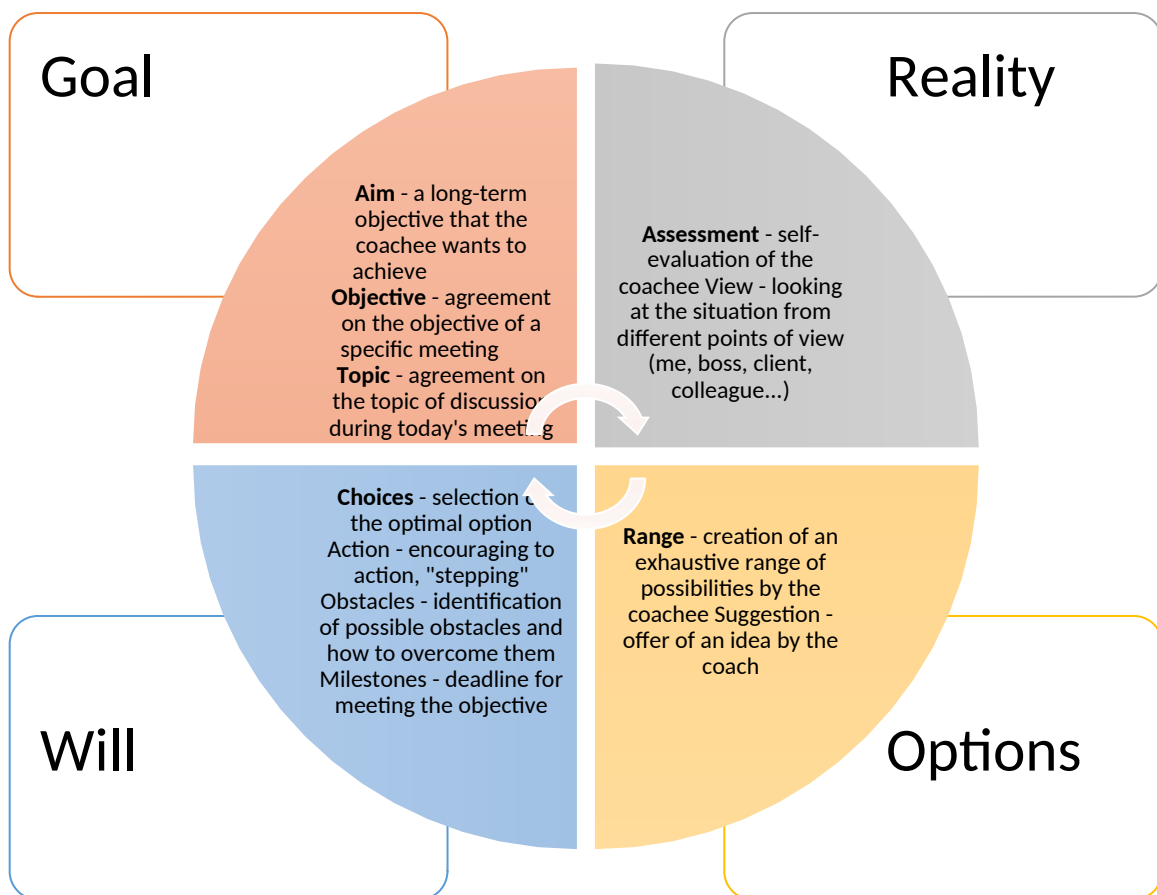**Step 2 of the GROW Model – What is the (R)eality?:**

- Assesses the current situation in terms of the action taken so far.
- Clarifies the results and effects of previously taken actions.
- Provides understanding of internal obstacles and blocks currently preventing or limiting progression.
-

Step 3 of the GROW Model – What are your (O)ptions?:

- Identifies the possibilities and alternatives.
- Outlines and questions a variety of strategies for progression.
-

Step 4 of the GROW Model – What (W)ill you do?:

