

BUSINESS COACHING ACADEMY HANDBOOK

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(Journal of Laws 1994, No. 24, item 83, as amended)

ACC Business Coaching Academy
60-hour training programme,
compliant with ICF competencies

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From the Authors

The starting point for activities related to running the "ACC Coach Academy" is our approach to people and business. Our experience tells us, and we strongly feel this way because we see the results, that **responsibility and effectiveness are shaped by becoming aware of our competencies**. A real success, generating actual effects, is allowing partners to take co-responsibility for improving processes in which we participate together, encouraging them to be independent and development-oriented. **Coaching** is an extremely effective tool for implementing these actions and, as a result, achieving above-average results.

Coaching is our passion. We can see how we transform thanks to it, how our Customers and co-workers improve, and what results they achieve. "The ACC Coach Academy, the *Coach's Handbook* that we are handing over to you, as well as the *Coach Box* that each "Academy" participant receives from us, are here to share this approach with you.

For us, coaching means continuous development. It is about learning. Humility. Discovery. Journey. Adventure. Change. Responsibility. Partnership. Belief in the Client, but also in oneself. Trust. Security. But also pushing the Client out of his or her comfort zone. Coaching is a journey in which we accompany our Clients in reaching their goals. We follow their map, with their resources. The role of a coach is to shed light on this path. Each stage is a new discovery, and a fantastic adventure.

It does sound rather 'soft', doesn't it? Where is the place for coaching in business? - many entrepreneurs, manufacturers and engineers might ask. And yet: there is hard business evidence behind coaching.

The return on investment in coaching is high. According to research conducted by PwC in 2010, one in two adults worldwide had heard of coaching, and one in three had already used it or wanted to use it. "The median return on coaching for business is 700 per cent."¹ Remarkable, right? Skeptics would say it's unbelievable... And yet...

We use the "Coach Academy" and this Handbook to encourage you to experience the taste of change on yourself, as well as within your own team or family. It's often a tough, but very inspiring adventure.

¹ J. Flanagan, „Personel i Zarządzanie”, May 2013, p. 80, quoting: *Global Consumer Awareness Study*, International Coach Federation, PwC, 2010, *Global Coaching Client Study*, Association Resource Centre Inc., PricewaterhouseCoopers LLP, 2009.

We base our coaching style on our own concept as well as on the ACC values:

A for Authority - based on partnership; also Authenticity - respect, trust, security;

C for Competence) – development, challenge and the Client who is committed (working on his goals, believing in the Client, support).

C for Transparent, clear rules and transparency.

These values are our personal and professional *Credo*. You will find them in many parts of this book.

Who are we?

Agnieszka Jurczak-Dzielak:

I have a degree in sociology. I also graduated from managerial studies in the field of human resources management. I have been working as a trainer and business coach for over ten years. During this time I have conducted many thousands of hours of personal development sessions with various people. I am proud of them and I thank them for who I am. I have developed my skills in trainings for trainers and coaches. I have tried and proven myself by working in different industries, with different types of sales. Just to be who I am and feel good in my role. For many years I worked for a multinational corporation. My passion is working in real situations, by (mainly) training and coaching salespeople and sales managers and business owners. I absolutely love sales, contact with the customer - the energy I get and pass on.

I educate managers, trainers and coaches. I am a member of ICF.

Together with Marta I created the "ACC Coach Academy". I am very happy because I have achieved much more than what I initially planned.

marta kwiecińska:

I am a very active woman: I am a mum, I work in a corporation at a sales position, I am a coach and a co-author of the "ACC Coach Academy". I love sport, especially running and swimming; I treat sport as a time only for myself, when I can be alone and enjoy the silence - what a fantastic feeling!

My mission in the field of coaching is to spread coaching awareness, especially in the area where I live, that is in North-Eastern Poland (and in the future maybe even further east of our country?). It gives me great satisfaction to inspire managers, employers, entrepreneurs to create a coaching culture in their companies and communities, based on faith in people, their competence, wisdom and resources. I believe in organizations whose development is accompanied by partner relations, transparent, clear rules, and respect. In my opinion, this is the measure of a real success.

My mission is also to "infect" other people with coaching. So that they can be free, discover new, unknown areas, set themselves challenges, goals and achieve them. So that they celebrate success, grow, look optimistically to the future, and not dwell on the past. To make things that seemed unachievable become real, to achieve above-average results. This is exactly what happened with the "ACC Coach Academy": It is an example that dreams really do come true. All you have to do is consistently follow the path to your goal.

I have been involved in coaching since 2004, when I managed a sales team and the company I worked for employed internal coaches. I observed the work of the coach with my salespeople, and I was also a client myself. In 2010, during my post-graduate studies, I had a class with a coach who inspired me. Then I started to deepen my knowledge on the subject and since then I decided to act. I was also supported and inspired by Agnieszka, who always saw in me what I believed in only later, so I started to act. Agnieszka kept raising the bar higher and higher, at the same time celebrating successes with me, and I wanted to achieve them as quickly as possible. Goals were very important to me, so my motivation was also high. There were also times when I would "drown": I was angry with my coach and with myself. There was resistance, doubt, sadness. Fortunately, I kept going, I did not give up - even though it was uncomfortable. Thanks to working with my coach, I am where I am and I can experience wonderful moments. I encourage you to get out of your comfort zone, where at first it feels a bit strange, new, uncomfortable... But it becomes awesome a moment later.

Guided by our experiences, both professional and personal ones, we are handing over to you the *Coach's Handbook*. It is a supplement to the *Coach Box*, a tool that you received from us when joining the Academy. In the *Handbook*, we describe the basics of coaching, we present the tools used in this process and we talk about the mistakes that can be made during a coaching session.

But we also present the latest research on the role of the coach in an organisation, the client's expectations from coaching, individual definitions of coaching - you won't find this information in other books of this type.

The *Coach's Handbook* also describes the coach's competencies according to ICF standards, on the basis of which sessions are evaluated during an ICF accreditation exam. There is also the ICF Code of Ethics, which we as coaches, are obliged to follow. We also include a sample contract for a coaching relationship and the so-called *Client Log* (a table for recording coaching sessions). In a nutshell: with the *Coach's Handbook* we share with you the knowledge we have gained through our personal and professional experience and research - valuable and useful for every coach.

We wish you to grow as coaches, to experience a wonderful adventure, to fulfil yourself, to set unimaginably great goals and to strive for them.

Use this *Handbook* in any way you like: the way that is most useful to you.

When conducting coaching classes professionally and during the "ACC Coach Academy", we feel as if we were flying. We feel emotions like on a first date: butterflies in the stomach, anticipation, hopes for the group... and then meeting wonderful people. We love to see how they develop, how they move from resistance to action; how they spread their multi-coloured wings. Then, it is most evident that perfecting oneself is worthwhile. It is worth struggling with failures in order to feel fulfilled again (or at last). It is a great feeling!

Anyway, we are both the best examples that coaching does work. When we look at ourselves from the past and the present, we think we are completely different people: happy, fulfilled, proud, non-judgmental. When we talk about above average results, we really know what we are talking about!

What's more, this experience is not exclusive to us! It can be yours too! Only if you want to.

■ 1. What is coaching and what it is not according to ICF?

"**Coaching** is a process that assumes **that every person possesses the necessary competencies within him/herself to achieve success**. Coaching involves the coach, the client (often also called coachee or mentee) and his or her goals. The clients and their goals are the subjects of this process; the coach is in the shadow of this relationship. The coach's role is to bring to light the client's abilities and competences in order for her/him to achieve the intended plans, to inspire and motivate her/him in this process. The client and the coach follow one path, which leads to the achievement of the set goal. This road is called the **coaching process**. During this road, there are stations, or sessions, where the further direction of the journey is determined. The result is a **CHANGE**.

Coaching is not about therapy. Coaching is a process of change, which begins today when we start it and continues until its conclusion. Therapy, on the other hand, refers to the past and involves analysing the impact of past experiences on a person's current behaviour.

Coaching is not training, because training is about transferring knowledge that is the subject. In coaching, the client is the subject. **Coaching is about human development**, and not about transferring knowledge. It is the client who shows the way - the coach is there to shed light on it.

WHO IS THE CLIENT?

An individual client of a coach is a person wishing to achieve one (or all) of the following goals: improving performance, enhancing one's learning process, increasing life satisfaction.

In coaching, the client is not looking for emotional relief from psychological problems. Although the person using the services of a coach may, with their support, initiate actions that will allow these goals to be achieved. However, true coaching is focused on the "here and now", on the implementation of the Client's existing intentions.

The coach's client is always the coachee, regardless of who pays for the whole process.

SERVICE PROVISION

The coach and the client together prepare a schedule of meetings and agree on the ways of communicating (directly, by phone, e-mail or using available messengers such as Skype, etc.). They do not have to follow any externally imposed standards in this regard.

coaching RELATIONSHIPS

The coach's relationship with the Client is a PARTNERSHIP. The coach does not approach the Client from the position of an expert, authority or healer. The coach and the Client together establish the goal, format and expected results of their work. The Client does not blame the coach for the agreed actions, nor does the coach decide to take full responsibility for the process results.

RESULTS

Coaching is aimed at improving the Client's performance as well as his/her way of learning, thus increasing the quality of life.

TIME FRAME

Coaching focuses on the present and the future. It does not analyse the past or the impact of past events on the current functioning of the Client. Coaching uses information about the Client's past only to determine his or her current situation. However, coaching does not involve solving problems from the past in order to improve future activities.

EMOTIONS

Coaching assumes that the Client using the services of a coach is able to identify, express and deal with his or her own emotions.

COACHING VS. PSYCHOTHERAPY

Coaching is not psychotherapy and cannot help the Client with emotional or cognitive problems. Coaching does not deal with psychological help and does not treat disorders.

However, coaching can be used in parallel with psychotherapy. But it cannot be regarded as its substitute.

ADVICE

It sometimes happens that the coach provides advice, expresses her or his own opinions or suggestions. However, both the coach and the Client are aware that the Client can either accept or reject the coach's suggestions, as the Clients are responsible for their own actions.

CLIENT MOTIVATION

The coach encourages the Client to take action in order to achieve his or her desired goals or dreams. This request, however, does not stem from a desire to diagnose the Client's problems or an attempt to understand his or her past. It is about motivating the Client to take action to bring about change.

EXPERTISE

Coaches are experts in the field of the coaching process and do not need to have specialist knowledge of the specific area of the Client's expertise (e.g. technology, industry, etc.). However, if the coach has knowledge in the area of the Client's competence, he or she can use it to successfully navigate the entire process. The coach waits for the solutions suggested and proposed by the Client, and the role of the coach is to guide the Client towards them.

RELATIONSHIPS

The relationship between the coach and the Client is the basis of the entire coaching process. The coach and the Client intentionally build a relationship that is characterised by mutual respect and understanding. This relationship is not a by-product of coaching or an addition to the whole process. It is its guarantor. But on the other hand, this relationship cannot be too closely related to the results achieved by the Client, it cannot be the main determinant: the cause and condition for the Client to achieve change.

USE OF INFORMATION

During coaching, the information obtained from the Client is used by the coach only to increase the Client's self-awareness and to facilitate the choice of action. This information is not used to evaluate the Client's actions, nor is it included in any reports, with the exception of the reports provided to the Client him/herself.

SCOPE OF COACHING

Coaching can address a wide variety of issues, both personal and professional.

In a coaching relationship, the Client together with the coach determine the scope of work. The scope of coaching should not be limited to any narrow field of application.

CONTRIBUTION TO RESULTS

During the coaching process, the coach's input is expressed through constant interaction with the Client. The role of the coach is to lead the Client to his or her goal, taking into account the Client's commitment and motivation, checking whether the goal is still important for the Client.

ONGOING IMPACT

Coaching was developed to empower people to increase their ability to achieve their desired results. Also, to build self-confidence, as to the natural abilities of development, inherent in every human being. It is important that the Clients do not have the feeling that they can only act effectively when supported by a coach"².

² Electronic document. Access mode: www.icf.org.pl; date of access: 15.04.2013.

■ 2. Definitions of coaching

"It all started with sport. And since business and other spheres of life "like" proven solutions, they often adopt directly what already works. Taking the best athletes as their role models, modern managers and successful people are increasingly exercising, training their various skills. And not only in the conventional, so-called western way. They also more and more willingly turn to the wisdom of the East. They find peace and balance by regularly meditating, practicing yoga or tai-chi. Timothy Gallwey, author of *The Inner Game* book series, has insightfully described the phenomenon of the inner game, when the real opponents are not athletes, professional or life competitors, but our own limitations and weaknesses. *The Inner Game*, according to Gallwey, is about breaking mental and emotional habits that hold a person back from achieving the best possible results. Coaching is a method that helps you develop yourself and perform at your best in a friendly and open way - without competition, rough fighting, criticism or judgement"³.

"The term 'coaching' is free from associations related to mental problems, which belong to psychotherapy. Instead, it evokes strong associations with sport. Both the beginning coach and the beginning Client may be convinced (perhaps unconsciously), that coaching is about telling the Client what to do, because the coach knows better or thinks so. However, one of the basic principles of coaching is the belief that **the Client should be the source of solutions**. Behind this belief is the basic principle of choice and responsibility"⁴.

Definition of coaching by Gerard O'Donovan

In order to present the essence of coaching and the role of the coach even more accurately, we decided to quote one of its best practitioners - Gerard O'Donovan.

³ K.H. Kowalska, *Skuteczny coaching. Jak zostać najlepszym trenerem osobistym i zmieniać życie innych na lepsze*, Gliwice 2011, p.12-13.

⁴ J. Rogers, *Coaching*, Gdańsk 2010, p. 40.

Coaching is about making the most of your own potential with the individual and personal support of someone who will challenge, stimulate and guide you on your path of continuous personal growth.

G. O'Donovan, in many of his works (both theoretical and during practical workshops), emphasises that thanks to coaching, a person achieves true self-awareness. According to O'Donovan, coaching is about helping people achieve a state of self-awareness - that is reaching a point where they not only truly get to know themselves, but also - thanks to this knowledge - feel comfortable with themselves and understand the person they are discovering within themselves.

G.O'Donovan addresses potential coaching clients in the following way:

"Your coach partners closely with you to set and clearly define your intentions and goals and develop an action plan to achieve them. Defining them will make you understand what is really significant to you in your life, empower you to assume responsibility for them, and make it easier to build and act on plans that will help make your priorities come true. In conclusion, coaching is about helping you to create and develop the best version of your greatest personal vision; to achieve success - understood as the ongoing accomplishment of an important goal or ideal.

The process you will be guided through will start with re-evaluating your current position, defining who you really are, what your priorities are and making a clear and conscious decision about the future you would like to create. With the help of your private coach, you can re-shape your life, overcome all obstacles and live the life you love.

Coaching involves a conversation - a dialogue between you and your coach. In terms of effectiveness and result-orientation, coaching works on the principle of becoming aware of what you already know. In fact, you know the answers to all your questions: the ones asked and the ones not asked. Your coach will provide you with vital help, support and encouragement to seek and find them; guide you along the path to asking the right questions and help you acquire the skills to deal with the answers.

Coaching is also about learning. A coach is not a teacher and will not always know better than you how you should act, but this is fine. The coach will observe the patterns you follow, identify new actions that are more likely to succeed and then work with you to implement them. This process involves learning through various coaching techniques such as listening, reflecting, asking questions and providing feedback. Finally, and most importantly, your coach will help you learn to self-correct and self-create. This means that you will learn how to correct your own behaviour, ask your own questions and find answers to them"⁵.

And here are some impressions on the essence and course of coaching:

coaching - "(...) is the use of silence, questions and challenges in order to help the coachee to achieve a specific goal. Very often the client comes to the coach with current problems or those likely to occur in the future"⁶.

coaching - is a form of conversation that follows unspoken stone rules about what must be included. These rules are: respect, openness, compassion, empathy and a rigorously observed commitment to truthfulness.

coaching - "is about developing the capacity to change people, the organisations they work in and the environment they live in. By influencing their imagination and their values, coaching helps them to redefine - in line with the goals they aspire to - their attitudes, their mindsets and their behaviour"⁷.

coaching - "is making an effort to make an insight into oneself and to act in a state of awareness. This is the purpose of coaching and this is what a coach wants you to do. It's about the Client growing internally and being aware of one's own powers, one's own merits - accomplishing everything one intended. It is also about the Client being aware of their deficiencies, limitations and weaknesses. In the process of coaching there is no place for any kind of pressure or forcing.

⁵ G. O'Donovan, *Noble Manhattan Coaching* – materials for participants of the training "Introduce to coaching" Krakow 2009.

⁶ A. McLeod, *Mistrz coachingu*, Gliwice 2008, p. 27.

⁷ M. Sidor-Rządkowska, *Profesjonalny coaching. Zasady i dylematy etyczne pracy coacha*, Warsaw 2012, p. 13.

However, there is space for conscious decisions, choices, planned and intended activities. In coaching, the Client takes full responsibility for their own coaching process and all its potential or already visible effects"⁸.

coaching is a process. The main objective of this process is to empower the Client to make the intended change on their own (based on their personal conclusions and resources). Coaching is a process of improving competences in the area that the Client wants to develop. It helps people to become who they want to be and to be the best version of oneself. It brings out and intensifies the best in people. It is a process based on partnership and mutual trust. This is very important, because change requires prior insight, and this is only possible in an atmosphere of mutual trust between the Client and the coach. Coaching is a broad developmental process, although focused on specific goals, which are defined at the beginning. The principal (supervisor) and/or the person in question (Client), together with the coach, prepare the initial process objectives or result objectives. Coaching is a process based on discoveries made according to the principle: "The coach knows the questions, the Client knows the answers".

A coach uses many tools, but **the basic way of communication is through QUESTIONS.** It is unacceptable to suggest solutions, advice, consultations and other manifestations of similar actions. Coaching is a planned and deliberate process. It has its rhythm, its beginning, the middle and the end; their sequence is important for the effectiveness of the process. Coaching is a process that lasts and is located in time. This is very important, because each effect achieved today, is strengthened in such a way as to cause effectiveness also in the future. Coaching usually involves several to a dozen 60-90 minutes' long meetings with a one-month break between each of them (although the duration and frequency of coaching sessions vary depending on the coaching school)⁹.

⁸ P. Filipczuk, *Współczesna mitologia coachingu*, Gliwice 2012, p. 19-20.

⁹ Electronic document. Access mode: http://www.iccpoland.pl/Artykuly/0,2,Czym_jest_Coaching.html; date of access: 15.12.2012.

■ 3. Types of coaching

There are many types of coaching, defined according to the number of Clients, the way of conducting sessions, the theme of sessions, objectives and other categories that group and determine the coaching process.

Below you will find a description of several types of coaching:

Life coaching - is a way of discovering potential and crossing barriers thanks to a partnership between the coach and the Client. It is a series of conversations focused on achieving the desired results. In life coaching, we deal with the **Client's personal life** and its aspects: relationships, finances, family, health, career - any field that is of interest to us. Life coaching, as the name suggests, supports the achievement of so-called life goals.

Business coaching - is an individual support for a leader in achieving his or her **business goals**. It provides an opportunity to take a closer look at one's own situation, broaden the perspective, to see new opportunities and solutions. During the coaching process, a leader becomes aware of the competencies they need to develop, and how they can better use their natural abilities to achieve their desired results. They improve their ability to make the right decisions, deal with difficult situations and develop an effective **strategy for action**.

The difference between business coaching and *life coaching* also lies in the fact that *life coaching* is usually paid for by the Client, whereas business coaching is financed by an organisation. Business coaching is generally a three-party relationship: Client-coach-sponsor, it requires the development of a number of principles enabling the resolution of emerging difficulties and dilemmas.

Executive coaching - usually refers to coaching that is addressed to top management. The purpose of *executive coaching* is the **individual development of management**, increasing personal effectiveness, leadership charisma and other important characteristics and values of a leader. *Executive coaching* serves to develop a leader's awareness of his or her management style and manner, the behavioral resources available to him or her in specific situations and the creative overcoming of impasses. *Executive coaching* clients typically expect the coach to have knowledge of the their areas of expertise, as well as experience in management.

Possible *executive coaching* topics include everything that falls under *life coaching* and all aspects of business management. Typical *executive coaching* topics include: 100 first days in a new job, stress and burnout, finances, career, looking for a new job (in case of downsizing), preparing for layoffs, presentation skills and many more.

Team coaching - this type of coaching pertains to groups. The subject of the activity is both individual people in an organisation or a group, as well as their relationships. Coaching a group differs from coaching individuals and this in a way that goes far beyond the differences in numbers. The team, the organisation are living systems, and not just a collection of individual elements. In this kind of coaching, the system is called the "third entity" - it is what is "in between": people, their positions, responsibilities, etc. Each system has a constantly changing climate and its own emotional field. Coaching in this case is about **working with the system**, with this "third entity", and not only about working with the individuals that are part of it¹⁰.

Utility coaching - is a process focused on the **development of specific skills**, for example, in the case of company executives. Very often, in-house coaches use utility coaching when they conduct sessions with salespeople, for example, accompanying them in negotiations. After the meeting, they discuss the event step by step.

Performance coaching - is coaching focused on **improving performance**, achieving set goals.

Professional coaching, career coaching - it is coaching related to development, **career**, involving various professional groups (they do not necessarily have to be related to business activity, they may be, for example, artists, journalists, representatives of free professions, etc.).

Expert coaching - is a process focused on **specialized issues** related to the profession performed by the Client¹¹.

■ 4. coaching and other disciplines

"Coaching is not a form of therapy or treatment. It is a training process that supports personal development. It cannot replace any form of therapy or treatment. If these are taking place, the Client undertakes not to interrupt any existing therapy or doctor-ordered form of treatment, and should inform his or her doctor or therapist of their desire to commence coaching"¹².

Psychiatry - a psychiatrist is a doctor who has specialised in his or her field, but this does not necessarily mean that they are also experienced in psychological therapy. Psychiatrists diagnose mental illnesses and treat them with appropriate medical measures. A psychiatrist may, of course, have training in psychology and therapy, and may therefore decide to refer a patient to a therapist.

Psychology - a psychologist is usually someone with a degree in psychology and additional training in a particular area of specialty, such as clinical psychology or educational psychology.

Psychotherapy - psychotherapy consists of therapeutic intervention aimed at people with personality problems. Patients may be diagnosed as having a 'personality disorder', which means a range of problems in their daily functioning.

Counselling - focuses on helping people who are emotionally distressed, which makes it difficult or even impossible for them to function in the way they would like to. It usually involves getting people back to their normal state. The types of problems a counsellor deals with are bereavement, relationship problems, educational difficulties, work-related problems such as bullying or stress, dissatisfaction with life in general and family problems.

Consulting - organisations use consulting in several different ways. It may serve, for example, to bridge gaps in knowledge, experience or availability of relevant staff. It is also treated as a source of guidance on the direction and strategy of the organisation. A consultant may bring skills from all areas related to coaching, as well as hard knowledge of finance, logistics or marketing¹³.