- Provides understanding of what has been learned and what can be changed to achieve the initial goals.
- Creates a summary and plan of action for implementation of the identified steps.
- Outlines possible future obstacles.
- Considers the continued achievement of the goals, and the support and development that may be required.
- Estimates the certainty of commitment to the agreed actions.
- Highlights how accountability and achievement of the goals will be ensured

Goal

Aim - a long-term objective that the coachee wants to achieve
Objective - agreement on the objective of a specific meeting
Topic - agreement on the topic of discussion during today's meeting

Reality

Assessment - self-evaluation of the coachee View - looking at the situation from different points of view (me, boss, client, colleague...)

Will

Choices - selection of the optimal option
Action - encouraging to action, "stepping"
Obstacles - identification of possible obstacles and how to overcome them
Milestones - deadline for meeting the objective

Options

Range - creation of an exhaustive range of possibilities by the coachee Suggestion - offer of an idea by the coach

7.5. Quiz

1. Is the statement true or false?

Coaching: partnership with the client in a creative process, provoking his/her thinking and inspiring him/her to maximize their personal and professional potential.

a. True

b. False

2. Which of the listed competencies are among the competencies of a coach?

a. Knowledge of interview procedures

b. Solution orientation

c. Ability to listen

d. Impartiality

e. All of them

3. **The ability to listen in coaching means**:

a. To listen without evaluation, but to select what is important and what is not, in some cases it is allowed to create one's own constructs about the given topic.

b. Listening and evaluating, with selecting what is important and what is not, creating own constructs about the given topic.

c. To listen without evaluation, without selecting what is important and what is not, without creating one's own constructs about the given topic.

4. Which tools are used in coaching?

a. Objective formulation and interview

b. Questions

c. Summarization

d. Silence

e. Appreciation, encouragement

f. Measuring interview progress

g. All

5. Which types of questions are used in the systemic coaching approach?

a. Instructive, constructive, hypothetical, closed

b. Instructive, constructive, hypothetical, circular, miraculous, scaling

c. Closed, circular, miraculous, scaling

6. Is the statement true or false?

Do not coach if the client does not show the will to work with his/her objectives, does not want to deal with his/her own resources, if he prefers to be guided and leaves the responsibility for the solution on the shoulders of the coach.

a. True

b. False

7. When setting objectives, the coach helps to concentrate on the desired change and its manifestations. The objective is expected to be:

a. Concrete, real, limited in time.

b. Concrete, measurable, achievable, realistic, time-bound.

c. Achievable, realistic, concrete, measurable.

8. Is the statement true or false?

At the end of the interview, it is not important to make sure that the course of the interview was safe for the client that the client leaves with some action plan or idea for a solution, that a useful change has taken place for him.

a. True

b. False

9. When formulating the objective, the coach proceeds:

a. From negative formulations to positive formulations.

b. From positive formulations to negative formulations.

c. Both answers are correct.

10. The GROW Model is an acronym standing for:

a. (G)oals, (R)esponsibility, (O)pportunities and (W)ill,

b. (G)oals, (R)eality, (O)bstracles and (W)ill,

c. (G)oals, (R)eality, (O)ptions and (W)ill,

11. Step 1 of the GROW Model:

a. Provides understanding of internal obstacles and blocks currently preventing or limiting progression.

b. Identifies and clarifies the type of goal through an understanding of ultimate goals, performance goals and progress goals along the way.

c. Creates a summary and plan of action for implementation of the identified steps.

12. Step 3 of the GROW Model:

a. Clarifies the results and effects of previously taken actions.

b. Outlines possible future obstacles.

c. Outlines and questions a variety of strategies for progression.