¹⁰ M. Sidor-Rządkowska, *Profesjonalny coaching...*, op. cit., p. 23.

¹¹ J. Żukowska, *Coaching* – unpublished lecture material, SGH, Warsaw 2012.

¹²

M. Bennewicz, *Coaching i mentoring w praktyce*, Warsaw 2011, p. 37.

Mentoring - is the process that is most closely related to coaching and is often confused with it; in practice, it is also easy to "unintentionally" switch from coaching to mentoring without being aware of it. However, coaching is not mentoring. Mentoring as a process allows giving the mentee necessary advice, guidance. A mentor has the right to act as an older, more experienced colleague who gives advice - a coach does not have this right and should not do it. Often the mentor's acts as a role model. Such mentoring supports the evolution of the Client's competences. Mentoring can be a useful method of introducing a recently recruited employee to work. In the next, 5th chapter of our handbook we discuss these two issues in even more detail.

Teaching - is the process of transferring knowledge from the teacher to the student. The teacher knows something that the student does not know.¹⁴ Coaching avoids such relationships, placing the Client as the subject and the main source of knowledge that makes room for change.

■ 5. coaching and mentoring

Coaching is a wonderful process that empowers the individual, continuous and comprehensive development of human competence. Coaching inspires and helps to build valuable attitudes, develop new behavioural strategies and achieve the intended results. It helps a person make better use of his or her skills and natural abilities, become more creative and more motivated¹⁵.

Mentoring, on the other hand, refers to a discussion between two people, in which the role of the expert is highlighted, sharing his or her own experience with the "student" in order to increase his or her knowledge. The mentor speaks freely, tells about one's own experiences and gives specific advice to the mentee. Coaching refers to a discussion between two people, during which the role of the student's self-learning is emphasised. Although the coach may have more experience in a given issue, he or she will not give advice. Instead, he or she will use an approach that enables the mentee to analyse his or her own understanding of the matter and come to their own conclusions¹⁶.

"Mentoring". The word originates from Greek mythology, according to which Odysseus, setting out for Troy, entrusted his own home and the education of his son Telemachus to his friend, Mentor. "Pass on to him everything you know," said Odysseus, thus unintentionally setting some limits to mentoring. Thousands of years have passed from ancient times to our modern day, but yet the essence of mentoring has remained the same. Mike Specklen coached and mentored the famous undefeated rowers, Andy Holmes and Steve Redgrave. "At one point I was stuck because I had taught them every technical skill I knew," recalled Specklen many years after completing his course at Performance Coaching. "However, it provided opportunities to go further because they feel things that I don't even see." By referring to the players' experience and insights rather than his own, Specklen discovered a new way to move forward with them: good coaching and good mentoring can, and should, push the performer beyond the limitations of the coach's or mentor's knowledge¹⁷.

¹³ C. Wilson, *Coaching biznesowy*, MT Biznes 2010, p. 38-40.

¹⁴ *Kompendium coachingu. Podręcznik uczestnika*, Instytut Rozwoju Biznesu, p. 4.

¹⁵ M. Wilczycka, M. Nowak, J. Kućka, J. Sawicka, K. Sztajerwald, *Moc coachingu*, Gliwice 2011, p.19.

¹⁶ J. Leary-Joyce, *Inspirujący menedżer*, Warsaw 2010, p. 105.

¹⁷ J. Whitmore, *Coaching – trening efektywności*, Warsaw 2011, p. 20.

Some people use the term mentoring interchangeably with coaching. Here is a quote from David Clutterbuck's book: "Everyone Needs a Mentor: Despite the various definitions of mentoring (as well as the various names given to it, ranging from coaching or consulting to sponsorship), all experts and speakers seem to agree that its roots lie in the concept of learning a craft, when an older, more experienced person imparted his or her knowledge of how to perform a task, as well as how to function in the business world." In fact, however, the effect of coaching does not rely on "an older, more experienced person imparting their knowledge"¹⁸. Coaching requires broad expertise not only in the particular area worked on with the client. This is one of its advantages.

There are many misunderstandings about the concept of mentoring. With frequent media coverage and the emergence of the increasingly associated coaching and coaching psychology groups, many people believe that mentoring is not as eye-catching in the marketplace as coaching¹⁹.

From a positive psychology perspective, coaching and mentoring can be viewed in terms of an individual's positive emotions in the present and the future. Metaphorically speaking, coaching and mentoring are a journey in which we focus on the present (here and now), and from this place we look to the future (aspirations) as if it was a reality²⁰.

To better see the differences between coaching and mentoring, we suggest making a comparison between them:

Table 1. Coaching and mentoring - key differences

	mentoring	coaching
DURATION OF RELATIONSHIP/MEETING	Long-term relationship	Limited duration of relationship
RELATIONSHIP/MEETING STRUCTURE	Can be informal, meeting as needed	Usually has a fixed structure and regularity
SCOPE OF RELATIONSHIP/MEETING	Long-term relationship, broader view of the person	Short-term relationship (sometimes limited in time) and focused on specific topics
POSITIONS AND KNOWLEDGE OF RELATIONSHIP/MEETING PARTNERS	The mentor has more experience than the Client	The coach does not always have to have extensive experience in the Client's area of expertise
PURPOSE OF RELATIONSHIP/MEETING	Purely career-oriented	It is usually development-oriented and work-related, but can bring up personal topics
THEMATIC SCOPE OF MEETING	Topics are determined by the Client, the mentor guides and helps prepare the Client to pursue the intended role	Topics include achieving specific short-term goals
AREAS OF ANALYSIS	Revolves around the Client's professional development	Revolves around specific self-improvement issues of the Client, not only related to work

Source: H. Szmídt, *Coaching Line*, Rzeszów 2012, p. 20.

¹⁸ Ibidem.

¹⁹ H. Law, S. Ireland, Z. Hussain, *Psychologia coachingu*, Warsaw 2010, p. 36.

²⁰ Ibidem.

Below you can see a table showing the differences between coaching and mentoring in business²¹:

Table 2. The role of the coach and mentor in the change process

	mentor	coach
FOCUS	Individual, Client	Results
ROLE	Facilitating, without special pre-arrangements	Task-oriented
RELATIONSHIP	Free choice	Often imposed by professional requirements
SOURCE OF IMPACT	Perceived value	Professional standing
PERSONAL BENEFITS	Affirmation/Learning	Teamwork/Results
ARENA	Lifetime	Task-related

Source: H. Szmids, *Coaching line...*, op. cit., p. 20.

The coach is an authority mobilising for change, who may or may not be an expert in a given field. His or her presence starts the relationship (the process of change) with the consent of the partner - the Client. The relationship between the two requires contact and communication. It is consciously initiated in order to achieve foreseen or unforeseen results, which are supposed to improve the quality of life or enhance a specific area: work, sport, interpersonal relations; it may also concern a specific matter: the result of a sale, the success of a project, the organisation of an enterprise. It follows that most communication between the coach and his Client is goal-oriented, aimed at achieving specific, planned or desired results. The coach uses methods, about which he or she informs the Client before applying them; these are for example: experiments, provocative techniques, questions, physical exercises, meditation techniques, etc. The work of the coach is to inspire the Client and point out areas of their responsibility. The effects of coaching should be measurable, that is defined by indicators, by which it will be possible to recognise the progress and parameters of the achieved goal. It is the **Client who is responsible for the result, while the coach is responsible for the boundary conditions of the relationship**: the point is that the Client has objectively created the best possible conditions for change, while maintaining ethical and cultural standards, as well as the standards of the method represented by the coach.²²

²¹ Ibidem.

6. What is a change and what are responses to a change

²² M. Bennewicz, *Coaching i mentoring w praktyce*, Warsaw 2011, p. 30

ESSENCE OF CHANGE

A change is actually a simple process - it happens when something changes, when something that is outdated no longer meets the required expectations. A change can be seen everywhere. Examples include new technologies, new management solutions, changes in values, habits, lifestyles. A change is a very general term, meaning both planned and unplanned, desired and undesired effects, processes or events. When talking about a change, literature often uses the metaphor of a **journey into the unknown**, where it is difficult to predict what might happen. A change is the bridging of the gap between the present state and the desired future state, through:

- planning,
- implementation,
- evaluation/assessment.

CHANGE AND HUMAN RESPONSES

Today, the pace of a change around us is staggering. Our lives are a series of changes: from home to school, from school to another school, from school to work, from being single to being married, from job to job, and so on. These processes always involve a change - both in our surroundings and in ourselves. Peter Drucker stated that the only thing that is constant in the world is a change.

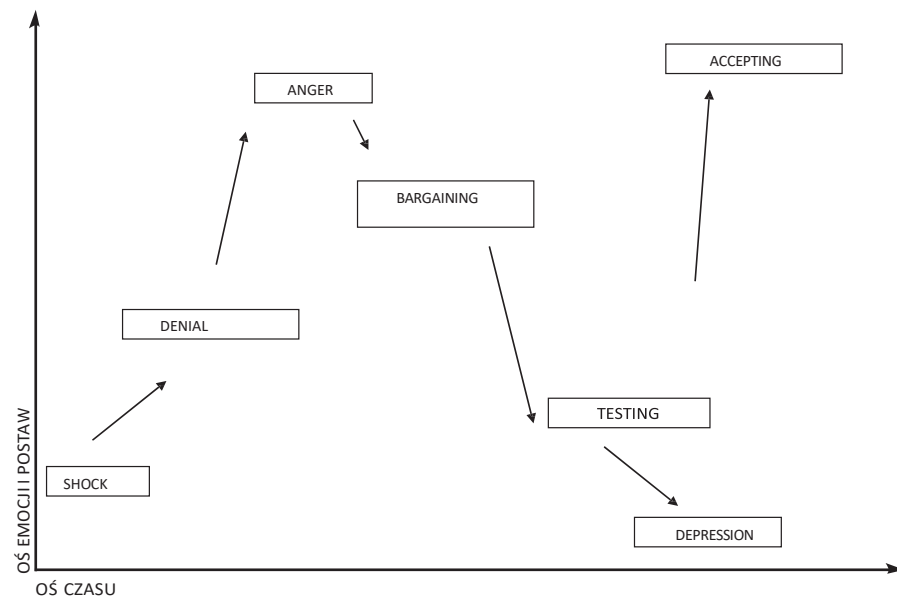
WAYS OF DEALING WITH CHANGE

Although a change is a common and normal phenomenon and - in theory - seems to be a simple process, in reality it is an extremely complex situation. What is more, it triggers similarly complex states. This is why people react to a change in different ways. Some are frightened by it, some do not take any action, some use it to develop and creatively exploit the opportunities, and some make wrong decisions.

MODEL EXPLAINING THE CHANGES

A number of studies and research on the response to change have led to the development of a general change response model that occurs to a significant extent in all individuals involved in transition. This model was developed by Hopson and Adams. It consists of seven stages to understand what people are feeling at any given time (Fig. 1). The idea is to realise that our given reaction to change is perfectly normal, and with this knowledge we can control and influence our emotions and feelings.

Fig. 1 Model of transition cycle



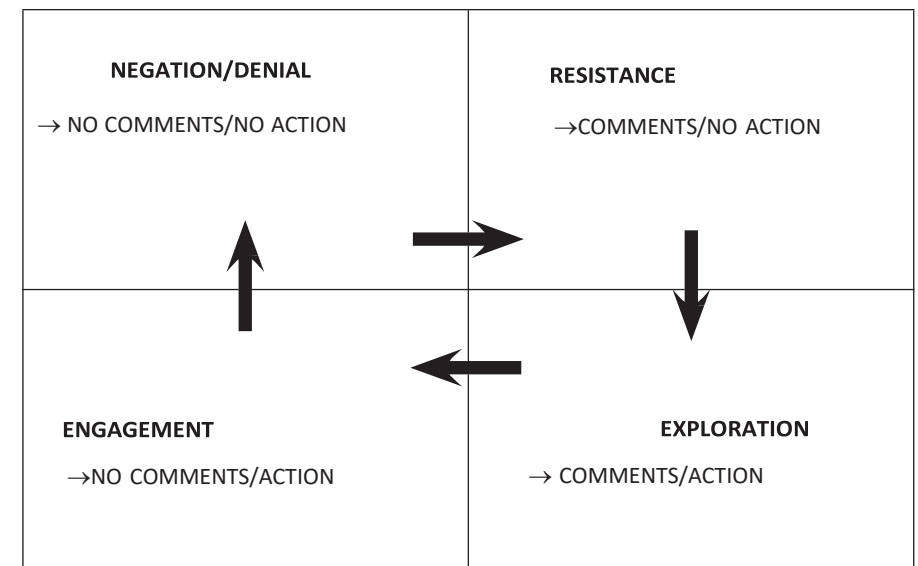
Source: Own elaboration based on the Hopson and Adams model.

The model presents seven stages of transition: starting with a negative reaction (shock, denial, anger), through gradual recognition of its reality, testing new forms of behaviour (bargaining, trying), understanding oneself and integrating the new circumstances into everyday functioning (integration). The person's level of self-esteem also changes during this time. Thanks to this model, the process of reacting to change and going through transition becomes predictable.

Of course, it might be that one moves smoothly from one stage to another, and another person gets blocked during one of the stages, or one might return to the negative stages when it actually seems that everything has gone well. However, for the transformation to be complete, it is necessary to go through and work through all seven stages. We often try to avoid the depression or anger stage or help others to avoid it. But the reality is that the sooner we allow ourselves to experience all these emotions, the sooner we discover the new possibilities that transformation opens up for us.

It is the same with teams. When a team goes through a transition, we then speak of a so-called group process (Fig.2).

Fig. 2. Group reaction to transition



Source: own elaboration

Let's now try to trace what reactions can occur when a group/team goes through a transition: what we can expect in each phase of responding to the transition:

NEGATION/DENIAL → NO COMMENTS/NO ACTION

What attitudes can you expect as a leader: usual work, looking back as if nothing has changed. People stick to their usual ways of doing things and won't change it until it is absolutely necessary.

RESISTANCE → COMMENTS/NO ACTION

What you can expect from the group: anger, criticism, anxiety, discouragement. At this stage, employees also risk leaving the team to team up with someone else.

EXPLORATION → COMMENTS/ACTION

You know the symptoms: excessive inquisitiveness, comparing, confusion, chaos, excess energy and proposals: "Let's try this and that and then something else". There is a lot of energy and new ideas, but they lack coherence.

ENGAGEMENT → NO COMMENTS/ACTION

This stage starts when the team, together with the leader, starts to think creatively and actually work together. There is cohesion and more coordination: 'How do we get on with this?'

When guiding employees through this challenging process, remember that managers are just as susceptible to resilience syndrome as their subordinates, and their own commitment and core assumptions have a huge impact on the people around them. It is essential to understand the complex nature of human behaviour, to bring to the surface the mechanism of the group's response to change, and to support employees in their struggles with the internal resistances that get in the way of achieving their goals. In practice, it is useful to use the following steps to help an employee overcome their resistance to transition: diagnosing the stage of change the group is in, identifying assumptions - employees' deep-seated, personal beliefs - to guide them through the change.

Similarly to the manager, the coach also follows the Client through the stages of change, the same as those that occur in the group process. During the journey to the goal, the client goes through both the negation phase, in which there are no comments, but also no action, and the second phase - resistance, in

which the client begins to comment on reality, but still no action. This is followed by an exploration phase, in which the comments and initial actions of the Client appear, before moving on to the final stage, that of the Client's engagement, in which the actual actions take place.

The role of the coach is to recognise these phases and safely guide the client through them.

"What does coaching mean to me? Coaching is about enjoying every moment, it allows you to see the world through other people's eyes and that is an amazing, revealing and inspiring experience. The peace it gives is wonderful. It allows us to enjoy everything that happens to us. Am I a coach? Today I can say that I am. It is not about a diploma or a rich workshop. For me, being a coach is a daily learning, self-improvement. This role allows me to develop myself, but also to observe the development of my Clients. It is extremely satisfying when, thanks to the established relationship and conversations, they also achieve the joy of transition, achieve their goals and become happy.

What did I take from the Coach Academy? My life adventure began thanks to it. The amazing people I met during the classes inspired me to change my outlook on life. Now I know that it is possible to achieve your goals, if only you understand that everything depends on you. Especially when there is someone by our side who supports and guides us through the transition.

The process of change that I went through while participating in the Academy brought up many extreme emotions. Today I know that they were all important. Thanks to them I feel that coaching is the direction I should follow. I want to go this path, coaching makes me happy and makes me feel strong.

Many thanks to Marta and Agnieszka and to all the Academy participants for being there for me, for supporting me in my more challenging moments and for inspiring me!!! You are amazing.

I recommend such an adventure to everyone".

Kasia

7. Development of coaching in Poland – spreading coaching awareness

Coaching is only at the initial stage of development on the Polish market. However, it provides an opportunity to use the experience of other countries, which perceive coaching as a reality and as a highly effective method. The appreciation of the results that coaching brings and the resulting demand for this method in Poland has been growing over the past few years.

The training market offers various forms of coach education: from a few days of training through longer academic education²³.

Here is an overview of some of the most important institutions professionally engaged in coaching:

icF (International Coach Federation)

It is an international coaching organisation based in the USA, founded in 1995, associating over 16 000 professionals (personal and business coaches) in 90 countries worldwide. ICF was the first organisation in the world to create and propose a definition and philosophy of coaching, as well as to create ethical standards, which members are obliged to follow. ICF has a code of ethics for members and accredited coaches, as well as a process for handling complaints from anyone who has concerns about ICF members or accredited coaches. Coaches, as well as all interested parties, should know and be aware of the ethical rules and the possibility of recourse in case of non-compliance, as well as all standards that ICF professional coaches are obliged to adhere to.²⁴

The most well-known and active non-profit coaching organisations in Poland are:

1. Coaching Committee at the Polish Chamber of Training Companies (*Polska Izba Firm Szkoleniowych*) (<http://www.pifs.org.pl/>).
2. International Coach Federation Polska, Polish association of personal development trainers (<http://icf.org.pl/>).
3. Coaching Partners (associates ICC members).
4. Polish coaching association (*Polskie stowarzyszenie coachingu*).

5. Polish coaching and development association (*Polskie stowarzyszenie coachingu i rozwoju*).
6. European Mentoring and Coaching Council Poland (EMCC, <http://www.emc-council.org/pl/pl/>).

At the beginning of 2009, the Polish Chamber of Coaching was established in Poland, bringing together over 100 founding members. The Chamber of Coaching is a chamber of commerce for business entities only, which means that it can award certificates, set standards, cooperate with the government and influence the shape of laws leading to the legalisation of the coaching profession in Poland. The Chamber authorities declare: *"Through the effect of synergy and drawing on the best models of many trends and environments, we want to develop an area that is a support for various initiatives emerging in the professional coaching environment, as well as a platform for the exchange of ideas, experiences and standards for many coaching trends available on the Polish and European market. One of our goals, aiming at the professionalisation of the coaching profession, is also the legalisation of the coaching profession in Poland. Currently, the following committees have been established at the Chamber of Coaching: for Accreditation, International Cooperation, Cooperation with Higher Education Institutions, Coaching Effectiveness Examination, Regional Chambers and for Ethics and Standards also begin work in this direction"*²⁵.

House of Skills, a leading Polish brand offering consulting and training services, predicts the following directions of development for the coaching market in Poland: the key for companies offering coaching services will be the ability to precisely explain the reasons for the effectiveness of coaching and the methods of measuring it, the demand for outsourcing will increase (companies will not hire the coach itself, but will contract a service including coaching and the measurement of its effectiveness), and the areas of the most intense development of coaching may turn out to be its combination with talent management and the use of group coaching²⁶.

icF in Poland

Poland is a large branch of the ICF - the number of ICF members in Poland is currently 366 (as of December 2013); it ranks after such countries as the UK, France, Spain, Italy, Sweden and Turkey. The popularity of coaching in Poland is proven by the fact that our country has recently experienced the highest increa-

²³ M. Wilczycka, M. Nowak, J. Kućka, J. Sawicka, K. Sztajerwald, *Moc coachingu...*, op. cit.

²⁴ B. Berendt, unpublished educational material of SGH postgraduate studies, 2012.

²⁵ M. Kołodkiewicz, *Raport – Szkoła dla coacha*, Warsaw 2009, p. 9.

²⁶ Ibidem, p. 10.

se in the number of members (by 68%), followed by Spain (about 28%), Italy (over 27%) and Germany (almost 15%). Poland ranks fifth in Europe in terms of the number of accredited coaches (358), after Spain (579), Great Britain (over 27%) and Germany (almost 15%): Spain (579), Great Britain (514), Sweden (470), Italy (395), but before France (226). Currently (as of 15.12.2013) there are 380 coaches in ICF Poland with the title of Associated Certified Coach (ACC), 32 - with the title of Professional Certified Coach (PCC), and 1 - Master Certified Coach (MCC)²⁷.

icc (International Coaching Community)

The organisation, founded by Joseph O'Connor and Andrea Lages O'Connor, has 3139 members in 50 countries. The Association, which is at the same time a coaching school following J. O'Connor's approach, certifies individual coaches and trainers. Over 650 people in Poland are ICC certified. The first ICC course in Poland, conducted by Joseph O'Connor and Andrea Lages o'Connor in July 2002, was at the same time the first ICC course conducted in the world. The Polish ICC school is the longest-established coaching school in the country.

eci (European Coaching Institute)

Founded by Gerard O'Donovan in 1999, the organisation brings together coaches in 18 countries. It accredits both schools and individual coaches. Since 2009, ECI standards have been represented in Poland by the Noble Manhattan training company and the Extreme Group. Currently Nobel Manhattan is cooperating with the Business Development Institute.

emcc (European Mentoring & Coaching Council)

EMCC is a pan-European organisation that unites 13 countries and grants accreditations to coaching schools. The EMCC in Poland is a partner of the Norman Bennett Academy²⁸.

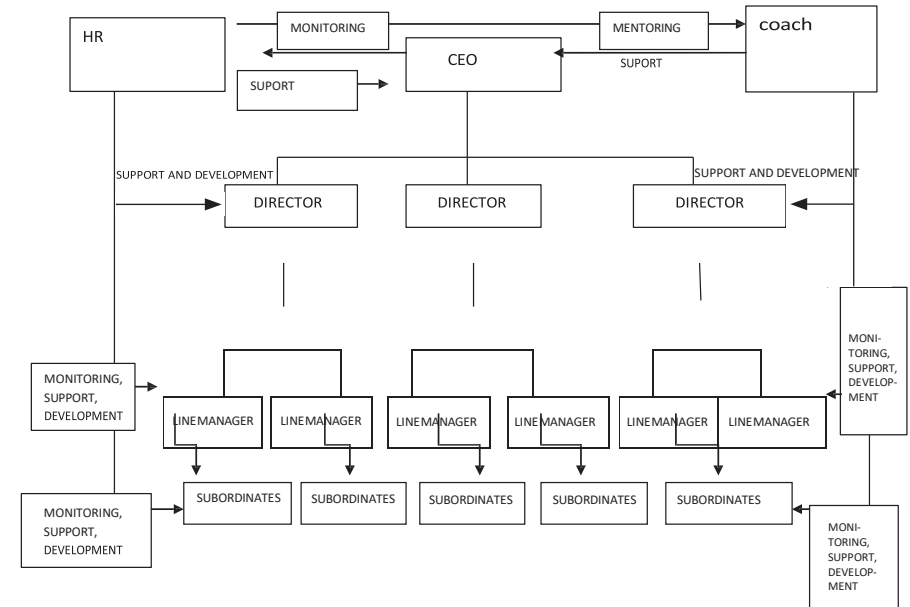
8. What is coaching in an organisation?

Coaching in an organisation is aimed at **knowledge management and organisational development**; it also focuses on the individual development of employees.

1. Place of a coach in the organisational hierarchy

Figure 3. shows the typical functions of an HR director and a coach in relation to the hierarchy and relationships between the people involved in the coaching process. Thus, for example, the HR director will monitor the coach but at the same time support the CEO, who is his or her supervisor. The HR director will support and take care of the development of the other directors, and monitor, assist and develop their subordinates. The role of a coach is always to provide support and care for the development of others. In the example shown in the diagram, the coach is not coaching the CEO, so his role is of a supportive nature. However, if the CEO was coached, the coach's role would also be to take care of his or her development²⁹.

Figure 3. The place of a coach in the organisation: monitoring and support



²⁹ C. Wilson, *Coaching Biznesowy*, MT Biznes 2010, s. 196-197.

²⁷ Electronic document. Access mode: <http://icf.org.pl/pl813,icf-polska-na-tle-europy.htm>; date of access: 18.12.2013.

²⁸ M. Kołodkiewicz, *Raport – Szkoła dla Coacha...*, op. cit., p. 8.

Source: C Wilson, *Coaching Biznesowy*, ..., op. cit.

²⁹C. Wilson, *Coaching Biznesowy*, ..., op. cit.

The coaching skills of employees in an organisation are most useful in the following situations:

- giving and receiving feedback, both positive and negative
- building teams, especially during mergers and other transitions;
- motivating employees to perform at their best, maximising their enthusiasm and keeping stress to a minimum;
- eliminating anxiety, which hinders action;
- increasing assertiveness, especially in meetings or teleconferences;
- working on areas for development identified during assessment or performance review³⁰.

2. types of coaching in an organisation - the role and position of the coach

1. Internal coach (no reporting relationship).
2. External coach (employed by the organisation).
3. Coach-supervisor (within sales coaching).
4. Supervisor using a coaching style.

3. Types of coaching in an organisation

1. Organisational/business coaching.
2. Sales/commercial coaching.
3. Life coaching.
4. Executive coaching.
5. Team coaching.
6. Career coaching.
7. Cross-cultural/multi cultural coaching.
8. Health coaching.

Coaching in 21st century organisations - a necessity of our times

All predictions connected with the development of coaching in the world, including Poland, point to its growing demand. This situation stems from the specific times we live in, which are marked by constant change. We, as individual

people, try to adapt to these changes, and adapting to change and coping with change is a constant (and probably irreversible) learning process for organisations. Here is a brief view of the essence of our modern life and the place of coaching in it, according to Robert Hargrove:

„Our journey is not a race or a performance, but a work. And it starts at work: in the company, in the school or in the hospital. There are increasing demands to redefine the organisation: to define what it will be in the 21st century. For this to become possible, executives and leaders at all levels of management must first redefine themselves. Coaching accelerates and facilitates this process:

- every global corporation needs coaches to help its employees set and meet ever-higher expectations;
- every legislative body needs experienced advisors who can overcome deadlocks in order to reach a common position;
- Schools are in an educational crisis and need teachers who focus on the students and not on the curriculum;
- the world is a complex social and biological system and there are more and more pressing problems. We need coaches to solve them together".³¹

4. The role of the coach in the organisation - own research

While developing this handbook, we wanted to get to know the opinions of people we work with on a daily basis about the role, place and need for coaching in organisations. Below are the results of our own research, which we conducted within our area of interest.

Description of research: purpose, scope, methodology, respondents

The research was conducted in November 2013 in the form of anonymous questionnaires on a group of 30 people who have used or are using coaching.

The majority of the respondents in the research group work in an international organisation and hold sales or managerial positions.

³⁰ Ibidem, p. 150-151.

³¹ R. Hargrove, *Mistrzowski coaching*, Krakow 2006, p. 24.

The research provided information on:

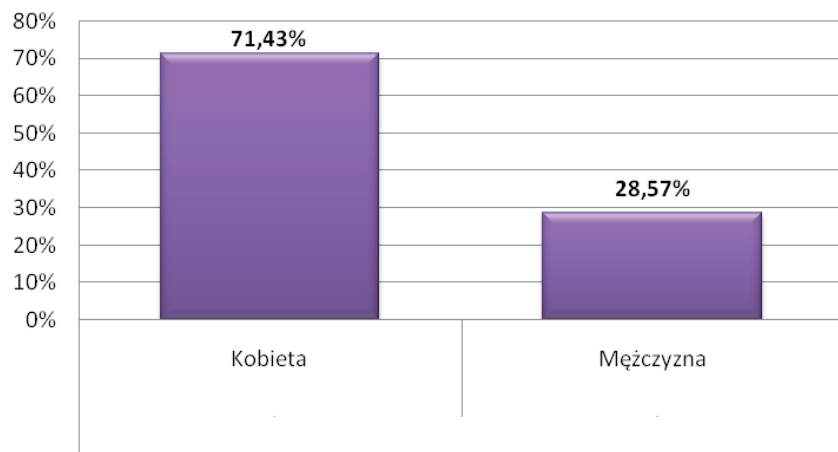
- the usefulness of coaching in an organisation:** the role of the coach in the organisation, the effectiveness of his/her actions;

- the portrait of a coach** (good practices): what qualities should a coach have to make the Client feel safe during a session, what should a coach's communication with the Client look like, who a good coach is, what should a coach do to make sessions as useful as possible for the Client, the scope and forms of support that coaching Clients expect from a coach, what do Clients base their decision on when choosing a coach.

Respondents' characteristics

The following are the detailed characteristics of those who took part in the research.

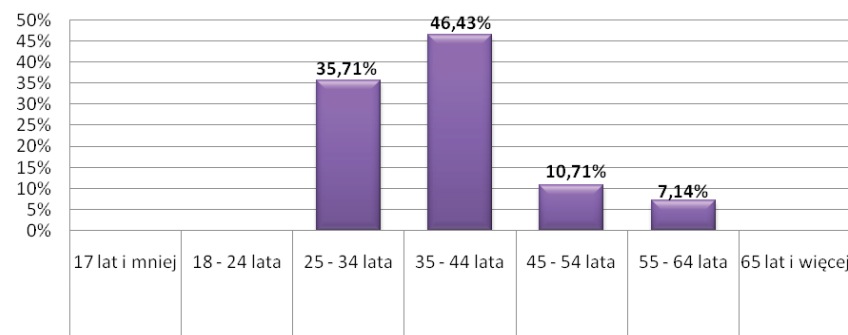
Figure 4. Gender structure of respondents



Source: own elaboration.

A total of 30 participants took part in the study: 22 women and 8 men, representing respectively: 71.4% and 28.6% of the sample (Figure 4).

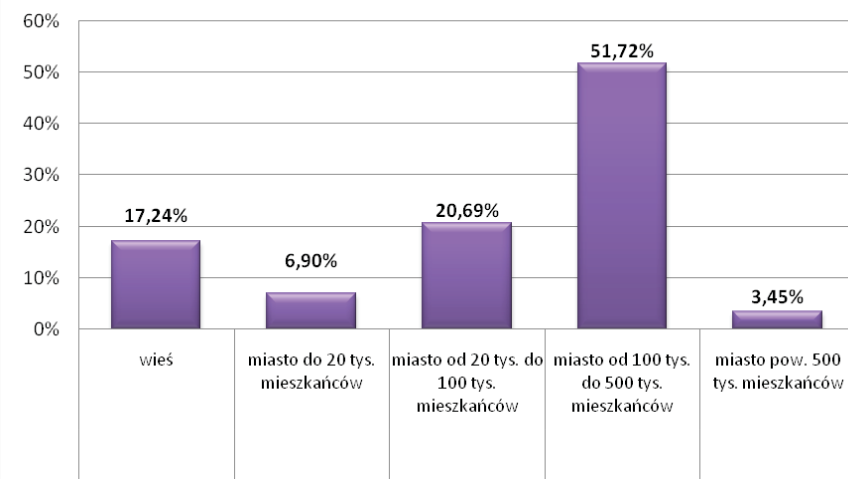
Figure 5. Age structure of respondents



Source: own elaboration.

The results indicate (Fig. 5) that the age of the respondents dominated in the range of 25-44 years, with the majority of the respondents being middle-aged - 35-44 years (over 46% of the respondents). The second largest layer was people aged 25- 34, accounting for almost 36% of the respondents. Older respondents were represented to a much lesser extent: the 45-54 age group was represented by 10.7% of the respondents, and even older - 55-64 years old - by slightly more than 7% of the sample.

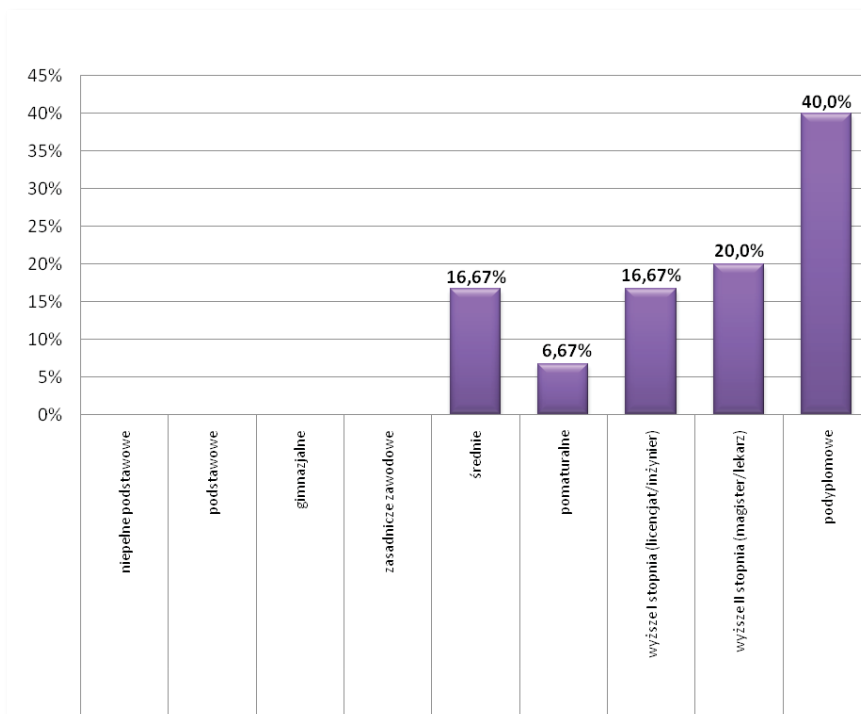
Figure 6. Origin of respondents - place of residence



Source: own elaboration.

The largest group of respondents, from the point of view of place of residence (Fig. 6), were inhabitants of mid-sized and larger cities: from 100 thousand to 500 thousand inhabitants (over 51% of the sample) - these were mainly inhabitants of Olsztyn and Białystok. The second largest group represented in the study were inhabitants of small towns: from 20 thousand to 100 thousand inhabitants (about 1% of the sample) and they represented towns in north-eastern Poland. It should also be noted that quite a large group were also inhabitants of villages, which are suburbs of Olsztyn (more than 17% of the sample).

Figure 7. Educational background of respondents

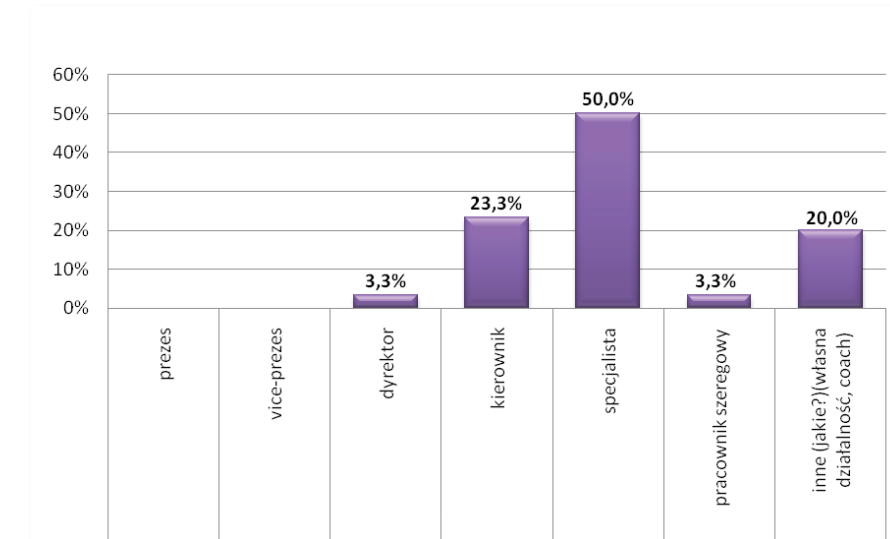


Source: own elaboration.

From the point of view of education (Figure 7), the largest group of respondents - 40% - were individuals upgrading their formal education, having post-graduate studies, the second largest group (although half as large as the previous one - 20%) were people with university education of the second degree.

The third largest group were - ex equo - persons with higher education of the first degree and persons with secondary education of both: almost 17%. The least numerous, i.e. less than 7%, were respondents with post-secondary education.

Figure 8. Employment structure of respondents - occupied position in the company

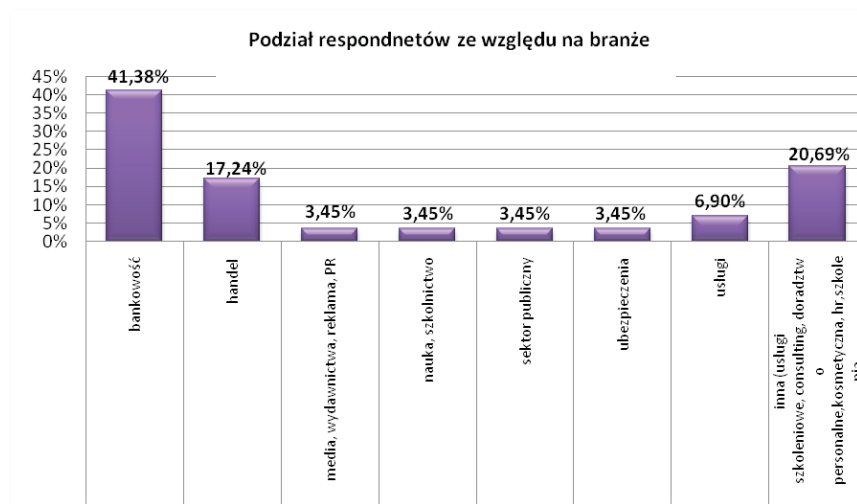


Source: own elaboration.

As far as their position in the company is concerned (see Figure 8), most of the respondents (50% of the sample) are specialists, mainly from the financial sector; they constituted half of the respondents. The second largest group of respondents (although half the size of the previous one) were managers (over 23%) - and these were directors and company owners. Respondents running their own businesses accounted for 20%.

The following picture (Figure 9) shows the distribution of respondents according to the industry they represented.

Figure 9. Types of industries represented in the survey



Source: own elaboration.

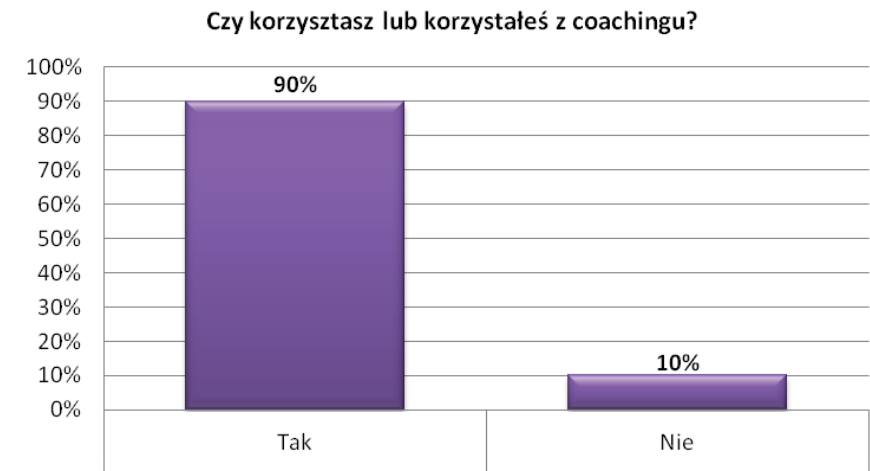
The results show that the largest group of respondents (over 41%) were banking professionals, followed by respondents dealing with training, consulting or HR services (about 21% of the sample). Slightly smaller and the third largest group (over 17%) were salespeople. They were followed by representatives of services (ca. 7% of the sample) and equally represented (more than 3%) - representatives of other categories: media, publishing, advertising, PR; science and education; public sector and insurance.

If we were to create a **portrait of a typical respondent** participating in this research, it would be a middle-aged woman (35-44 years old), with higher education, living in a large or medium-sized city and a specialist in the banking industry.

Coaching - experiences and opinions

In the following part of the publication, we present the respondents' opinions on coaching - their experiences and needs related to both the coaching process and the coaches.

Figure 10. Respondents' experience with coaching



Source: own elaboration.

When asked the question related to the respondent's experience with coaching: "Do you use or have you used coaching?", the results show that the overwhelming majority of the respondents - 90% had knowledge in this field: they had undergone this process, they know it from their personal experience. Only 10% of the respondents (which is 3 people in real terms) had no experience in this field.

We also wanted to obtain from the respondents their own, individual definitions of coaching, so we asked them an open question: "What does coaching mean for you?". In this way, we wanted to see, with what images, metaphors and spheres of life coaching is associated by our participants.

The replies we obtained indicated for an exceptional honesty, but also to an important place which coaching holds in experience of our respondents. Usually they defined coaching by means of **motif of a road**, as „changing the road”, which means:

... **growth**: coaching is personal growth³²; coaching is an assistance in career development; coaching is an effort to develop skills and eliminate our weaknesses, actions and behaviour towards people and things we care about; coaching is a form of development, a way to achieve goals;

³²Italics denote subjective statements given by respondents in open questions.

... finding the right way: coaching is a process in which, thanks to skillfully asked questions, we ourselves find a solution to the problem; coaching is support in achieving the goal, it is participation in the development; coaching is hope for improvement; coaching is a path leading to an important goal of the Client, which the Client follows with the assistance of a coach. During this journey, they discover a lot; coaching is to help in getting rid of bad beliefs and finding appropriate solutions; coaching is listening to statements of the invited guests, helping them to structure events-facts, solutions and to clearly formulate the goal (of which the interlocutor is not always fully aware); coaching is a kind of summary, bringing together, naming a course of action, etc. It is obtaining new perspectives (view of the professional situation). It is the acquisition of new perspectives (view) of the professional situation; coaching is an inspiration, showing a new perspective on problems, forcing to think beyond the so-far chosen directions

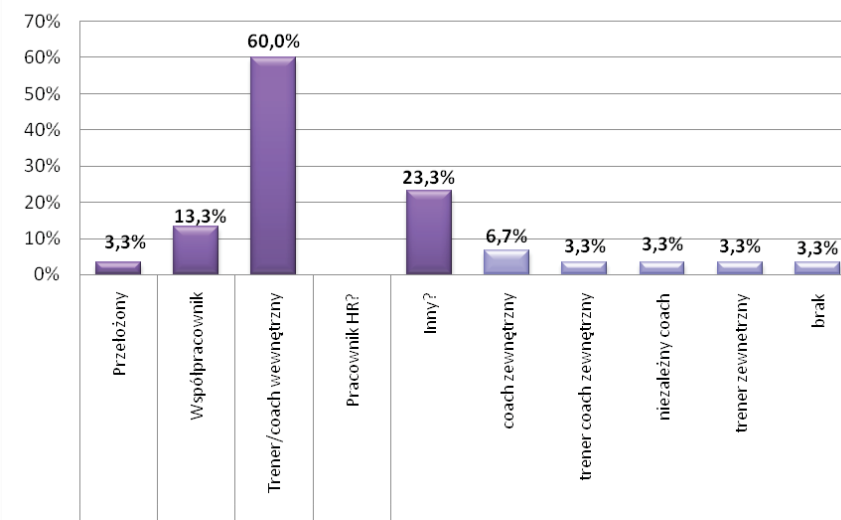
... getting to know: oneself and the surrounding world: coaching is learning through training; coaching is gaining something valuable, important for us, it is setting everything in the right track. Looking within oneself; coaching is a tool for professional and personal self-development, for understanding oneself, one's needs, resources, abilities and taking actions that will lead to success in life (my individual goal). A process that will help me to get to know myself and thanks to which I will be inclined to act the way I want to, not the way I should; coaching is discovering the obvious, which for a given moment is unknown; coaching is finding out what was not visible within and outside of us, a path to self-control and self-education; coaching is gaining a better overview of what is happening in professional activities; coaching is a chance to get to know oneself better;

... support and motivation for effort: coaching is a method which supports and motivates me at work; coaching is support and assistance in any situation; coaching is a thought training liberating creative action and motivation for personal development, and consequently also for the development of the company; coaching is a supportive training, improving performance, motivating, strengthening the processes of creation and development; coaching is an action which helps, inspires, encourages, motivates and stimulates to action; coaching is an opportunity for improvement, a great support, a chance for development;

... unleashing human potential: coaching is an amazing tool for improving the quality of life, it is a way to unleash your potential, which is hidden in me, and which I have problems with stimulating on my own, it is a way of working with questions that make me reflect, increase my awareness, ultimately affect my actions, making changes, achieving goals, etc.; coaching inspires, motivates, strengthens; For me, coaching is about working with people, helping them to discover their strengths (often hidden), showing them opportunities, encouraging; coaching is a process that allows you to leave the world of your own insufficiencies, fears, to help in the implementation of plans (usually achievable). Coaching should inspire, help to look for a path, and not clearly indicate it. It should bring out the hidden potential of the Client, so that he or she can find the key to success.

Further questions concerned the details of this experience. The results sought to identify which type of coaching (and coach) respondents had most frequent contact with: "Who conducted coaching sessions with you?"

Figure 11. Types of coaching experienced



Source: own elaboration.