7.6. References

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7.7. Annex 7 - Quiz Answers

Questions	Answers
Question 1	a
Question 2	e
Question 3	c
Question 4	g
Question 5	b
Question 6	a
Question 7	b
Question 8	b
Question 9	a
Question 10	c
Question 11	b

Mentoring Programme for Professionals to Support Integration of Immigrant Women in the form of Blended-Learning

MODULE 7

Motivation through coaching

2021-1-TR01-KA220-ADU-000033474

Comprehensive Training Model to support the integration process, to create the inclusive environment and opportunities for the immigrant women in the field of social and working life

COMO-TRAIN

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7. Motivation through Coaching

7.1. Mentoring vs. Coaching

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<tr><td>MODULE</td><td>Motivation through Coaching</td></tr>
<tr><td>TOPIC</td><td>Mentoring vs. Coaching</td></tr>
<tr><td>Title of the activity</td><td>Identifying the differences between mentoring and coaching</td></tr>
<tr><td>Pedagogical objective</td><td>1. Using brainstorming for finding a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its participants.
2. Understanding how coaching and mentoring relationships are structured</td></tr>
<tr><td>Target group</td><td>Professionals</td></tr>
<tr><td>Duration (minutes)</td><td>30 minutes</td></tr>
<tr><td>Settings</td><td>Classroom type</td></tr>
<tr><td>Size of the group</td><td>10-12 people</td></tr>
<tr><td>Method</td><td>Brainstorming in small groups, discussion in a large group</td></tr>
<tr><td>Tools</td><td>Flipchart, pens, paper, markers</td></tr>
</table>

Description of the activity

The lecturer introduces brainstorming as a situation where a group of learners meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions. Learners are able to think more freely and they suggest as many spontaneous new ideas as possible. All the ideas are noted down without criticism and after the brainstorming session the ideas are evaluated.

The participants will be divided into two groups. The task of the groups will be to explore and compare the relationships between mentoring and coaching in terms of time frame, focus, structure, expertise, content, questioning and outputs. The first group is exploring by the form of brainstorming and writes the characteristics of coaching, and the second group examines and writes the characteristics of mentoring. Finally, both groups present and discuss the findings in a large group.

Text of the instructions for learners (professionals)

1. Divide into two groups.
2. The task of the first group will be to write the characteristics of coaching in terms of time frame, focus, structure, expertise, and content, method of asking questions and outputs within 15 minutes.
3. The task of the second group will be to write the characteristics of mentoring in terms of time frame, focus, structure, expertise, and content, method of asking questions and outputs within 15 minutes.
4. Finally, both groups present and discuss the findings in a large group within 15 minutes.

Summary

Through the exercise, participants will understand the relationships between coaching and mentoring. Brainstorming will allow them to formulate ideas more freely and develop creativity.
The exercise is recommended for practising the theoretical knowledge obtained through self-study and strengthening it in practice with the help of a lecturer.

7.2. Coaching Methods and Tools

<table>
<tr><td colspan="2" align="center">Activity No. 7.2.</td></tr>
<tr><td>MODULE</td><td>Motivation through Coaching</td></tr>
<tr><td>TOPIC</td><td>Coaching Methods and Tools</td></tr>
<tr><td>Title of the activity</td><td>SMART objectives</td></tr>
<tr><td>Pedagogical objective</td><td>Practice formulating objectives according to the SMART method</td></tr>
<tr><td>Target group</td><td>Professionals</td></tr>
<tr><td>Duration (minutes)</td><td>90 minutes</td></tr>
<tr><td>Settings</td><td>Classroom type</td></tr>
<tr><td>Size of the group</td><td>10-12 people</td></tr>
<tr><td>Method</td><td>Work in groups of three, discussion in a large group</td></tr>
<tr><td>Tools</td><td>Pencil and paper</td></tr>
<tr><td colspan="2">Description of the activity</td></tr>
<tr><td colspan="2">The participants are divided into small groups of three. Of the three members, one participant will be in the position of coach, the second in the position of client and the third in the position of observer. The client describes the problem situation (e.g.: Nobody likes me. I am responsible for everything that happens in the department. I don't want to argue with anyone anymore.)