The research shows (Fig. 11) that the most frequent contact of the respondents with a coach (60% of answers) took place as a result of internal coaching. This is understandable, because the survey was conducted on a group of employees coming from organisations, in the structures where existed a position of internal coach, hence the highest number of answers indicating this type of experience. However, it is also worth noting that a large group (over 23% of respondents) also used the services of external coaches or trainers. For more than 13% of the respondents their coach was a co-worker, and for more than 3% - a superior.

As most of the respondents had dealt with coaching in their companies, we also wanted to know their deeper opinions on the subject, expressed in the open question: "What, in your opinion, should be the role of the coach in the company where you work?".

The answers we obtained show that the respondents - on the one hand - pointed to the role of the coach in terms of their attitudes and personality traits and at the same time their place in the hierarchy of the organisation - and it was a role of:

•AN ATTENTIVE BUT "SIDE OBSERVER": **supporting, motivating, helping**
 a coach means supporting employees, motivating, helping in personal development; creatively inspiring: a coach should motivate to look for appropriate methods of action and support in their implementation; indicate the goal and indirectly the path to self-satisfaction, its basis; a coach should be an inspiration for further action; a coach should help to look for new solutions, break the routine. Point out the way of personal development, in order to become even better, to stand out from the competition;

or even:

•A MENTOR: **a teacher, an educator, a trainer:**
a coach should conduct cyclical training sessions;
 •A POSITIVE CRITIC: *the coach should also point out mistakes, but in the context of positive criticism, which involves developing methods to correct these mistakes; commenting, classifying, ordering, inspiring;*

but always:

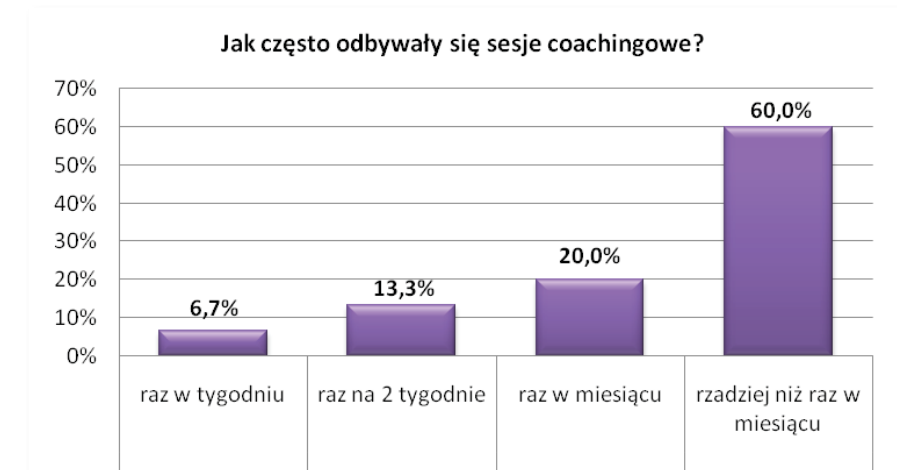
•AN AUTHORITY: *a role model: a coach should be a mentor, a role model, a person at the top;*

and never:

•A MANAGER: *a coach should be a coach, not a manager!!!!!!!; often in-house coaches are employed to evaluate employees (...) they make a lot of fuss, which results in nothing but the presentation of their projects. This creates a negative attitude towards them among the salespeople they work with and leads to conflicts.*

Then the question referred to frequency of coaching sessions: „How often the coaching sessions were held?“, in which the Clients participated.

Figure 12. Frequency of coaching sessions



Source: own elaboration.

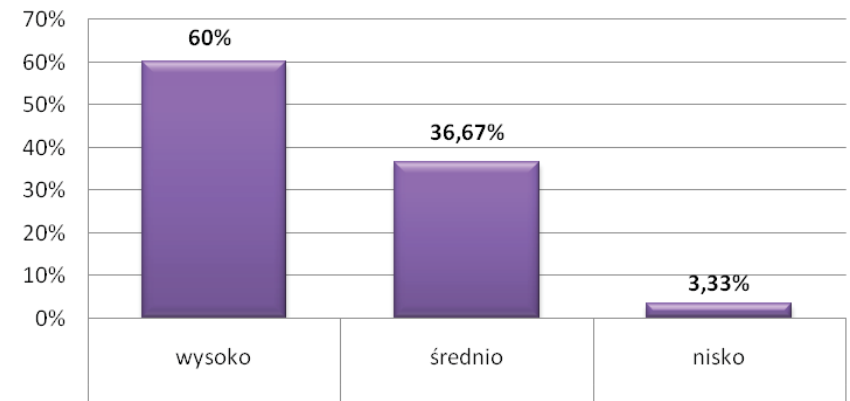
Figure 12 shows that in the case of 60% of the respondents, coaching sessions took place less frequently than once a month. 20% of respondents attended sessions once a month, 13% once every fortnight and about 7% of respondents met with a coach once a week. The most optimal would be for coaching sessions with the Client in the organisation to take place at least once a month, the same as in individual coaching: it is recommended that coaching sessions are conducted at three-week intervals, up to a month, not less frequently.

As the change in the process does not really take place during the session, but in between sessions, hence, based on the respondents' experience with coaching, we asked them an open question which concerned the need for support or lack thereof from the coach - precisely in the period between sessions: "What support do you expect from your coach between sessions?".

The results indicate that the key attitude in this respect is **the coach's showing interest in the Client**. It seems that it is "enough" if it takes the form of "unobtrusive monitoring" (*interest in whether the goals set during the session have been achieved, possibly giving further instructions; contact, inspiring, reminding what we established during the sessions, fulfilling our obligations*), e.g. by phone (*phone calls to monitor progress*) or email (*phone calls, sending materials by email*), often an informal meeting over coffee (casual conversation and sharing experiences; telephone, e-mail, meeting for coffee). Respondents rarely needed a typically controlling attitude from the coach (controlling; implementation tasks and making employees accountable for their performance). On the basis of the respondents' opinions it can be concluded that the coach's interest in the Client in the period between the sessions should give the feeling of **co-presence of the coach** during the journey (*awareness that I can always call; interest, supporting my individual work, prompting and motivating*), while the coach's place in this relationship is always slightly behind and to the side at the same time (the place "belonging" to the attitude of motivating and inspiring, encouraging).

Another question we asked the respondents was to evaluate the usefulness of coaching. We wanted to know how the respondents perceived coaching in terms of the usefulness of the process in their work and life: "How would you rate the usefulness of coaching?".

Figure 13. Coaching effectiveness evaluation perceived by the respondents



Source: own elaboration.

Our results show that overall the respondents evaluated well the quality of coaching sessions conducted with them (Fig. 13): 60% of the respondents highly rated the usefulness of coaching, while approximately 37% of the respondents showed moderate satisfaction with the process. As the question was also semi-open, respondents had the opportunity to justify their answers, so it is worth quoting the subjective opinion of respondents in the discussed scope. The opinions of the respondents that highly valued the usefulness of coaching indicated 4 types of coaching impact areas:

- **motivation boost** : *greater motivation to work; coaching increases motivation to achieve results;*
- **increasing distance from developmental blockages, barriers:** *coaching allows you to look at a situation from a distance and take the right steps to achieve your goal; coaching is very helpful in difficult situations;*
- **self-awareness, self-development:** *coaching is a format that develops and discovers areas that are helpful in many aspects of professional work and in the development of personal skills; coaching allows you to validate your strengths and weaknesses, allows you to develop;*
- **increased efficiency:** *thanks to coaching I gained a lot of knowledge,*

new experience and greater efficiency; thanks to coaching I am more successful in sales.

Respondents who rated the usefulness of coaching as average pointed out shortcomings on the part of the coach that affected the quality of the process. Their opinions concerned:

•**the coach directly:** *coaching depends on the coach's knowledge and involvement; lack of merit and skills on the part of the coach; not always the right way of communicating;*

as well as

•**the coach indirectly - the way of conducting the process/session:** *difficult to form an opinion after two 1-hour sessions; prior knowledge of issues*

The shortcomings of a coach, both directly related to his person and the way sessions are conducted, stand out very clearly in the opinion of the respondents. That is why it is important for a coach to constantly develop, raise their professional qualifications, as well as to take exceptional care of the continuity and quality of the process they conduct. An additional element that influences the quality of coaching in organisations (and not only) is **the coach's ethics** and attitude.

Bearing in mind the efficiency of all activities - a characteristic highly valued in the modern world, we also wanted to know the respondents' detailed opinions on the usefulness of coaching: "*What should a coach do to make the sessions as useful as possible for you?*" Every coach wants their sessions to be as efficient as possible in terms of the Client's needs. However, is this really happening?

The opinions provided by the respondents on this issue indicate that the factors that determine the recognition of a coaching session as successful (effective, efficient, useful) are:

•**meeting discipline** leading to **productive action:** *the coach should strive to set a specific goal for the meeting, not allow the discussion to drift into side topics so that I can prioritise my goals within a few tens of minutes; be prepared, remember what happened in previous sessions so that the exercises are relevant to the need of the moment and the Client, prepare for them; clearly stick to the plan;*

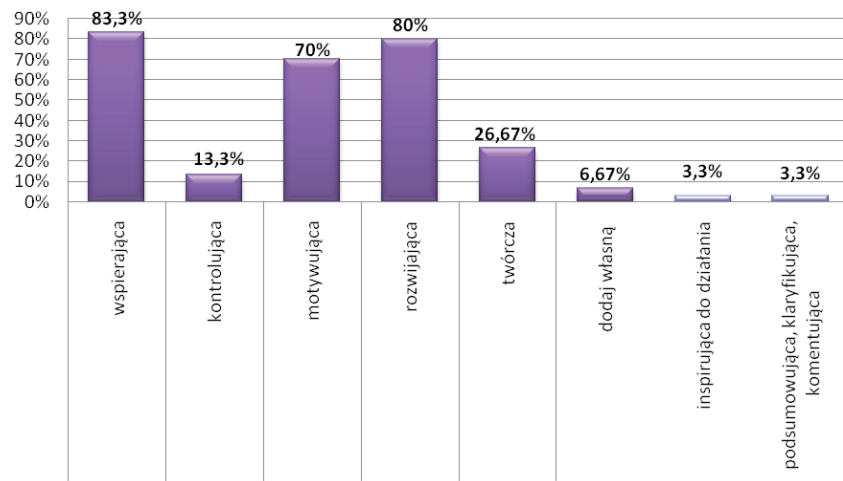
be able to ask questions wisely; he or she should be assertive and focused; should listen, support and lead the way they have worked out together; he or she should be genuine and know how to act and ask questions on topics that concern or interest me, he or she should be well-prepared;

•**the Client's subjectivity** demonstrated by **the coach's involvement in the relationship: listening, creative support, motivating, guaranteeing safety and showing respect:** *[the coach should] support, motivate, fill in the gaps, improve actions, raise awareness; listen, point out possible shortcomings and provide ideas and ways to avoid bad patterns; be involved in the conversation, show interest; listen and ask open questions, guide me to solutions that suit me; listen, stimulate action; listen, question, accurately draw conclusions and cleverly guide me to solutions; motivate and encourage to work on oneself; should be able to listen, respect me, not judge, not suggest, not give advice, but "only" moderate the conversation so that all the solutions come from me. He or she should also keep what we talk about confidential; listen, ask the right questions, respect the Client; support the employee, and not follow/impose the opinion of the superior.*

In the next part of the survey, the respondents were asked about good practices - experienced and imagined ones, related to the coaching process and the role itself, the ideal coach attitude.

In the first question of this section, the respondents were asked to identify their ideal desired role of a coach: "*What, in your opinion, is the role of a coach?*".

Figure 14. Desired role of a coach in the opinion of respondents



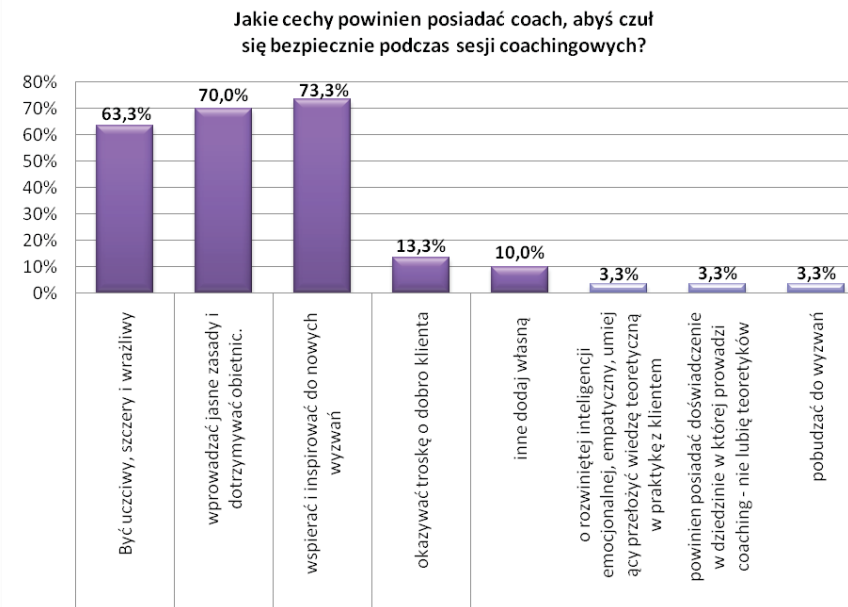
Source: own elaboration.

The results show (Figure 14) that the vast majority of the respondents perceive the place of the coach in the relationship with the Client as being "next to", "close to", and see her/his role as supportive: the vast majority of the respondents described the role of the coach as "supporting" (more than 83% of responses) and "developing" (80% of indications), and slightly less, but equally clearly (70% of indications), indicated the "motivating" role of the coach. Therefore, it can be assumed that although the experiences with coaching of the surveyed people were not always fully successful, they did not compromise the essence of coaching. This is because the process and the coach himself is perceived in his proper, supportive and motivating function. Our attention was also drawn by a relatively small, but nevertheless noticeable percentage of people, who perceived the coach as the subject of the process, which in turn - on the one hand - placed it closer to mentoring (almost 27% of those who perceived the "creative" role of the coach in the process), on the other hand - closer to positions related to control (more than 13% of the responses), indicated the controlling role of coaching.

In the next question concerning the respondents' preferred characteristics of the "ideal" coach, the respondents were asked to list the personal characteristics

of a coach that would influence the Client's subjective feeling of safety during coaching sessions: "What qualities should a coach have so that you feel safe during coaching sessions?".

Figure 15. Preferred personal characteristics of a coach



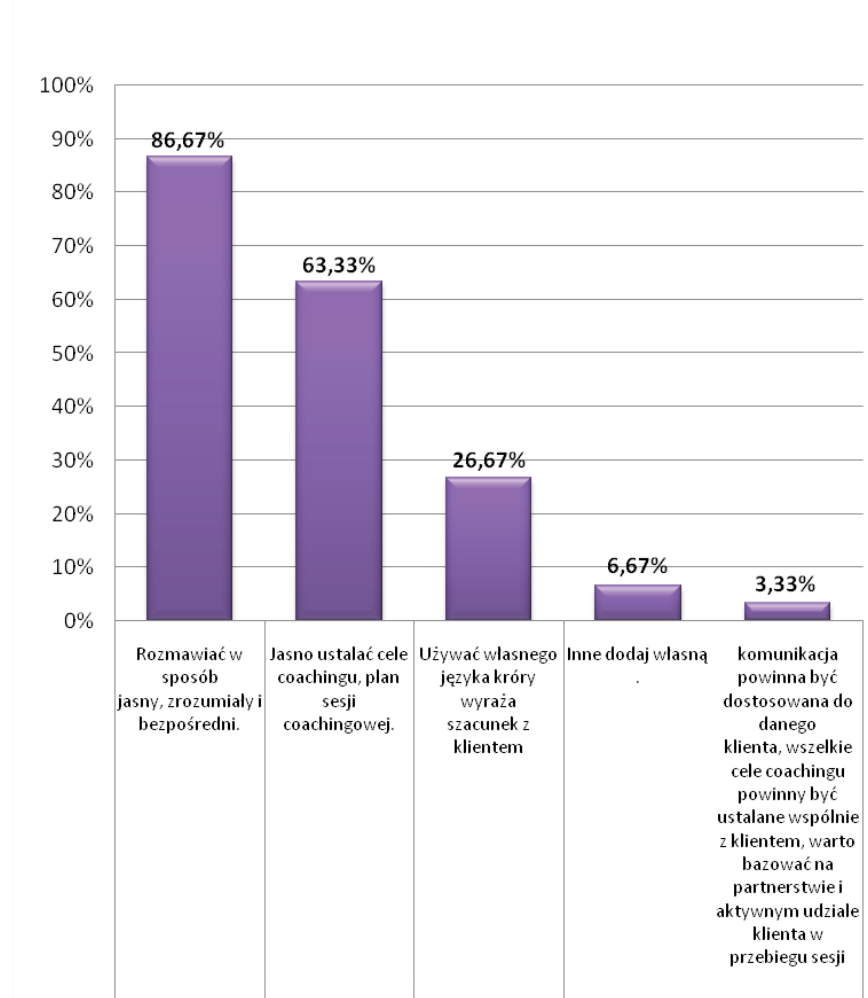
Source: own elaboration.

The answers to this question clearly show (Fig. 15) a close correspondence with the previous issue (concerning the respondents' preferred role of the coach in the coaching process); the answers of our respondents were balanced: over 73% of the indications showed that a safe interpersonal relationship occurs when the coach "supports and inspires the Client to new challenges". 70% of opinions referred to the rules (contact) fulfilled by a coach and his morals: a coach should "introduce clear rules and keep their promises". Slightly less, over 63% of the respondents stated that they feel safe in the company of a coach with empathic personality traits - when the coach "is honest, sincere and sensitive". Only slightly more than 13% of the respondents would need the coach to be more involved in the process and the welfare of the Client ("the coach should show concern for the welfare of the Client"), and 10% of the indications showed the

need for the coach to have more specialist knowledge, both in the psychological field - emotional intelligence (3.3% of indications), as well as in the field/ specialisation represented by the Client (also 3.3% of indications). The conclusion that can be drawn from the answers obtained in the study is that a coach should properly perform his or her basic tasks: they do not have to be anyone "more" than they are - then their role will be perceived by the respondents as fully satisfying and establishing a comfortable, safe interpersonal relationship. In the next question, the respondents were asked to express their opinion on their preferred effective communication with a coach: " *What, in your opinion, should the coach's communication with the client look like?*".

The obtained results indicate (Fig. 16) that in order for the communication during coaching sessions to be successful, the coach should talk to the client in a "clear, understandable and direct" way - over 86% of the responses indicated such an opinion. Slightly less, more than 63% of responses indicated that effective communication is based on "clearly established objectives and plan of the coaching session". To a lesser extent, but also considered important in effective communication, the respect with which the coach addresses the Client (almost 27% of indications); and to a lesser extent the remaining proposals: "communication adapted to the Client", "active participation of the Client in communication", "partnership assured", etc.

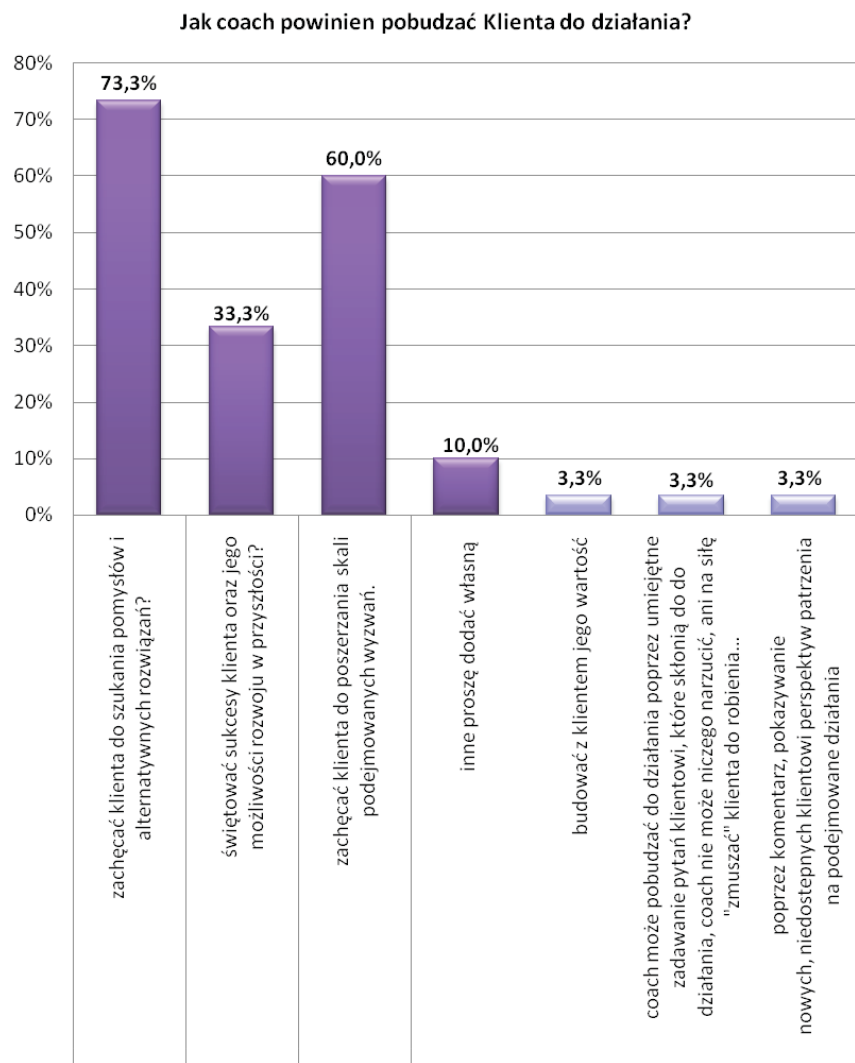
Figure 16. Coach's preferred method of communication with the Client



Source: own elaboration.

The following question focused on the respondents' preferred methods of motivation - inducing efforts to achieve the desired results, change: " *How should the coach stimulate the Client to take action?*".

Figure 17. Coaches' methods of motivating - respondents' preferences



Source: own elaboration.

Figure 17 shows that in terms of the best methods of motivating the Client to take action, one of the desired methods (over 73% of indications) is - resulting from the supportive function of the coach - "encouraging the Client to look for ideas and alternative solutions". An effective and unobtrusive form of motivation is also inspiring the Client to go beyond their comfort zone and "encouraging the Client to broaden the scope of challenges they undertake". It also turned out that "celebrating jointly with the coach the Client's successes and future development opportunities" is not a particularly needed activity on the part of the coach (such an opinion was expressed by the respondents in just over 33% of cases). The answers to these questions suggest that the respondents in their relationship with the coach want to be subjects - in the full sense of the word: yes, they need support, but they do not want to impose themselves or an infantile guiding hand and helping the Client in making decisions. The coach helps to form clear plans, to prioritize challenges, but it is the Client who is responsible for one's successes - this is how we can summarize the analyzed section of questions in one sentence. We also wanted to know the subjective opinions and ideas of the respondents about the "ideal" coach. So we asked the respondents an open question: "Who is a good coach for you?".

The answers we obtained add up to a portrait of a **coach who "is non-existent"** at the same time, and show that the respondents constructed the image of a good coach through several spheres of personality and attitudes:

- **personality traits** - with the highest priority given to: **empathy, openness** (non-judgmental and direct), **sensitivity**: *a good coach is an open personality. Empathy; a good coach is empathetic so as to help me find a solution to a problem; a good coach is open, direct, empathetic;*
- **morality/ethics** - distinguishing here: **sincerity, humility, honesty** as well as **building partnerships** (without putting on airs): a good coach is a Partner, is honest, humble; a good coach means honesty, sincerity, sensitivity, partnership, creativity; a good coach is assertive, is an authority, treats the Client as a partner, does not overwhelm the Client, is trustworthy, follows the rules agreed with the Client, knows how to listen and ask the right questions, knows how to give feedback; a good coach is discreet; a good coach is calm, honest, experienced; a good coach means honesty and sincerity;

·**professional coaching background:** skillful **questioning, involvement, support:** *a good coach inspires trust, is competent, is able to listen, analyse the Client's statements and accurately draw conclusions, read between the lines, is able to open up the person, reach the essence of the problem, show or even better - lead to solutions. He/she supports, motivates, believes in me, pushes me to take action. Is a partner in conversation, not an expert, alpha and omega; a good Coach will not look for solutions for me, but will guide me to the right solutions and motivate me to do it through questions and conversation; a good coach should be genuinely interested in the Client; a good coach must know how to listen, in fact; a good coach should be a support; a good coach is a support and mentor who contributes and remains invisible; a good coach demonstrates a listening attitude, clearly formulated statements, a pleasant voice, proposing interesting solutions, paraphrasing statements; a good coach is the ability to teach and introduce targeted changes, knowledge of the issues within the scope of the conducted training; a good coach means the freedom to build positive relations, clear formulation of thoughts and statements, communicativeness, experience; a good coach should be a professional; a good coach should be able to inspire, spark enthusiasm, help break down barriers, point out areas for development. He/she should have practical experience in sales, not only theoretical one; a GOOD COACH is above all a person who knows the subject very well. He or she does not judge, tries to show the way and helps you get out of your comfort zone, enabling you to achieve your goals, both professional and personal. Cannot be a friend, or a controlling person;*

·**relevant experience:** *a good coach is a genuine person, who has experience in business, or in any other field similar to the professional activity of the client;*

We continued this issue by finding out what criteria the respondents follow when choosing a coach - we wanted to know what factors determine the decision to meet, to entrust oneself and one's dreams into the hands of a coach: *"What criteria will you follow when choosing a coach?"*.

The answers revealed by the respondents showed that the selection of a coach is most often determined by:

·**coach's experience:** *approach, confidence building, experience; qualifications; experience, knowledge of the issues; previous professional experience,*

the coaching plan presented; the scope and manner of its activities;

·**efficiency:** *successes; evaluation of the first contact, mobilisation for action; successes, approach to colleagues and clients, way of working; experience.*

The above qualities are not infrequently associated with:

·**recommendations, opinions** - *which also influence the decision to meet: professionalism, clients' opinions about the coach; recommendation, experience; recommendation, whether he/she inspires my trust; recommendation of people who have worked with him/her, own impressions.*

In addition to objective criteria, respondents also believe their own perceptions, such as:

·**coach's personality and professionalism:** *personality, experience, friendship, open attitude; professionalism, warmth, honesty; sincerity and good contact, inspiring trust; personality that knows how to choose a tool, not rules; listening attitude, ability to formulate statements clearly, pleasant voice, proposing interesting solutions, ability to paraphrase statements; expertise, coach's flexibility, trust, experience;*

·**coach's system of values, ethics:** *integrity and honesty; experience, the values the coach represents, trust; humility, sincere attitude.*

It seems that the criterion which ultimately determines cooperation with a coach is the **first session** (*after the first session I will be able to assess whether our relationship is OK*) and something intangible, but extremely important - **the so-called chemistry**.

To sum up our research, we can state that the goal has been achieved in 100%. We have found out not only how the respondents see the role of a coach in an organisation, but we have also learnt individual definitions of coaching. Another great benefit is getting to know the respondents' opinions on the expectations: both from coaching and from the coach. The results of this observance are an invaluable indication for coaching practitioners: most respondents need support, commitment and partnership from a coach. We can see that the respondents pointed to 4 types of areas of coaching influence:

·**increasing motivation,**

·**detaching from blockages, barriers to development,**

- self-awareness, self-development,
- increasing one's efficiency.

We are also captivated by the respondents' honest, individual opinions on coaches and coaching, inspired by their experience and knowledge. All responses provide valuable insights, both for the coach within an organisation as well as those working beyond it.

9. Forms of work of an internal trainer/coach in an organisation

There are many forms of internal trainer/coach in an organisation. We have described some of them below:

Mentoring - is particularly applicable when it comes to introducing new employees to the standards of the company. Both an internal trainer can act as a mentor, introducing a new employee to the work and the organisation's standards, and mentors can be senior and more experienced employees. Mentoring can include the following activities/issues: presenting good practices used by others - more experienced employees, independent experts; helping a given advisor to adapt to new working methods; familiarising a new employee with sales principles, procedures and standards in force in the company. Mentoring is helping a new person in the initial period of work in a company.

Training - a form of coach's work in an organisation, can take various forms: product training, procedural training, or group training - in soft skills such as team building, body language, assertiveness, time management, etc.

It is possible to conduct sales training on the basis of an individual project presented by an internal trainer, supported by the Manager and approved by the Company's Management Board. There have been cases in which an internal trainer at "X" Company showed initiative, commitment and high motivation and, after collecting the need for training topics from the sales team, proposed an individual project of such meetings. He obtained permission and funding to conduct a series of training sessions for sales employees in the region where he worked.

Competence coaching - results from observing the employee in the workplace and then providing feedback on strengths, potentials and areas for further development.

It is not uncommon for an internal trainer to spend a whole day working with a sales employee. It also happens that the trainer, together with the salesman,

goes on a trip to the contractor. During the visit he/she observes the salesman's behaviour during negotiations, acquisition and relationship building. At the end of the visit, the trainer provides the employee with feedback on the course of the meeting, highlighting his or her strengths and reserves.

Telephone coaching - the coach listens to the consultant's conversations with customers, on the basis of which the coach gives feedback over the phone to the employee about strengths, reserves and areas for further development. Telephone coaching is mainly used among on-site personnel, who have daily telephone contact with the company's customers.

Growth coaching - means working with the client during the entire coaching process, divided into coaching sessions. It is a process individually tailored to the employee. The coach meets with the employee in a place that is comfortable for them (e.g. at the company or elsewhere). Growth coaching covers company employees who are motivated, knowledgeable, skilled and willing to develop. Few internal coaches deliver growth coaching because of the excessive workload associated with working in the field, delivering training, and onboarding new employees.

Not every internal coach has the knowledge and aptitude for growth coaching.

Executive coaching - is a three-way partnership between a coach, a manager and their organisation. Each party is involved in the whole process and responsible for its success. Although the main work is carried out by the manager and the coach, coaching is always a systemic intervention, so it should be carried out in the context of the organisation's objectives and strategy³³.

The first stage is usually a diagnosis of the current situation and development needs. For this purpose, various tools are used, such as 360o assessment, interviews, observations, personality questionnaires (e.g. Insights Discovery), questionnaires for assessing team functioning; even the assessment of the functioning of the entire organisation is used (e.g. according to the criteria of High Performance Organisations (HPO)). The data obtained from this stage, in juxtaposition with the vision of the future, allows individual development goals to be defined in the context of the organisation's goals.

³³ This is indicated by the very fact of distinguishing *executive coaching* from other types of interventions, such as career counselling or *life coaching*.

Coaching leads to an increase in awareness, change of behaviour and attitudes and, as a result, to an improvement in performance. At the highest level of coaching objectives and results, we can even talk about transformation, which is a very deep and extensive change in someone's behaviour and way of thinking, a change that can also be seen in other areas of life than those directly covered by coaching³⁴.

DYNAMICS OF THE COACHING PROCESS IN AN ORGANISATION. THE BOSS RESPONSIBLE FOR THE EMPLOYEE'S DEVELOPMENT; THE BOSS IN THE ROLE OF COACH AND TRAINER. THE BOSS DELEGATING RESPONSIBILITY TO THE EMPLOYEE.

In an organisation, very often the boss, manager, or supervisor plays the role of a coach, mentor or trainer. There are organizations, where a separate position is occupied by a coach, a trainer and a manager. The table below shows the phases an employee goes through from the moment of employment in an organisation until the moment of gaining expert knowledge. In this process, both the employee and the manager learn from each other.

Table 3. Dynamics of the coaching process in an organisation

<p>insTruction RESPONSIBILITY ON THE PART OF THE BOSS-COACH/MODELLING/DIRECTIVE APPROACH</p> <ul style="list-style-type: none"> •HIGH CONTROL (low competences) •LOW SUPPORT BEHAVIOUR (high energy, motivation) 	<p>TRAINING PARTIAL RESPONSIBILITY OF EMPLOYEE, MORE RESPONSIBILITY OF COACH/JOINT VISITS/TRAINING APPROACH/INSTRUCTION/IMPLEMENTATION</p> <ul style="list-style-type: none"> •HIGHLY CONTROLLED BEHAVIOUR (low competences) •HIGH SUPPORT BEHAVIOUR (energy and motivation decreases, as first failures occur, mundane life... etc.)
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³⁴ W. Serkowska, *Tajemnica za zamkniętymi drzwiami*, "Personel i Zarządzanie" 2008, No. 001.

<p>SUPPORT MORE RESPONSIBILITY ON THE PART OF THE EMPLOYEE, BOSS-COACH INTERVENES IN SPECIAL SITUATIONS/PROVIDES FEEDBACK/LISTENS AND SUPPORTS/FRIENDLY APPROACH/SHARING GOOD PRACTICES/INSPIRATION/MANAGES BURNOUT AND INTOXICATION/ CONSIDERS EMPLOYEE'S IDEAS/MANAGES RESISTANCE TO CHANGE/ACTS AS A CATALYST TO GIVE DIRECTION TO IDEAS AND HELP IMPLEMENT THEM (BRAINSTORMING, PROJECT TEAMS).</p> <ul style="list-style-type: none"> •HIGH SUPPORT BEHAVIOUR (motivation decreases, work routine arises) •LOW CONTROL (the employee is highly competent, gets bored) 	<p>deLEGATION RESPONSIBILITY ON THE PART OF THE EMPLOYEE/FEEDBACK FROM THE EMPLOYEE/THE BOSS-COACH GIVES DIRECTION FOR DEVELOPMENT WHEN ASKED/ PARTNERSHIP APPROACH/ EXCHANGE OF EXPERIENCE/ EMPLOYEE AND BOSS LEARN FROM EACH OTHER/ MENTORING, PEER TO PEER EXCHANGE, THEY CAN SUBSTITUTE EACH OTHER IN SOME AREAS, E.G. JOINT NEGOTIATIONS, TRAINING, GIVING PRESENTATIONS, INDUCTION OF NEW EMPLOYEES, ORIGINAL PROJECTS.</p> <ul style="list-style-type: none"> •LOW SUPPORT (high motivation) •LOW CONTROL (highly competent, expert)
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Source: own adaptation of the Hersey, Blanchard model.

The first phase is INSTRUCTION, which occurs when the employee has low competence, but high motivation. In this phase the responsibility for instructing the employee lies with the manager who models his/her behaviour, gives instructions to the employee, uses a directive approach, so that the employee learns the rules, standards, responsibilities and his/her role in the organisation. The next phase is TRAINING. In this phase the competences of the employee are still low, although he/she is already partly responsible for his/her actions. The employee's behaviour is still controlled by the manager. In this phase there are joint sales visits by the manager and the employee, the manager gives instructions, but there are first failures, first setbacks, and thus enthusiasm and motivation slowly decline. In this phase, the role of the supervisor-coach is to integrate the employee, to give him/her instruction and training. The SUPPORT phase - at this stage the employee acts independently, has high competences. Mechanical, routine activities appear, sometimes the employee gets bored. Motivation decreases. The role of a coach, manager or trainer at this stage is to inspire the employee, work with professional burnout and so-called intoxication, intervene in special situations, share good practices,

motivate the employee to act above the standard, to introduce new projects, to be creative. Helping to implement the employee's ideas, setting up new project teams.

The DELEGATION phase, where the employee and the coach, manager or trainer may replace each other in certain areas, e.g. making presentations, inducting new employees. The employee is an expert, a mentor. In this phase the role of the manager, coach or trainer is to support the employee in his or her creativity, ideas and projects.

■ 10. Coaching tools

Tools in coaching are an amazing, sometimes even invaluable addition to the sessions. Some are used to define a goal, others to visualise solutions, others to change beliefs. Below are some of the many tools used in coaching that we also use during our sessions.

Each tool is accompanied by a short description of its use, so that future coaches can immediately use a given proposal at the right moment of the session.

Map of Goals and Dreams/Vision Board (target visualisation tool)

The Map of Goals and Dreams/Vision Board is a coaching tool that helps to conceive the Client's dreams (to remind oneself of them), to focus on them and to strive for their implementation. To prepare a Map of Goals and Dreams we need:

1. Large A3 cardboard.
2. Glue, scissors.
3. Newspapers, magazines, pictures, photos, slogans.

Instructions:

- we ask the client to paste his/her photo in the middle of the cardboard, (if there is no photo, the Client makes a drawing of himself/herself);
- the Client draws arrows from the picture in all directions, on which he or she writes the areas that are important (e.g. health, career, family, hobbies, development, standard of living, etc.);
- the Client sticks pictures or slogans of his/her choice and imagination in each area.

We then ask the client to hang the collage in a visible place (e.g. on the fridge) and to strive each day towards the visualised goals.

Visualisation tool: The Mirror Method

This tool is about awakening the Client's imagination about oneself and life by asking a series of questions (the Client's answers are recorded by the coach). The exercise is aimed at strengthening the Client, showing her/his character traits. After becoming aware of them, our Clients will be stronger in pursuing their goals.

The coach speaks to the Client: "Imagine that I invite you to an inspiring game. Imagine that you are walking down a beautiful alley, which is lined with old trees: oaks, beeches, maples... At some point you meet an Old Woman on your way. The woman invites you to her cottage, which is located at the end of the alley. You enter the room, and in the middle of the room there is a large mirror. It has a wooden frame and is large enough for you to see your whole reflection".

Coach: "Imagine standing in front of this massive mirror and seeing your reflection - but in the form of an animal. What animal would that be?"

Coach: "If you had to list three reasons why you chose this particular animal right now, what would they be?"

Coach: "Imagine you continue to stand in front of that large mirror and see yourself as a well-known person of the same gender as you. What kind of character would that be?"

Coach: "If you had to list three reasons why you chose this particular character right now, what would they be?"

Coach: "You continue to stand in front of that mirror and see yourself as a well-known character of a different gender than you. What character will that be?"

Coach: "If you had to list three reasons why you chose this particular character right now, what would they be?"

Coach: "Imagine that you are still standing in front of the same mirror and you see yourself as any city in the world... What city would that be?"

Coach: "If you had to list three reasons why you chose this particular city right now, what would they be?"

Coach: "You continue to stand in front of that mirror and see yourself as any colour, what colour will it be?"

Coach: "If you had to list three reasons why you chose this particular colour right now, what would they be?"

Coach: "Now imagine seeing yourself as a tune in that mirror. What would that tune be?"

Coach: "If you had to list three reasons why you chose this particular piece right now, what would they be?"

"Imagine that this Old Woman has already covered the mirror and you no longer see yourself in those characters. You listed such associations, reasons why you embodied the characters or things:.... [the coach reads to the Client which reasons he/she listed for each character, then asks the Client]: "What reflections come to your mind after this experience?"

During this exercise, the coach constantly writes down the Client's answers. Then, at the end of the session, he/she reads all the elements indicated and asks the question about what it all says about him/herself.

Autocoaching – questions for a future coach

This tool is used for beginner coaches and is aimed at making a future coach aware of the resources he or she already has, and which should be developed in the nearest future.

i. Your strengths in coaching

1. What coaching skills do you value in yourself and consider to be at a high level?
2. What form of coaching work suits you best?
3. What coaching topics do you feel most comfortable with and why?

ii. Your weaknesses - reserves in coaching

1. In which coaching skills do you feel weaker and why?
2. In what form of work do you feel weaker and why?
3. In which coaching topics do you feel uncomfortable and why?

iii. What do you avoid in coaching

1. What annoys you most about coaching?
2. What do you avoid in coaching?
3. What are you afraid of in coaching?

What - in this context - is your goal?

What does it teach you?

Autocoaching

– some key questions to change attitudes

It is a tool used to motivate the Client to take action. The idea is to bring out his/her deepest motives and desires and, ultimately, to determine future action.

1. What do you want/desire?
2. What choice do you have?
3. What are your assumptions?
4. What are you responsible for?
5. How else can you think about it?
6. What does the other person think, feel, need and want?
7. What do you overlook or avoid?
8. What you can learn:
 - from that person or situation.....?
 - from this error or failure ?
 - from this success ?
9. What questions should you ask yourself, others?
10. What are the most sensible steps to take?
11. How can you turn this into a win-win situation?
12. What is possible?

**Objective-setting tool
– drawing**

This tool allows the Client to precisely define the objective. It is useful in situations where the Client is likely to be talkative. The Client talks about what he or she wants to achieve. The coach's task is to draw what is heard in the Client's message. Note: it is essential to warn the Client that you are listening to him, but during the process you will "visualise" his/her statements and words. When the Client finishes speaking, you draw what can be helpful in achieving his/her goal. You have to explain to the Client what the coach has drawn and why.

OBSERVE:

- what are the Client's reactions,
- what are the Client's associations.

ASK THE CLIENT

What would you add? What would you change? What is missing here?

**Motivation tool
– Inner Strength**

This tool is used to make the Client aware of his/her strengths. Using this method, the Client will bring out his/her inner motivation to act. Ask the Client to answer the following questions. Afterwards, ask him/her to read what he/she has written.

- I am proud of :
- because
- I appreciate:.....
- because
- I am grateful for:
- because
- I am strong at:
- because
- I am happy with:
- because

- I am thankful for,
because
- I derive joy from:,
because
- I see the effects in:,
because

Now ask the Client to share with you their thoughts on what they have written.

Motivation tool

This coaching tool is used to motivate the Client by referring to a past situation with a successful outcome. It helps to achieve the goal and to overcome barriers that stand in the way of this success.

Ask the Client to recall working on a task in which he/she was involved and felt great satisfaction. Then ask him/her the following questions. Ask the client to write his/her answers on a piece of paper:

- What was your vision of success and to what extent was it used during the work?
- What qualities have you found most useful (list a few)?
- What talents did you deploy?
- What values did you follow?
- What were your beliefs?
- What kind of behaviour of yours supported, motivated other team members?
- How did you respond to difficulties?

At the end of this exercise, ask the Client to reflect briefly on the topic.

Tool: The mission of all missions³⁵

This tool, like the previous ones, is used to motivate the Client to take action. It aims at discovering his/her resources and strengths. Ask the Client to read the following statements and fill in the gaps:

1. When I was a little kid, I wanted to be, because I wanted to do
2. Before the opinions or suggestions of people important to me became my guide, I wanted to DO:, HAVE:, BE:
3. The things that I can do effortlessly are:
4. What people like most about me: and admire about me:
5. What often excites, animates and engages me is:
6. If a wizard of a goldfish could grant you a wish, a real satisfaction would be:
7. What makes my life valuable is, because
8. I would like others to feel in my presence.....
9. If I ended up on a desert island with no belongings, I would still have
10. I want to be.....

After the exercise, ask the Client to read what they have written and comment on the content.

Discover Yourself tool

Offer this tool to the Client at the beginning of the process. It aims to identify in which direction the Client wants to start their journey towards change.

³⁵ M. Bennewicz, *Coaching, czyli restauracja osobowości*, Warsaw 2008, p. 275-277.

The coach asks the Client to answer the following questions in peace and quiet:

1. What am I like today?
.....
.....
2. Who am I today?
.....
.....
3. Why am I here?
.....
.....
4. The five qualities that characterise me are:
 1.
 2.
 3.
 4.
 5.
5. What is my goal for the coming month?
.....
.....
6. What is my goal for the coming year?
.....
.....
7. What is my goal for the coming 5 years?
.....
.....
8. Who will I be in a year?
.....
.....
9. Me in five years' time...
.....
.....

swOT analysis

In order to manage others effectively, it is useful to take a close look at oneself. A SWOT analysis can be used for this purpose. It is about making the Client aware of his or her strengths as well as weaknesses and is intended to make them aware of both opportunities and threats that stand in the way of achieving success. Ask the Client the following question, "Think about four important elements that influence the kind of manager, employee, etc. you are."

1. Strenghts

•What do I do well?
.....

•What skills and competences do I have?
.....

•What makes me different?
.....

•What is my strength?
.....

2. Weaknesses

•What do I dislike?
.....

•What tasks am I unable to perform?
.....

•What do others do better?
.....

•What is my weakness?
.....

3. Opportunities

•Where do I see opportunities for myself?

.....
•What changes can I introduce?
.....

•What can be my opportunity in the future?
.....

4. Threats

•What obstacles do I already face?
.....

•What could be a threat to me?
.....

This exercise aims to give the Client a clear view of the goal. To show what are the chances of achieving the goal, but also what are the threats. The purpose of this exercise is to obtain an objective view and clarity from all angles. In addition, this tool allows us to foresee early on the obstacles that the Client may encounter.

Note: Sometimes a Client may abandon his/her goal after the SWOT analysis, seeing more threats than opportunities.

TARGET-SETTING TOOLS³⁶

Goal-oriented coaching tools help the Client properly define the goal at the very beginning, so that it is positive, contains a statement of what the Client wants and does not want. They allow to determine whether the goal is ecological, so that it does not interfere with other areas. To be at the right level of difficulty, challenging and motivating. To be time-bound and measurable. The criteria for goal setting apply to goals per coaching process as well as per session.

In coaching, taking into account the criterion of time, we can distinguish two types of objectives:

- 1) objective per process
- 2) objective per session

³⁶ Based on the concept by Rafał Nykiel - unpublished materials from coaching studies -*Postgraduate Coaching Studies 3rd Edition*, SGH, Warsaw 2012.

Goal per process - it is the state the Client intends to achieve during the entire coaching process.

The criteria for this type of goal are very similar to the goal per session, but it can be more general. The time frame is more defined at the end of the process. Depending on the working methodology, this can be a period of about six months (5-9 meetings at intervals of 2-3 weeks).