The role of the coach is to formulate questions for the client so that his objective is SMART and that they can work on it together in the current time and space.

SMART objective has to be:

S - SPECIFIC – specific, to define the objective as concrete as possible.

M - MEASURABLE – measurable, at the end of the objective is necessary to know if you succeeded and what you achieved.

A - ACHIEVABLE – achievable, think about the method you want to achieve your objective.

R - RELEVANT – realistic, determine an objective that is realistic and feasible for you.

T - TIME BOUND – limited in time, set the beginning and the end.</td></tr>
</table>

The observer observes the course of the interview, writes down notes, points out weak points that need to be developed. After 20 minutes, positions/roles are changed so that everyone takes turns in all positions/roles within the group.

Subsequently, a discussion will take place with the lecturer and other participants in a large group, and the findings of the observers will be discussed, which parts of setting the objectives, respectively the formulation of questions using the SMART method was the most demanding, how can the coach develop his skills in these areas.

Text of the instructions for learners (professionals)

1. Form small groups of three. Agree with each other on the roles in the group so that one of the three members is in the position of coach, the second is in the position of client and the third is in the position of observer.
2. Choose a topic so that the participant in the client position can describe his problem situation and what he needs help from the coach.
3. The task of the coach is to formulate questions for the client so that his objective is SMART and that they can work on it together in the current time and space within 20 minutes.
4. Use Enclosure 1 when setting objectives using the SMART method.
5. After 20 minutes, change positions/roles and repeat the exercise until each member of the group has tried all positions/roles.
6. The task of the observer will be to analyse the process of formulating questions for the client in terms of difficulty.
7. Discuss with the lecturer and other participants in a large group the findings of the observers and the possibilities of developing the skills of the coaches.

Summary

The exercise is recommended for practising the theoretical knowledge obtained through self-study and strengthening it in practice with the help of a lecturer.

Enclosure 1

Objective is expected to be	Helping questions for objective setting
1.Specific First objective characteristic is its particularity. It is not any unclear or empty sentence, but convinced, concrete and reasonable decision, which determines objective direction, e.g., searching for employment.	- What do you want to achieve? - Why do you want it? - How could you reach it?
2. Measurable We know how to reach the objective at that time when we add to it the numbers. Create the reference levels for checking your progress.	- How much? - How often?

Determine how precise you will know when was your objective reached.	- How long? - In what days? - In what time? - Till when? - How will you know that your objectives have been achieved?
3.Achievable Certainly, the objective has to be setting realistically, could we have actually to achieve it. Make sure that it is realistically to achieve the objective within your time frame. It is necessary to have in your mind also other duties.	- What concrete steps can you carry out? - What are you carrying out as the first? What was the second, third....? - What is your plan? - What obstacles can occur? (Financial, health, temporal...) - Is it possible to reach your objective in a given time horizon? - Are you sufficiently motivated to reach it?
4. Relevant Next step to the success is to be aware how beneficial is the objective for you and your life.	- Why is profitable to follow this objective? - Is your objective relevant e.g., from the point of career? - Why is important for you to reach it? - How changes it your life? - Is it profitable for you to invest to it your energy, time, money? - What positive change and impact create reaching the objective in your life?
5. Time-bounded or trackable Time bounding of objectives is important particularly for short-term objectives. It is important to determine terms or activities time schedules. The longer time to the future you plan, the bigger is risk when life will change your plans. Therefore, it is suitable for long-term objectives to set the milestones.	- What time do you prove to reach your objective? - Is it concerned with short-term or long-term objectives? - Are you interested in reaching the objective (e.g., obtaining the working position) or setting the system (e.g. you

| | want to do something regularly)? |
| | - When do you reach your objective? |

7.3. Interview with the Client

Activity No. 7.3.	
MODULE	Motivation through Coaching
TOPIC	Interview with the Client
Title of the activity	My topic
Pedagogical objective	Trying out self-coaching, applying coaching questions on your own topic.
Target group	Professionals
Duration (minutes)	30 minutes
Settings	Home environment
Size of the group	10 - 12 people
Method	Homework/Individual
Tools	Pencil, paper

Description of the activity

The objective of the exercise (homework) is to try self-coaching based on a selected problem situation, the solution of which the participant was not satisfied. There are recommended questions that will allow you to solve the problem situation in a different way.