The goal per process is one of the most important elements of coaching, because it allows to define the direction of work with the Client.

Goal per session - this is the state that the Client wishes to achieve at the end of the session. Such a goal meets all the criteria of a coaching goal and should be achieved by the Client at the end of the session. This is one of the criteria (but not the only one) through which we can recognise a session's effectiveness.

IDENTIFY THE OBJECTIVE:

As a coach, make sure that you formulate both small and large tasks into well-defined, highly motivating goals.

Write down your goal on a piece of paper and check if it meets the following criteria (if not, amend it so it still remains your goal but meets these criteria):

1. Is it POSITIVE (responds to **what I want** instead of what I don't want)?
2. Is it SPECIFIC and TIMED (I know what **has to change or happen** for it to be achieved and **when exactly** it has to happen)?
3. Is it at the right LEVEL OF DIFFICULTY (to be a **motivating challenge**: if it is too hard - divide it, because it will freak you out; if it is too easy - expand it)?
4. Is it DEPENDENT ON ME and my actions (do I know **what I can do** to achieve this goal and do I know **where to start**)?
5. Is it MEASURABLE (do I know **how much** I want to achieve)?
6. Is it ECOLOGICAL (do I know how following this goal will **affect my daily life** and the lives of my loved ones; do I really want my goal in the long run; do I know why I need this goal)?

A well-formulated objective should be:

– POSITIVE, i.e. answer the question "What do you want?" and avoid using denials like "I don't want to anymore...", "I want to stop..." etc.

– SPECIFIC, i.e. providing concrete answers to the questions: "When and what exactly?"

– WITHIN THE SPHERE OF INFLUENCE, i.e. dependent on the person who formulates it (as opposed to a goal "within the sphere of care": it is also an important goal, but completely independent of us. A good objective is one whose achievement directly depends on us).

– REALISTIC, i.e. achievable at a given time and under given conditions

– ECOLOGICAL, i.e. not in conflict or contradiction with general social norms and our other objectives.

SMART method as an objective-setting tool

Another tool that helps to clarify the objective is the SMART model. It allows to define a goal according to the following criteria.

A properly defined objective should be:

S - Specific, precise, detailed

M - Measurable (quantity - quality)

A - Ambitious

R - Realistic, achievable

T - Time-bound

Task:

"Clarify the objective based on the SMART model."

Goals grid

The "Goals Grid" tool enables the verification of goals in a more detailed way. It differs from the previous tools in that the Client builds a clear picture of the way to achieve his/her goals. It is worth using this tool as a complement to the SWOT method. The application of the "Goals Grid" consists in the fact that the coach together with the Client makes sure that the goal is realistic and that the client is motivated.

The coach asks the Client to honestly complete the following questions:

•What do you want to keep?

.....

•What do you want to eliminate?

.....

•What do you want to achieve?

.....

•What do you want to avoid?

.....

The coach then summarises the Client's work by showing what emerges from his/her statements:

•RESULT objectives: relate to **what you achieve**.

•PROCESS objectives: relate to **how you act**.

7 principles for setting goals³⁷

1. Say **what you want**, not what you want to avoid: "*What do you want?*", "*What will it get you?*"
2. Set goals that are **stimulating and realistic**: "*Is this goal realistic for you?*", "*Is this goal stimulating for you?*"
3. Make sure the goal is **within your sphere of influence**: "*Is this goal within your control?*", "*What will you do to achieve it?*"; "*I will ... [here state the first step]*".
4. Measure your **progress over time**: "*When will you reach the goal and measure it?*", "*How will you know you have reached it?*"
5. Check **your resources**: "*What resources do you have?*", "*How can you get more help?*" [make a list of resources: people, objects, behavioural models, values, skills, contacts, experience, etc.].
6. Calculate the **cost**: "*How much time, energy, materials will you spend on this?*", "*Is the goal ecological: does it interact with areas important to you?*"
7. Make an **action plan** [start with the big goals: what is stopping you from achieving them? Set smaller goals consistent with the global objective].

³⁷Based on training material entitled: *Training for trainers and coaches*, 2009/2010, Invictus, p. 9.

huggs (*Huge, Unbelievably Good Goals*)

We encourage you to set yourself Huge, Unbelievably Good Goals, which are first in the realm of our dreams. They are creative and at first seem unrealistic, but when the result starts to become clear, the satisfaction is impossible to describe.

Such goals are characterized by the fact that they:

- are long-term,
- are clear and easy to define,
- are linked to your identity and core values,
- are creative,
- shape your life,
- involve your emotions (they are a twinkle in your eye),
- when you set them, they seem unreal,
- they do not force you to sacrifice the present moment for the future,
- can be neutral, complementary or even exclusive to the main goal.

grow³⁸

This tool is used to maintain the structure of the session, but also the structure of the process. It is the most commonly used tool in coaching. It means:

Goal: setting the goal of coaching

Reality: checking and deepening the understanding of the current situation

Options: formulating ideas, finding new strategies, new solutions, answers

Wrap up/Will - final commitments: check commitment to re-implement the goal, create specific, realistic plans for implementation.

³⁸ There are many controversies when it comes to the authorship of GROW. The following people are mentioned as the fathers of this tool: Graham Alexander, Alan Fine, Sir John Whitmore.

GOAL - consists in defining the topic of a given coaching session, or the client's long-term goals taking into account the improvement aspect. Sample questions:

- What do you want to achieve during this session?
- What do you expect?
- What would you like to work on during this session?
- How do these issues link to your long-term goals?
- Do we have enough time to achieve what you want today?
- Are you sure you have set a goal for this meeting?

REALITY - this point contains a description of the Client's environment, allowing the precise determination of the starting point: his/her current situation. Often an accurate picture of reality allows the Client to see the resources at their disposal, which - even at this stage - results in the arrival of first ideas and solutions. Sample questions:

- What is going on at the moment?
- How confident are you that this is a good description of the situation?
- What is troubling you?
- Who else is concerned besides you?
- To what extent are you in control of the outcome of your actions?
- Who knows that you want to do something about this?
- What action have you taken?
- What has stopped you from doing more?
- What obstacles still need to be overcome?
- What resources do you have?
- What resources will you need? How will you get them?
- If you could have one wish fulfilled, what would it be?
- Do you need to redefine a short or long-term goal?
- When...? How often...? What are the effects?
- What factors are involved?
- How do you check if you are right?
- What is your attitude?

OPTIONS - this is where a list of ways to improve the Client's operations should be drawn up and initially verified. It is worth encouraging the Client to think about all the opportunities and solutions available, in order to select the most valuable ones out of a large number.

Sample questions:

- What methods can you use?
- What options are available to you?
- What else can you do?
- What would you do if you had more time, money, power (if you were the boss)?
- What would you do if you could start from scratch with a new team?
- What do you want to do to change the situation?
- What are the advantages and disadvantages of each possible solution?
- Do you want to get a suggestion?
- Which solution suits you best?
- Which will give you the best results, the most satisfaction?
- What possibilities/ways of action do you see?
- What else can you do to achieve the goal?
- Which element would you like to change?
- How can you do this?
- What are the advantages and disadvantages of the proposed solutions?
- Which solution suits you best?
- Which of the solutions will you implement in your work?

WRAP UP/WILL - final commitments: check commitment to the goal, create specific, realistic implementation plans.

Sample questions:

- Which solution(s) do you choose?
- When exactly will you start and finish each stage?

- Set a step-by-step action plan.
- How will you know when a new solution can be introduced?
- How will you know if you have succeeded?
- Is there resistance in you to take this action? How to overcome it?
- What will you do if you don't succeed (Plan B)?
- What support do you need?
- Who should know about your plans?
- Who will you ask for help?

- What will you do to get that support?
- How committed are you to carrying out the actions you have set out? On a scale of 1-10.
- Why is not a 10? What is lacking? What can you do to get closer to 10?
- Is there anything else you want to talk about?

Goal coaching - goal per process, general goal

This tool helps to bring out motivation. By using it we gain more commitment from the Client.

Helpful questions:

- What do you want?
- What do you wish for?
- What would increase your satisfaction?
- What are your desires, dreams?

- If you could change one thing in your life, what would you change?
- Who would you like to be?
- Who would you like to work with?
- Who would you like to work for?
- What is your vision of life?
- How would you define your life philosophy?
- What is most important to you?

- What would you most like to learn? Share your vision.
- How would you define your most distinctive values?
- If your vision is set 10 years out, where are you now?
- At what point would you like to be in 2015?
- Imagine you are in the world in two years' time. What is it like there, how do you feel?
- What has mattered to you throughout your adult life? What do you love?

Reality coaching

Helpful questions:

- What resources do you have to use on the way to achieve your vision?
- What resources do you need?
- What else do you need?
- How will you access what you want?
- What do you need in order to achieve your goal?
- What resources, competences do you have today?
- How can you use your resources?
- Who can support you in achieving this vision?
- What are your barriers? Name them. What do you have in your environment, what or who can support you to make a change?

Plan coaching

- What will make you feel happy in 20-30 years?

Helpful questions:

- What can you do?
- What is possible?
- What will you do?
- What will you do first?
- What will you put aside for now?
- What will you refuse to do?
- How will you find the time? Money? People?

- How will you know if you have achieved the results you want?
- List the options that are available, all that come to mind?
- What is the most powerful thing you could do?
- If you had unlimited powers, resources, what would you do?
- Of all the things listed - which appeals to you the most? What is the next step you would take?
- How convinced are you of all that you have said?
- What will you do today?
- What will you do by the time we meet?

**Coaching goal-setting tool
– the score model ³⁹**

The **SCORE model** was developed by Robert Dilts and Todd Epstein. The model is designed to assist in making changes. The individual elements of the model represent the minimum amount of information that needs to be available to carry out any change process. The advantage of the model is that the coach can start at any point and end at any stage. The SCORE model starts the process with the client from the current state, taking into account the resources that the Client has, until the state desired by the Client. The SCORE model is also called a tool "from the goal to the effect": it claims that the first signals (symptoms) make it possible to predict the intended results; the SCORE model allows to plan action according to the path: SYMPTOMS->CAUSES->OBJECTIVES->RESOURCES

The table below contains the entire SCORE model with questions for each of the diagnosis stages.

Table 4. Specifics of the SCORE model

SCORE model current state → resources → desired state	
<p style="text-align: center;">SYMPTOMS</p> <ul style="list-style-type: none"> •What is the difficulty? •What is the problem? •What would you like to change? •What does not work? •What is the issue? 	<p style="text-align: center;">CAUSES</p> <ul style="list-style-type: none"> •What is causing the problem? •Where did the difficulty originate? •What is causing it?
<p style="text-align: center;">OUTCOMES</p> <ul style="list-style-type: none"> •What do you want to achieve? •What is your goal? •How should it be? •What is your vision? •How would you like it to be? 	<p style="text-align: center;">RESOURCES</p> <ul style="list-style-type: none"> •Who can help you achieve your goal? •What would you need to achieve it? •What resources would you need to access? •What will you need to achieve your vision? •What beliefs would you need to change? •What qualities of yours might be helpful here? •Which of your experiences might be helpful?
EFFECTS	

³⁹ O. Rzycka, *Niezwykła moc zadawania pytań w zarządzaniu ludźmi*, Oficyna Wolters Kluwer Business,

Warsaw 2010, p. 251-253.

Coaching tool - the STAR model

This tool consists of describing situations that have taken place in the Client's life. Then the Client describes the tasks he/she carried out in the previously described situation, i.e. which activities contributed to the task. Then the Client describes the actual activities he/she carried out to complete the task. The final stage is the result that the person achieved, thanks to the actions performed, what is the result of the whole event? Unlike the previous ones, the STAR tool is characterised by reference to the past, to activities that have taken place in the Client's life. This method is similar to the following: "Describe to me an event that took place in your professional work and ended successfully". It makes it possible to bring out the potential in case the Client has forgotten the wealth within him/her. The table below shows the 4 steps of this tool. We have modified this tool slightly by adding two final stages: consequences and conclusions.

Table 5. Specifics of the STAR model

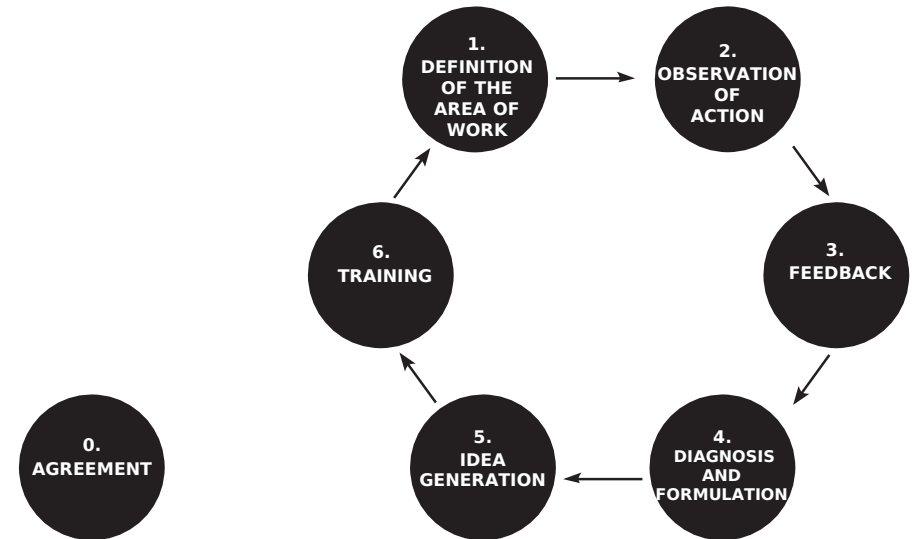
Tool Coaching

The tool described below was used in the company where we both worked (Agnieszka as a coach, Marta as a client). It was very often used in coaching for people working in field sales. This tool consists of 6 stages:

1. Before a business visit, the coach and the Client agree on the role of the coach at the meeting.
2. Then they define the area of work (e.g. what should the coach pay attention to during a sales conversation, what should be observed).
3. The next stage, after the business meeting is over, the coach asks the Client about his/her reactions, feelings (what he/she is satisfied with, what went well, etc.).
4. The coach then gives feedback to the Client on the action he or she observed.
5. The next stage is a diagnosis and objective formulation.
6. The final stage is an idea generation and training.



sTAr MODEL	
<p>1. sITUATION (description of the situation)</p>	<p>2. TAsk (description of the task that the individual has undertaken in the situation described above)</p>
<p>3. ACTION (description of the actual activity the person performed to accomplish the task set)</p>	<p>4. rESULT (the result that was achieved, thanks to the action, the outcome of the whole event)</p>
<p><i>5. CONSEQUENCES</i></p>	<p><i>CONCLUSIONS</i></p>



1. AGREEMENT

Decision to provide coaching to a subordinate:

- conveying the value of coaching;
- presentation of methods, tools, aim of coaching;
- introducing the role of a coach (coach's scope of responsibility);
- defining the stages of a business conversation (coaching card);
- securing the basic pillars of coaching (safety, trust principle, defining the communication channel, information flow).

2. DEFINITION OF THE AREA OF WORK

Sample questions:

- What do you want to address in coaching?
- What do you want to work on?
- Which areas of work do you find difficult?
- Which areas of work would you like to develop?
- What would you like to achieve, what is your goal?
- What change do you expect?
- What about your current behaviour in these situations brings you closer to your goal and what distances you from it?

3. OBSERVATION OF ACTION

Determine the categories to observe (ideally, these should be suggested by the Client). Assume that you are observing the Client in terms of the goal they want to achieve. Sample questions:

- What would you do to achieve your goal?
- What shall I observe?
- What should I pay attention to? How should I do it so that you feel at ease?

Helpful tips:

Observe what you have agreed with the Client.

Focus on the facts, make notes in your mind or on a piece of paper.

4. FEEDBACK

1. Self-evaluation

Create space for the Client to answer freely, give time to think, do not rush. Ask, paraphrase, give time to reflect. Before moving on, make sure the Client has said everything he or she really wanted to.

Useful questions:

- Remind me what your goal was at the beginning of the session?
- What do you think about this situation?
- What do you think about this situation?
- Which of your actions brought you closer to your goal?
- Which of your actions distanced you from the goal?
- At what moments did you feel strong?

2. Feedback from the coach

Pointing to assets (examples):

- In my opinion, it brought you closer to your goal.....
- What I value in you is.....
- I liked the fact that
- You had the courage to reach for
- The desired effect was achieved thanks to
- Thanks to the fact that you said
- It worked in your favour that

Pointing to reserves (examples):

- It distanced you from your goal
- You didn't reach for
- It resulted in
- It worked against you
- You lost your focus when.....

3. Selection

Summarise the observation analysis with the Client, invite the Client to choose the area (skills, behaviour) he/she wants to address and proceed to the next stage. Sample questions:

- What element from those we mentioned would you like to work on?
- Which of the areas for development is most important to you?
- We have mentioned 3 reserves. Which one would you like to work on today?

5. DIAGNOSIS AND GOAL FORMULATION



the CLIENT'S GOAL is

- THE EFFECT HE OR SHE WANTS TO ACHIEVE (e.g. "I want to improve my sales result by 10%");
- HIS OR HER PERSONAL INTERESTS (e.g. "I don't want to feel that I am manipulating my colleagues");
- EXTERNAL CONSTRAINTS THAT ACCOMPANY THE SITUATION (e.g. "I need to keep the result for other products at the same time")

6. IDEA GENERATION

- What would your authority, an expert in this field, do?
- What would you like to hear if you were in your Client's shoes in this situation?
- What does theory, knowledge (e.g. sales psychology, relationship psychology) say about it? What can I, as a coach, suggest to you from my good practice and knowledge?

6.Training

1. Selected idea

From the pool of ideas we choose the best one, i.e. the one that suits the Client.

2. Refining and preparing the idea

We refine the chosen idea so that it is ready for practical application.

3. Training

The Client practices the new behaviour until they feel ready to behave in this way in a real professional or personal situation. The coach may give guidance and feedback after each practice.

STRUCTURE OF A COACHING CONVERSATION

goal	Set the goal of the meeting
reality	Analyse the reality
options	Consider options for solutions
will	You choose the action, decision

Some conversations will focus on discussing the details of a situation, others on finding solutions and planning specific actions. Maintaining the structure of a coaching conversation will allow you to be sure that you have covered all the necessary topics and agreed on actions for the future.

STRUCTURE OF A COACHING CONVERSATION - GUIDING QUESTIONS

1. OPENING: Set the purpose of the meeting

You prepare the ground for discussion. Open the subject. Define what you want to talk about and ask what issues the Client wants to discuss. Establish the purpose of the conversation and discuss why it is important.

Sample questions:

- What do you want to talk about today?
- Why is this topic important to you?
- What problem have you encountered in completing your task?
- What goal do you want to achieve?
- What are the expected results in terms of quality, quantity, cost, time?
- How will you know if you have reached your goal?

2. CLARIFYING THE SITUATION: analyse the reality

This is the stage of searching for facts. Before you look for solutions, you need to know the background of the situation, the problems, the issues relevant to the topic. Sample questions:

- What changes are necessary to achieve the goal?
- What benefits do you foresee for yourself, your team, company, customers, suppliers?
- What barriers might you face? How can you explore unforeseen obstacles?
 - What are the resources available?
- Whose support can you count on?
- Do you need training?
- What skills do you need to develop, acquire?
- Can other actions currently being taken in the company support your goal?

3. SEARCHING FOR SOLUTIONS: looking for the best way

At this stage, you help the client find the best way to achieve the goal, ask questions and share your thoughts. Together you analyse alternative solutions and actions.

Sample questions:

- What actions are you planning? When? Who will be involved?
- What steps will you take to overcome the obstacles?
- What are the alternatives?
- What is your emergency plan?

4. AGREEMENT: choice of action, decision-making

Before ending the conversation, check that both parties agree to the proposed solution. Agree on who does what and when. Remember to motivate the Client, but make sure that they feel responsible for taking the agreed action.

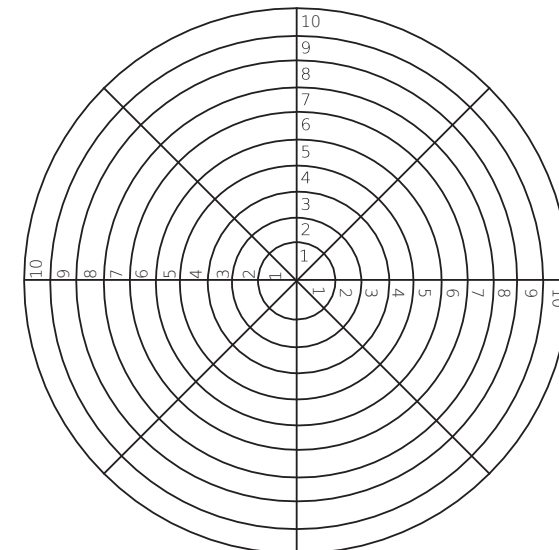
Sample questions:

- What solution do you choose and why?
- What consequences will this bring for you: positive and negative ones?
- What time schedule do you set?
- What is your communication plan? How will you involve others in your activities?
- Do you wish to contact me during the completion of your goal? In what way? Is there anything else you want to talk about?

Circle of life, circle of priorities

We use this tool at the beginning of our work with the Client. We often ask the Client to evaluate at home the level of satisfaction in each of the areas on the Circle. We discuss the content of the Circle during the session. Once again, it is worth using the Circle in relation to the Client's areas of professional or managerial competence. At the end of the session, we ask the Client about the most important area, and working on it will have the greatest impact on other areas of their activity.

The application and modification of the Circle is flexible, depending on the imagination of the client and the coach.



"The journey of my life" Tool

This tool involves the Client to come up with a journey of his or her life - a place he or she would like to get to.

The coach asks the Client questions.

1. **Place:** Where do you want to go?
2. **Description of the place:** What is it like there? What is the environment?
What kind of people live there? (How much do you know about the place?)
3. **Your personal motivation:** why do you want to go there? What do you gain?
4. **Obstacles:** What might get in your way? What risks might you face? How will you deal with them?
5. **Resources:** What do you need for this journey? What do you have and what do you need to take care of? What will help you reach your destination?
6. **Plan:** When would you like to get there? What actions will you take today?
Tomorrow? A month from now?

This tool corresponds to the stages of the entire coaching process conducted with the Client. It is also an extremely visual metaphor for an actual journey. After defining the destination, the place the Client wants to go to is the goal per process. The description of the place is the outcome, the effect the Client wants to achieve. The motivation is the plane that will take the Client to the destination, the obstacles are the turbulence, the resources are the things in the suitcase, and the plan is the plane's flight plan.

Maciej Bennewicz's Iceberg based on the Dilts Pyramid Model⁴⁰

The "Iceberg" tool is used to get to know the Client's deep reasons, the values that drive them or other people in their environment. What are the reasons for what people do in life? How deep, how important are these reasons? How are we different in what we do and why we do it? Who are we and what drives us? How much of a superficial image of ourselves and other people have we been guided by so far? These and similar questions can be answered by this exercise. "Iceberg", based on the Dilts Pyramid Model (areas of human functioning), consists of eight levels. The first two are "on the surface of the water", they are easy to observe. The others are below - we cannot see them, but they are the actual foundation of our actions.

The coach asks the Client to describe their situation in detail:

- Focus on your role that you currently have in
- Identify your role at all levels of the "Iceberg", ask yourself follow-up questions. Write down your first thoughts.
 - Describe this role and the situations you experience using a diagram. What lies 'beneath the surface' will reveal itself as an important element of influence and the strength of your motivation. Remember that all levels influence motivation in a given situation, e.g. becoming aware of and pursuing a goal.
 - The "Iceberg" allows you to discover and recognise your own map related to a specific role or the map of another person. We can also move sequentially to other social roles that are important to you.

1. **Environment** - When? Where? With whom? In what setting?
2. **Behaviour** - How do I behave? How do I do it?
3. **Skills** - What do I know?
4. **Beliefs** - How do I think about myself, the world and people? What is possible?
5. **Values** - What is important? Why am I doing this?
6. **Identity** - Who am I?
7. **Mission** - What is the global goal? Where am I heading?
8. **Vision/spirituality** - Who else? What more is there? What is the global intention?

To sum up this chapter, we would like to add that there are many coaching tools and we have not covered all of them - we have only shown the most common ones, which we also work with. Among this multitude of methods, each of you will find one that will make you "dance with your Client". What is more, maybe you will invent something on your own? We encourage you to try different forms of working with the Client. When we look around, we can find many tools just waiting for us. Sometimes, all you need is a sheet of paper and a pencil, but you can also use sand and a stick on your journey with the Client. We encourage you to develop, improve your coaching skills, discover new tools

⁴⁰M. Bennewicz, *Coaching, czyli restauracja osobowości, ...*, op. cit.

and forms of conducting sessions, share your experiences, good practices and difficult situations. Thanks to coaching, you'll stop feeling like you're standing still, because the people you'll have the pleasure to work with, your Clients, are an incredible source of wisdom and knowledge. People are very wise and your role is to assist them on their way to their goal, with their resources and according to their map. The tools will assist you in this journey, but they will never replace you.

■ 11. Benefits of coaching⁴⁰

Coaching is pure goodness - that's how coaching could properly be summed up in one sentence. But if we take a closer look, there are many benefits of coaching - depending on the recipient. For us, the benefits of coaching are the possibility of continuous development, the opportunity to work with valuable and wise people, greater commitment associated with higher motivation to work, freedom, focusing on the important things. This enables us to achieve above-average results. Setting ecological goals that take into account the things that are important to us, partnerships and discussions based on facts and not on emotions, greater creativity, our "ACC Coach Academy", which appeared in our dreams and became reality and many, many others that we talk about during the "Academy".

Below, based on the words of John Whitmore, we take you through the benefits of coaching, especially in organisations.

1. Enhanced efficiency and productivity.

Coaching brings out the best in individuals and teams, something people do not even try to do. If they are not aware of their inner potentials and strengths that improve performance and productivity, then how can such changes possibly happen?

2. Employee development.

Employee development, self improvement, does not just mean sending people for short training courses once or twice a year. Today, growth is the continuous self-development of employees. Your method of management will either develop or constrain them. It is up to you.

3. Streamlined learning process.

Coaching is about fast learning, here and now, without wasting time. It means intuitiveness and pleasure in acquiring knowledge, which makes remembering better and implementing solutions more effective.

4. Improved relationships.

Coaching is learning by asking questions. The very act of asking someone a question gives a "double" value: both to that person and to their answer.

In a situation where management, collaborative work is based solely on giving instructions, there is no exchange. In such a situation one might as well speak to a pile of bricks. But is it worth it?

5. Improved quality of life.

Interpersonal relationships will improve thanks to the human respect that coaching implies. In addition, the success that accompanies coaching will change the working atmosphere for the better.

6. More time for the manager.

Employees who are coached enjoy the responsibility, and do not need to be rushed or watched. As a result, they enable managers to fulfil the most essential tasks that they did not have time to do in the past.

7. More creative ideas.

Coaching and coaching environment encourage all team members to come up with creative suggestions without fear of being laughed at or dismissed prematurely. One creative idea often triggers another.

8. Better deployment of people, skills and resources.

A manager often has no idea of the hidden resources available to him or her. Until he or she engages in coaching, which will help quickly discover many previously hidden talents in his team.

9. Quicker and more effective response to crisis situations.

When people are appreciated, which coaching guarantees, they are more willing to take on tasks when asked. It often even happens that they anticipate management decisions - and show their own initiative. Still, in too many organisations that do not recognise people, employees do only what they are told to do, and as little as possible.

10. Greater flexibility and adaptability to change.

The ethos of coaching is about changing, responding and being responsible. In the future, the need for flexibility will increase, not decrease. Increased market competition, technological innovation, instant global communication, economic uncertainty and social instability will ensure this in our short lifetime! Only the flexible and the resilient will survive.

11. More motivated employees.

Both the carrot and the stick have lost their meaning today. People act because they want to, not because they have to. Coaching helps people to discover self-motivation.

12. Change of organisational culture.

The principles of coaching support the management style of high performance culture to which many business leaders aspire. Any coaching programme will help make culture transition more possible.

13. Lifeskill.

Coaching addresses both attitudes and behaviour, and is widely used both inside and outside work. The demand for it is growing, making it an extremely valuable skill, even for those about to change their jobs.

12. The role, knowledge and skills of internal coaches in the opinion of Clients⁴¹

When a coach wants to evaluate the results of coaching, he or she can use a number of methods:

1. Hand out a questionnaire to the coachee asking to evaluate the usefulness of the work.
2. Conduct a conversation with the Client to explore perceived differences in behaviour after the process.
3. Talk to the coachee's colleagues, asking for information about the coachee, provided of course that the Client agrees.
4. Observe the Client at the workplace.
5. Later, again using the 360 degree method, i.e. collecting information about the Client based on the opinions of those involved in the evaluation process, from the supervisor, subordinates, co-workers, etc. to gather feedback to assess the improvement of performance.

Below, we present the results of yet another survey evaluating internal coaches. We are sharing these results with you because thanks to them, the high evaluation of the work of internal coaches, we are aware of the importance and usefulness of this position in organisations. The study was conducted at a time of transition, uncertainty about further employment, a merger of two companies.

Research description: scope, methodology, objective

The research was conducted in autumn 2012 in a multinational corporation undergoing a period of transition. The survey process itself was undisturbed and the atmosphere was comfortable. As part of the research, 30 questionnaires were carried out among employees from various departments who regularly work with an internal coach.

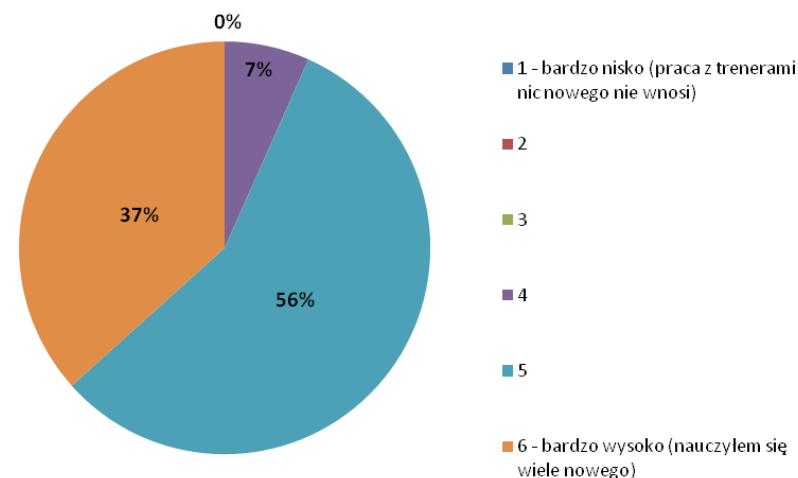
The study was anonymous and the survey questionnaire contained 13 questions: 10 multiple choice questions and 3 open questions.

The study allowed us to obtain an answer to the following questions: how the work of internal coaches is perceived and evaluated by the Client, how the Client evaluates the usefulness of the work with the coaches, how she/he evaluates the competences of the coaches she/he has worked with and the use of time during the work with the coaches. We obtained knowledge about the demand for and frequency of coaching sessions.

Results

Figure 18 shows respondents' opinions on the usefulness of working with internal coaches.

Figure 18. Evaluation of the work of internal coaches in the opinion of respondents

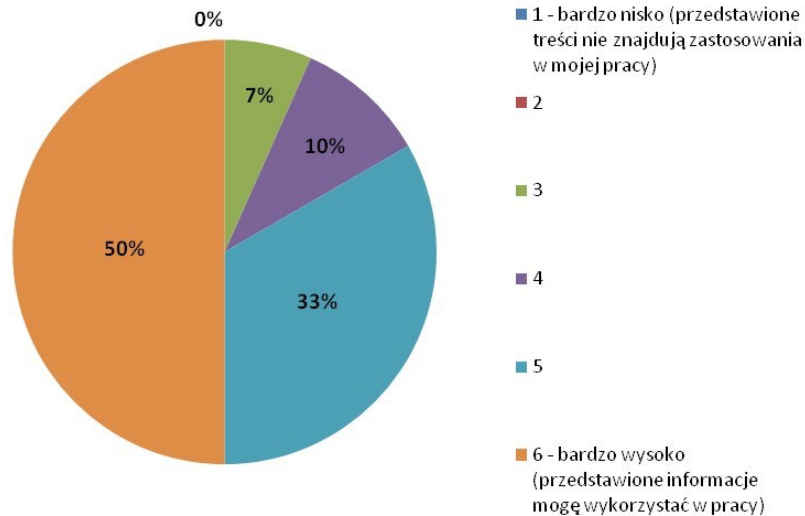


The research has shown that the work of internal coaches among the respondents who regularly take part in coaching was highly evaluated: 37% of the respondents rated the work of internal coaches as 6, i.e. very high, 56% of the respondents rated the work of coaches as 5, while 7% of the respondents rated the work of coaches as 4. None of the respondents rated the work of coaches as 1, 2, 3 - thus giving the lowest marks. Therefore, it should be assumed that the work with internal trainers is welcome, the more so that, according to the respondents, it brings actual results.

⁴¹ M. Kwiecińska, *Rola trenerów wewnętrznych w firmi* – unpublished thesis - completed during the 3rd edition of Postgraduate Studies in Coaching, SGH Warsaw 2013.

Figure 19 shows the respondents' opinion on the usefulness of working with internal trainers.

Figure 19. Assessment of the usefulness of working with internal trainers



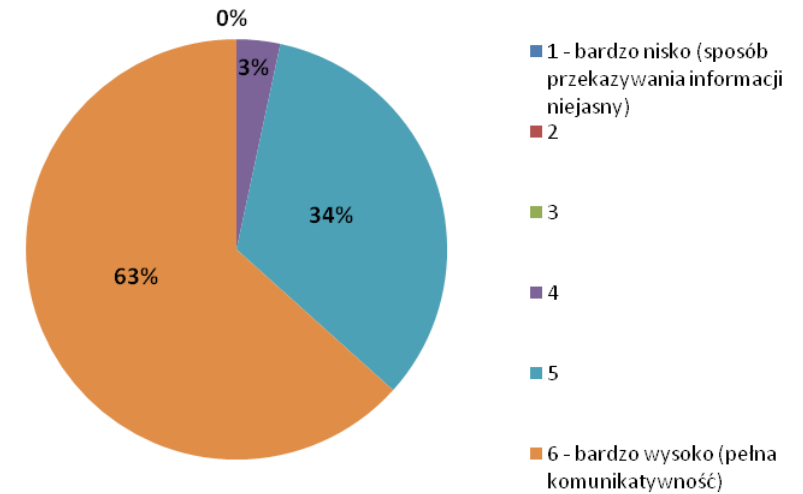
Source: own elaboration.

The research shows (Figure 19) that 50% of the respondents rated the usefulness of this type of work very highly and felt that they could use the information provided by the trainers in their daily activities. Further positive evaluations also represent a high percentage: 33% of the respondents rated the usefulness of the coaches' work as 5 (high), another 16% of the respondents rated the usefulness of the work as good or satisfactory. None of the respondents rated the effectiveness of the coaches' work very low or low.

Communication skills are an essential competence that an internal trainer should possess. Figure 20 shows how the respondents rated this characteristic of the trainers they worked with.

Figure 20 illustrates the communication skills of internal trainers, which were rated very highly by the respondents: as many as 63% of the respondents gave this competence the highest marks, 33% gave it equally high marks; only 1% of the respondents rated communication skills at 4 (which still consistently places this feature above average).

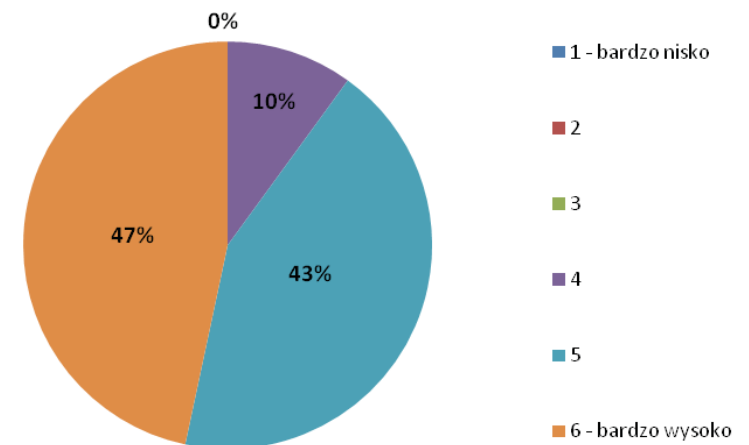
Figure 20: Assessment of the communication skills of internal trainers



Source: own elaboration.

Another competency assessed was knowledge. Figure 21 is a picture showing the respondents' opinions on the knowledge of the internal trainers they worked with.

Figure 21. Assessment of internal trainers' knowledge in respondents' opinions

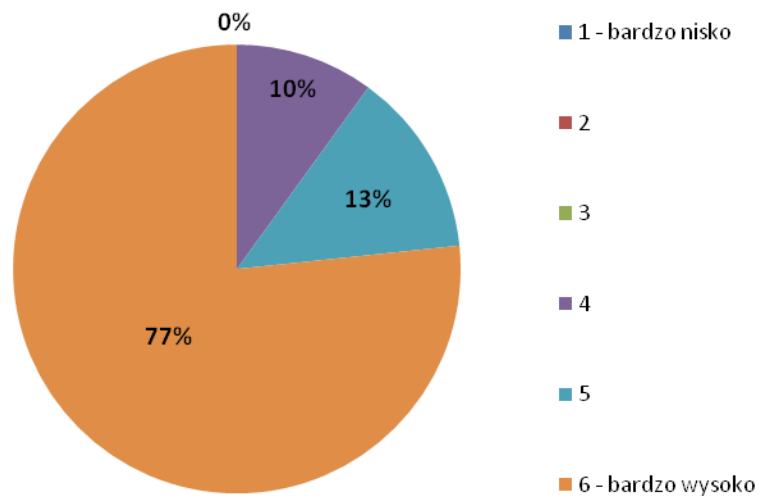


Source: own elaboration.

As can be seen in Figure 21, the vast majority of respondents, as many as 90%, rated the knowledge of the coaches with whom they worked highly or very highly (47% of respondents rated it as 6 - thus very high, 43% rated it as 5: high); 10% of respondents who rated the knowledge of internal coaches as 4 were the closest to average ratings.

Figure 22 shows the respondents' opinion on the relationship with internal trainers.

Figure 22: Evaluation of the relationship with internal trainers in the opinion of respondents



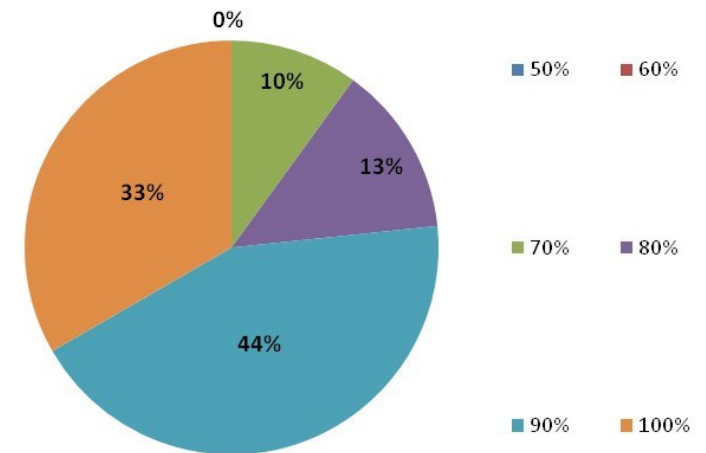
Source: own elaboration.

The research showed that 77% of the respondents rated the relationship with the coach they encountered in their work as very high. 13% of the respondents rated the relationship slightly below the highest marks (at 5), while the responses of 10% of the respondents who rated the relationship with in-house coaches at 4 were closest to the average.

Another criterion considered was the internal coach's effective use of time devoted to work with the Client. This is an extremely important issue, because it is related to costs incurred either by the individual client or employers, and also affects the effectiveness of the coaching process.

In order for coaching to be effective, it is necessary that the coach uses the time allocated for this purpose, so that the client feels and knows that the time spent with the coach is not wasted time.

Figure 23. Evaluation of the usage of time during work with an internal trainer in the opinion of respondents - percentage of time effectively used

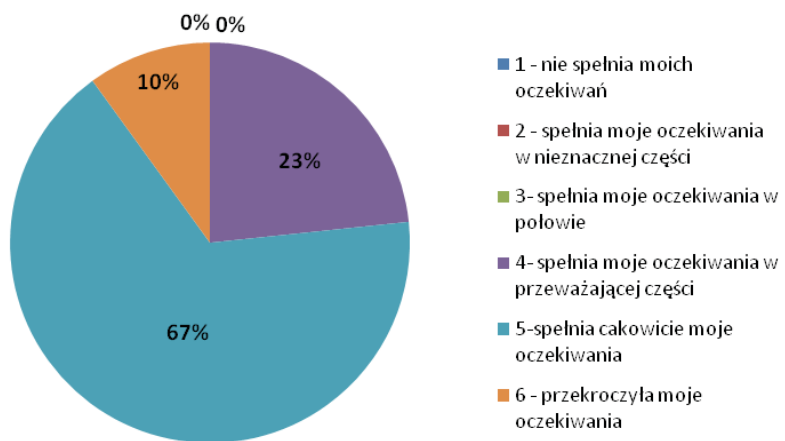


Source: own elaboration.

Figure 23 shows that among the respondents 33% stated that the time spent working with the trainers was used in 100%, 44% subjectively estimated that 90% of the work with the trainers was used effectively. The remaining 23% of respondents gave lower values (respectively: 80% of effective time - 13% of respondents and 70% of time - 10% of respondents), but they are still above average.

The survey also asked respondents about their overall assessment of the work of internal trainers in terms of satisfaction and the extent to which their expectations were met. The detailed results are illustrated in Figure 24.

Figure 24: Overall assessment of working with internal trainers



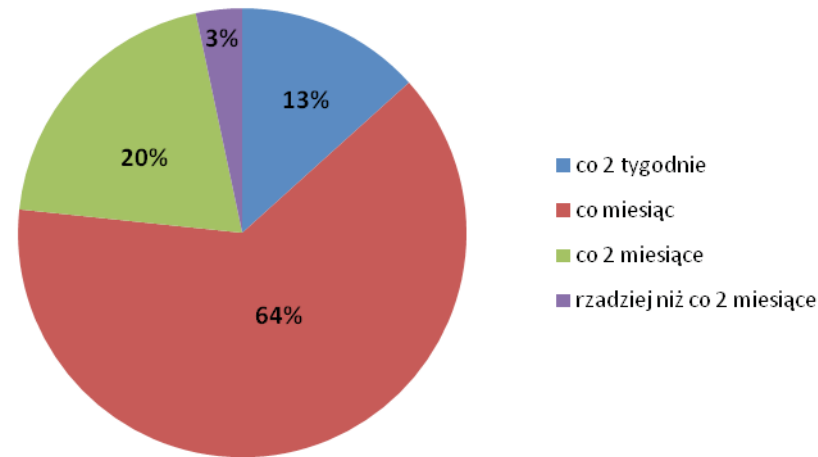
Source: own elaboration.

Figure 24 shows a situation where 10% of the respondents stated that the work with the trainers exceeded their expectations (thus it was a positive and effective surprise), while for the vast majority it met their expectations: 67% of the respondents assessed that the work with the trainers met their expectations completely, in the opinions of 23% the work with the trainers met their expectations for the most part

Considering the question of effectiveness, the study also analysed the respondents' opinions on time - the frequency of working with internal trainers, as well as the number of hours devoted to individual work with the Client.

Figure 25 indicates that the most optimal frequency of meetings with an internal coach is once a month - such an opinion was expressed by 64% of respondents. 20% of respondents would be ready to meet a coach less often - once every 2 months, while 13% of respondents said that work with internal coaches should take place much more often: once every 2 weeks. Only 4% of respondents said that work with trainers should take place less frequently than every 2 months.

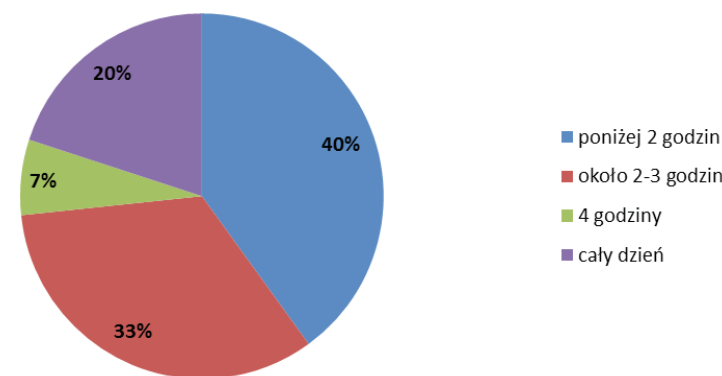
Figure 25: Optimal frequency of working with internal trainers



Source: own elaboration.

Regarding the amount of time spent by an individual employee on skills development while working with an internal coach, the detailed results are shown in Figure 26.