Text of the instructions for learners (professionals)

Think about a situation that happens to you from time to time, but until now you were not completely satisfied with its solution. For example: conflict in the family, communication with a colleague,… and try to answer the following questions. Make notes about which of the questions were useful to you or any insights from the process of how you thought about your topic. Did you discover something new?

1. How would someone else from your neighbourhood perceive this situation?
2. How would an expert on this topic perceive it?
3. What do you think is important for you and your partner in this situation?
4. What should be the outcome of this situation?
5. What would be different then?
6. What could you do to achieve this?
7. What else could be done?
8. How will you look at this situation in 5 years?

Summary

With the help of this task, the participants will be able to practise the knowledge obtained through self-study in practice, especially the formulation of questions in the form of self-coaching. It will contribute to develop their coaching skills.

7.4. The GROW Coaching Interview Model

Activity No. 7.4.	
MODULE	Motivation through Coaching
TOPIC	The GROW Coaching Interview Model
Title of the activity	How to conduct a coaching interview using the GROW method?
Pedagogical objective	Know how to use the GROW method in practice
Target group	Professionals
Duration (minutes)	80 minutes
Settings	Classroom type
Size of the group	10-12 people
Method	Work in pairs, discussion in a large group
Tools	Pencil, paper

Description of the activity

The participants are divided into pairs. From the pair, one participant will be in the position of coach, the second in the position of client. The client will describe the problem situation.

The task of the coach is to formulate questions using the GROW method so that they can work together on the described problem situation.

A recapitulation of the GROW method

Goals – Goal setting

- Identifying the area of interview
- Long-term goal
- Objective of the meeting
    o Complaint (they do ...)
    o Request (I want to ...)
    o Order (and I need from you=ME+YOU+HERE+NOW "... What can I do to make it useful for you?")
- Setting priorities
- Agreement on the method of work

Reality - Reality

- Who/what is this topic related to? - map reality from all sides

- Expand situational awareness (circular questions)
- Discover past sources of success (e.g. also based on the scaling technique...)
- Look for exceptions to the problem - when something doesn't happen, what worked in the past = potential for a solution in the future

Options - Possibilities

- Brainstorming of ideas - to encourage to look for solutions, it is about the quantity of solutions, not to evaluate proposals
- Attention, there are no borders, we set the borders
- Question: "What else ...?"
- Providing ideas from the coach

Will – Choice of solution (choice)

- Selection of the most suitable solution alternative
- Mapping possible obstacles/barriers + methods of their removal
- First step: "What will you do as a first step? When do you start?'
- Scaling – Intention to implement the given solution (Name of the scale, Description of the scale, Measurement)
- Space for expression - What else does he/she want to say?...
- Feedback on the meeting ...
- Convention at the next meeting

Text of the instructions for learners (professionals)

1. Create pairs. Agree with each other on the roles in the group so that one of the two members was in the position of coach, the second in the position of client.
2. Choose a topic so that the participant in the client position can describe his/her problem situation and what he/she needs help from the coach.
3. The task of the coach is to formulate questions for the client using the GROW method so that they can work on them together within 20 minutes.
4. After 20 minutes, change positions/roles and repeat the exercise.
5. Discuss with the lecturer and other participants in a large group about your experience using the GROW method.

Summary

With the help of this task, the participants will be able to practise the knowledge obtained through self-study in practice with the help of a lecturer. After obtaining practical skills, they will be able to apply the GROW method when working with a client.