Figure 26: How much time should an internal coach devote to an individual employee

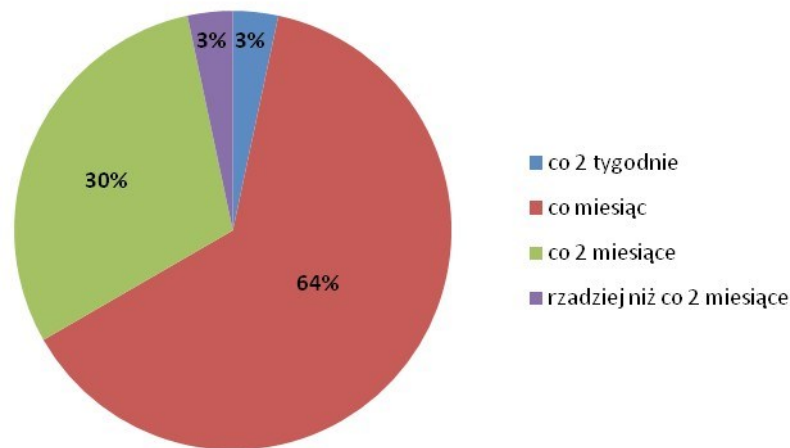


Source: own elaboration.

Figure 26 shows that opinions are divided among the respondents: 40% thought that a trainer should spend up to 2 hours with a single employee, while 33% thought that a trainer's work with a single employee should last 2-3 hours. There was also a large percentage of those, for whom the work with a trainer should be much longer: for 7% a meeting with a trainer should last 4 hours, while as much as 20% thought that an individual employee should have a whole day devoted to the trainer's work.

Considering the above issues in more detail, we asked the respondents to assess the need for sales training to develop employees' knowledge of soft skills (e.g. time management, sales techniques or negotiation). Figure 27 shows what the respondents think about this issue.

Figure 27. Evaluation of the frequency of workshops developing sales competences conducted in the company



Source: own elaboration.

Figure 27 presents a fairly clear opinion of the respondents showing that the frequency of trainings developing sales competences such as: negotiation, sales techniques and others should be held once a month.

The vast majority of the respondents - 64% thought that such a frequency of training would suit their needs. 30% of employees would like to be trained less frequently (every 2 months), while 3% thought that such meetings should take place even less frequently (than every 2 months), but also 3% of respondents would like more frequent meetings: in two-week intervals.

The above charts provided a picture of the evaluation of the work, knowledge and commitment of the internal coaches, effectiveness of time use, evaluation of the coaching relationship, frequency of work with the coach. Respondents rated highly both the work with the coach and the effectiveness.

Table 6, below, shows the respondents' opinions on how they would amend their work with an internal trainer.

Table 6. Types of changes introduced in the work with the trainer – respondents' proposals

No.	Form of the proposed amendments
1.	Increasing the frequency of sessions
2.	Increased focus on the form of conversations
3.	More practical activities
4.	Individual work with a trainer
5.	Regular meetings, at least once a month
6.	Individual coaching with a trainer
7.	More product training
8.	More regularity in working with a trainer

Source: own elaboration.

Table 7 shows the respondents' opinions on the information provided when working with internal trainers and the implementation of their guidance into everyday work.

Table 7. Information provided by the trainer

– useful and implemented in daily work

No.	Trainer's guidance implemented in daily work
1.	Salestechniques, negotiations
2.	Feedback during business visits
3.	How to sell in a human way, without pushing
4.	Working with difficult customers
5.	New sales methods
6.	Practical, individual application of sales scenarios
7.	Quality of work, techniques, suggestions, appreciation from the trainer
8.	Strengths and weaknesses in sales conversations
9.	Any information that mentions reserves
10.	Dealing with customer objections

Source: own elaboration.

In summary, the respondents, despite the uncertainty of their further employment, gave very high ratings to the internal trainers. They rated very high the knowledge, skills, way of communication, use of working time during sessions. The conclusion of the above survey is that the coaches employed in organisations play an important role in the functioning of the whole working environment. Respondents want to improve their skills, get feedback from a coach during negotiations, want to improve and develop their techniques of working with difficult clients, learn new sales methods and techniques, work on improving their reserves, weaknesses, want to know how to deal with client objections. The role of an internal coach is not only training, but also supportive, developmental and motivating. Unfortunately, during the crisis, instead of strengthening the employment of coaches, organisations limit and reduce their positions. Yet coaching influences the achievement of above-average results by employees.

13. Requirements of a coach for ACC accreditation (Associated Certified Coach)⁴¹

Requirements:

- 60 hours of Coaching Specific Training,
- 100 hours of Coaching for the Client,
- 10 hours of mentor coaching.

Graduates of a full coaching training program provided by a training company that is accredited by the ICF meet the minimum standards. A document of completion of such training is required - a *Certificate of Completion* and a letter from the training company including the name of the program, start and end dates and documentation from the period of training confirming that you have met all the requirements of the program, that you have completed it, and that you have gone through a comprehensive examination programme during which you were observed and assessed as a coach, and that you have completed this training after the date on which the training programme was granted ICF accreditation.

Candidates who have received Coaching Specific Training in other programs or have completed non-accredited programs or have completed training programs that are accredited but prior to their formal accreditation date are required to meet all of the Minimum Standards.

The candidate acknowledges and subscribes to the ICF Coaching Definition and Philosophy.

The candidate commits to act in accordance with the ICF Ethical Commitment and Standards of Ethical Conduct.

The candidate agrees to participate in ICF sponsored educational teleconferences offered for the Associate Certified Coach level.

The candidate agrees to act in accordance with the decisions/recommendations of the Application Evaluation Committee.

⁴² Access mode: <http://icf.org.pl/pl85,associated-certified-coach-acc.html>; date of access: 15.11.2013.

The candidate shall provide documentation that they have completed a minimum of 60 hours of Coaching Specific Training (e.g., classroom work, direct observation, teleconferencing, web-based training, etc., excluding lunch and other breaks). Coaching Specific Training must include 48 hours of direct interaction with the trainer(s). Direct interaction is defined as face-to-face contact with a trainer; it does not include online courses, correspondence courses, online courses, or self-study unless justified by a documented disability.

Note:

Only Coaching Specific Training will be considered in the accreditation process, i.e:

- 1) Coaching training provided by a Coaching Training Program that has been certified by the ICF to deliver Coaching Specific Training Hours, or
- 2) Training that is advertised as coaching skills training and the application of technical knowledge in the coaching process, in accordance with the ICF Coaching Core Competencies. It is your responsibility to demonstrate that the Coaching Specific Training you indicate in your application meets these requirements.

The candidate shall also provide documentation that they have completed 100 hours of Coaching for a Client. An hour of Coaching for a Client is 60 minutes of actual time spent coaching a Client. At least 75 of these hours must be paid hours. The number of hours provided free of charge or as a volunteer cannot exceed 25. Coaching hours in cooperation with a minimum of 8 Clients.

From 1 July 2008, the applicant shall provide documentation that they have received 10 hours of mentoring with a qualified coach over a 3-month period. For accreditation purposes, coaching with a mentor means coaching the applicant on his or her coaching skills, as opposed to coaching that builds practice.

This requirement is designed to help portfolio applicants prepare for the exam. ICF highly recommends portfolio applicants to work with a mentor-coach as an excellent exercise before the oral examination.

The mentoring hours requirement must be met prior to submitting your application.

If you live outside of the US and Canada, it is required that the applicant complete mentoring hours with an ICF-accredited mentor coach or a coach actively involved with ICF activities or another organization with similar definitions of coaching as ICF. The applicant should have completed a minimum of 10 hours of mentoring over a minimum period of 3 months.

The candidate shall successfully pass an oral examination. Only candidates who have already undergone assessment and acceptance of their technical skills will be admitted to this exam. The exam consists of an assessment of coaching skills by a Certified Master Coach (MFC), who then gives the candidate feedback on their coaching skills and the areas they need to improve. The exam will test and assess the candidate's knowledge and ability to align with the MFC Key Competencies. If the candidate is a graduate of an Accredited Coaching Training Programme (APSC), the exam requirement does not apply.

The candidate shall provide at least three documents to demonstrate that the candidate is currently actively engaged in working as a coach.

The ACC certificate is valid for 3 years and then expires. In order to renew the certificate after it has expired you must apply for renewal. This requires 40 hours of *coach-specific training*, including 24 hours covering *core competencies*, as well as 10 hours of *mentor-coaching*.

By accepting the *Associated Certified Coach (ACC)* status, the candidate agrees to participate in ICF sponsored educational teleconferences for the *Associated Certified Coach (ACC)* status group.

14. Key Coach competences according to *International Coaching Federation (icF)*

KEY COACH COMPETENCES

A. ESTABLISHING THE PRINCIPLES OF COOPERATION

1. Compliance with the guidelines of the Code of Ethics and standards of the coaching profession
2. Agreement of the coaching contract.

B. CO-CREATION OF A RELATIONSHIP

3. Building trust and a sense of security with the Client.
4. Coaching presence.

C. EFFECTIVE COMMUNICATION

5. Actively listening.
6. Questions that touch the essence.
7. Direct communication.

D. SUPPORTING THE LEARNING PROCESS AND ACHIEVING RESULTS

8. Building awareness.
9. Planning of activities.
10. Planning and goal setting.
11. Managing progress and engagement.

Ad. A. ESTABLISHING THE PRINCIPLES OF COOPERATION

1. Compliance with the guidelines of the Code of Ethics and standards of the coaching profession - understanding the ethical principles and standards of coaching and the ability to apply them in all coaching situations:
 - a) the candidate understands and confirms by his/her attitude and behaviour the ICF Standards of Ethical Behaviour (see list, Part III of the Code of Ethics);

- b) the candidate understands and applies all ICF Ethical Principles (see the list);
- c) the candidate clearly explains the difference between coaching, consulting, psychotherapy and other helping professions;
- d) the candidate recognises a situation in which the Client requires the assistance of another professional and refers the Client there if necessary.

2. Agreement of the coaching contract - ability to understand the needs of a given coaching interaction and ability to lead to the conclusion of an agreement with the Client concerning the course of the coaching process and the principles of cooperation between the Client and the coach:

- a) the candidate understands and effectively discusses with the Client the rules and specific parameters of the coaching relationship (including organisational issues, fees, deadlines, inclusion of additional people if necessary);
- b) the candidate obtains an understanding of what is appropriate in the relationship and what is not, and on the division of responsibilities between the coach and Client;
- c) the candidate decides whether there is an effective link between her/his coaching method and the needs of the potential Client.

Ad. B. CO-CREATION OF A RELATIONSHIP

3. Building trust and a sense of security for the Client - the ability to create a safe, supportive environment through which mutual respect and trust develops between the Client and the coach:

- a) the candidate shows a genuine concern for the well-being of the Client;
- b) the candidate consistently demonstrates integrity, honesty and sensitivity;
- c) the candidate makes clear rules and keeps his or her promises;
- d) the candidate shows respect for the Client's beliefs, learning style and way of being;
- e) the candidate continuously supports and inspires the Client to new behaviours and actions, including those involving risk taking and fear of failure;
- f) the candidate asks for the Client's permission when dealing with new topics that are sensitive to the Client.

4. Coaching Presence - the ability to be mindful and create a spontaneous relationship with the Client, using a style that is open, flexible and also feels reassuring:

- a) the coach is present and flexible during the coaching process, "dancing with the client"
- b) the coach uses one's own intuition, trusts and follows the inner wisdom
- c) the coach allows himself not to know the answers and takes risks;
- d) the coach sees many ways of working with the Client and is able to select the most effective ones on an ongoing basis;
- e) the coach effectively uses humour to create the right mood, energy;
- f) the coach boldly changes points of view and experiments with new possibilities in his/her work;
- g) the coach shows confidence when working with strong emotions and is able to manage oneself so as not to be overwhelmed and entangled by the Client's emotions.

Ad. C. EFFECTIVE COMMUNICATION

5. Active listening - the ability to focus completely on what the Client says and does not say, in order to understand the meaning of the Client's words in the context of his/her desires and to assist the Client in self-expression:

- a) the coach is guided by the Client and the Client's goals, without imposing the goals that the coach thinks are right;
- b) the coach listens to the Client's concerns, goals, values and beliefs about what is and what is not possible;
- c) the coach recognises differences in words, tone of voice and body language;
- d) the coach summarises, paraphrases, repeats and reflects the Client's statements to ensure clarity and full understanding;
- e) the coach encourages, accepts, deepens and reinforces the Client's expressed feelings, perceptions, fears, beliefs, proposals etc.;
- f) the coach understands and extracts the essence of what the Client communicates and helps the Client get to the essence, rather than going into long detailed descriptions;

g) the coach allows the client to recover and throw the situation away - without judgement or attachment in order to move on to the next steps.

6. Questions that reach the essence - the ability to ask questions that uncover the information needed for maximum effect for the Client and the coaching relationship:

- a) the coach asks questions that reflect active listening and understanding of the Client's point of view;
- b) the coach asks questions that stimulate discovery, deeper understanding, commitment or action (e.g. questions that challenge the Client's assumptions);
- c) the coach asks open-ended questions that lead to greater clarity, discovery of new possibilities, new conclusions and learning;
- d) the coach asks questions that bring the Client closer to his or her desires, instead of questions that involve judgement or looking back.

7. Direct Communication - the ability to communicate effectively during a coaching session and to use language that has the strongest positive impact on the Client:

- a) the coach talks to the client in a clear, understandable and direct way and gives feedback;
- b) the coach reformulates and reinforces messages to help the Client take a different perspective on what they want or are unsure about;
- c) the coach clearly establishes the objectives of coaching, the plan of the coaching session, the objectives of the techniques or exercises used;
- d) the coach uses appropriate language that expresses respect for the Client (e.g. no sexual or racial connotations, and no jargon or technical language);
- e) coach uses metaphors and analogies to illustrate a viewpoint or to sketch a verbal picture.

Ad. D. SUPPORTING THE LEARNING PROCESS AND ACHIEVING RESULTS

8. Awareness building - the ability to integrate and appropriately evaluate a wide

range of information sources and provide interpretations that help the client to expand their awareness and thereby achieve agreed outcomes:

- a) the coach goes beyond what the Client has said, picks up on their concerns and never gets stuck in the Client's stories;
 - b) the coach provokes/creates curiosity for deeper understanding, greater awareness and clarity;
 - c) the coach identifies the Client's hidden fears and typical and established ways of perceiving oneself and the world, as well as differences between facts and interpretations, discrepancies between thoughts, feelings and actions;
 - d) the coach helps the Client to discover new and supportive ways of thinking, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is most important to them;
 - e) the coach shows the Client broader perspectives and inspires him/her to commit to looking at things from other points of view and finding new ways of doing things;
 - f) the coach helps the Client to perceive all the diverse, interrelated factors that influence him and his behaviour (e.g. thoughts, emotions, body, environment);
 - g) the coach expresses his/her observations in a way that is useful and valuable to the Client;
 - h) the coach identifies the main strengths versus the main areas for learning and development as well as the most important areas to address ;
 - i) the coach asks the Client to distinguish between trivial and significant issues, between situational and repetitive behaviours when there is a discrepancy between what was said and what happened.
9. Action Design - the ability to create opportunities for continuous learning with the Client during coaching and life/work situations, and to take new actions that lead in the most effective way to the agreed coaching results:
- a) the coach stimulates creativity and assists the Client in identifying activities that will enable the Client to demonstrate, practise and deepen new knowledge;

- b) the coach helps the Client to focus and regularly explore particular concerns and opportunities that are key to achieving the agreed coaching goals;
- c) the coach encourages the Client to look for alternative ideas and solutions, to evaluate the alternatives and to take them into account when making decisions;
- d) the coach promotes active experimentation and self-discovery, where the Client immediately applies what was discussed and learnt during the session in their private life and work;
- e) the coach celebrates the Client's successes and future growth opportunities;
- f) the coach challenges the Client's assumptions and beliefs to trigger new ideas and discover new ways of doing things;
- g) the coach identifies and supports points of view that are consistent with the Client's goals and invites to consider them without getting attached,
- h) the coach helps the Client to implement ideas "right away" during coaching sessions, providing immediate support;
- i) the coach encourages to scale up and challenge oneself, but also to be comfortable with the pace of learning.

10. Planning and goal setting - the ability to create and maintain an effective coaching plan alongside the Client:

- a) the coach consolidates the information gathered and creates a coaching plan and development goals with the Client, which include concerns and key areas for learning and development;
- b) the coach creates a plan whose results are achievable, measurable, specific and have target dates;
- c) the coach adapts the plan to the coaching process and the changing situation;
- d) the coach helps the Client to identify and access various materials to support learning (e.g. books, other experts);
- e) the coach identifies and targets the first successes that are important to the Client.

11. Managing progress and engagement - the ability to keep the Client's attention on what is important while leaving them in charge of taking action:
- a) the coach clearly requires action from the Client to help them move towards their agreed goals;
 - b) the coach demonstrates following through by asking questions related to the activities the Client has committed to in previous sessions;
 - c) the coach recognises the Client for what they have done, what they have not done, what the Client has learnt, what they have realised since the previous sessions;
 - d) the coach effectively prepares, organises and reviews the information obtained during the session with the Client;
 - e) the coach ensures that the Client stays on course between sessions by maintaining focus on the coaching plan and outcomes, agreed actions and subjects for future sessions;
 - f) the coach focuses on the coaching plan and at the same time is open to adapting behaviour and actions to the coaching process and changing directions during the session;
 - g) the coach is able to move back and forth between the broader context of where the Client is heading, creating a context for what is being discussed in the session and what the Client wants;
 - h) the coach supports the Client's self-discipline and holds the Client accountable for what he or she says, for what the Client commits to do, for the results of the planned actions, and for specific plans related to a set time frame;
 - i) the coach develops the Client's ability to make decisions, address major concerns and develop oneself (receiving feedback, setting priorities, setting the pace for learning, reflecting and learning from experience);
 - j) the coach positively confronts the Client for not fulfilling his/her commitments⁴³.

⁴³ Electronic document. Access mode <http://icf.org.pl/pl81,kluczowe-kompetencje-coacha-icf.html>; date of access: 15.11.2013.

15. ICF Code of Ethics

ICF Code of Ethics

The *International Coaching Federation* (ICF) was the first organisation in the world to create and propose a definition and philosophy of coaching, as well as to create ethical standards that its members are obliged to follow. The ICF applies a Code of Ethics for members and accredited coaches and has a complaint handling process for anyone who has concerns about ICF members or accredited coaches. Both coaches and all concerned should know and be aware of the ethical principles in force and the recourse in case of non-compliance, as well as all the standards that ICF professional coaches are obliged to follow.

PART ONE: DEFINITION OF COACHING

Section 1: Definition

coaching: Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential.

Professional coaching relationship: A professional coaching relationship occurs when coaching takes place on the basis of an agreement or contract that defines the responsibilities of both parties.

ICF Professional Coach: An ICF Professional Coach agrees to apply the ICF Core Competencies and pledges to follow the ICF Code of Ethics.

In order to clarify the roles that occur in a coaching relationship, it is often necessary to distinguish between Client and Sponsor. In most cases, the Client and the sponsor are the same person and are then referred to as the Client. However, for identification purposes, the International Coach Federation defines these roles as follows:

Client: The Client is the person being coached.

sponsor: The sponsor is referred to as the person or organisation that pays for or ensures the delivery of coaching services.

In any case, the contract or agreement for coaching services should clearly define the rights, roles and responsibilities of both the Client and the sponsor, in case they are not the same person.

PART TWO: ICF STANDARDS OF ETHICAL CONDUCT

PREAMBLE: The ICF Professional Coach strives to act in a manner that positively represents the coaching profession, respects different approaches to coaching and respects applicable codes and regulations.

Section 1: Principles of professional conduct

As a coach:

1. I will not knowingly make any false or misleading statements to the public regarding the services I offer, nor will I make false statements in any written form related to the coaching profession, my accreditation or the ICF.
2. I will accurately present my coaching qualifications, expertise, experience, certifications and ICF accreditations.
3. I will value and respect the efforts and contributions of others and will not represent them as my own. I am aware that breach of this standard may be grounds for legal action against me.
4. I will always strive to identify personal issues that may conflict, interfere or negatively impact my coaching or professional coaching relationship. When the facts and circumstances call for it, I will promptly seek professional help and determine the action to be taken, including considering whether it would be appropriate to suspend or terminate my coaching relationship.
5. I will follow the ICF Code of Ethics in all activities related to coaching training, coaching mentoring and coaching supervision.
6. I will competently and honestly conduct and report research, following accepted scientific standards and relevant guidelines. My research will be carried out with the necessary consent or approval of those involved, using methods that will protect all subjects from possible harm. All research activities will be carried out in accordance with the laws of the country where the research will be conducted.

7. I will properly maintain, store and dispose of records of work done in connection with the coaching practice in a manner that takes into account confidentiality, security, privacy and compliance with all applicable laws.
8. I will only use the contact information (e-mail addresses, telephone numbers, etc.) of ICF members in such a way and to the extent that ICF authorises me to do so.

Section 2: Conflict of interest

As a coach:

1. I will seek to avoid conflicts of interest or potential conflicts of interest and will openly disclose any such conflict. I will offer to back out when such a conflict arises.
2. I will disclose to the Client and their sponsor all anticipated third party remuneration that I may pay or receive for the Client's referral.
3. I will only provide services in exchange for other services, goods or other non-monetary remuneration only if this will not cause the coaching relationship to deteriorate.
4. I will not knowingly accept any personal, professional or financial benefit from the Client-coach relationship other than the forms of remuneration specified in the contract or agreement.

Section 3: Professional conduct towards clients

As a coach:

1. I will not knowingly misrepresent or make untrue statements about what the Client or sponsor will gain during the coaching process or from me as a coach.
2. I will not provide existing or potential clients with information or advice that I know or suspect to be misleading or untrue.

3. I will have clear agreements or contracts with my clients and sponsors. I will abide by all agreements and contracts made in the context of a professional coaching relationship.
4. Before or during the first session, I will carefully explain and seek to ensure that my Client and sponsor understand the nature of coaching, the limits of confidentiality, the financial arrangements and other terms of the coaching contract or agreement.
5. I will be responsible for setting clear, appropriate and culturally sensitive boundaries determining potential physical contact with the Client or Sponsor.
6. I will not have sexual relations with any current Client or sponsor.
7. I will respect my Client's right to end the coaching process at any time subject to the provisions of the agreement or contract. I will be alert to indications that the coaching relationship is no longer beneficial to my Client.
8. I will encourage the Client or sponsor to make changes if I feel that the Client or sponsor would be better supported by another coach or other means.
9. I will recommend to the Client the use of other professionals when I consider it appropriate or necessary.

Section 4: Confidentiality/Privacy

As a coach:

1. I will strictly respect the confidentiality of information from my Client and Sponsor. I will have a clear agreement or contract in place before sharing information with third parties, unless required by law.
2. I will have clearly defined contractual terms and conditions under which coaching information will be exchanged between the coach, the client and the sponsor.
3. Acting as a trainer for student coaches, I will clarify the confidentiality policy with them.
4. When managing coaches or other persons who provide services on my behalf to clients and sponsors for compensation or free of charge, I will ensure comp-

liance with Part 2, Section 4: Confidentiality/Privacy and the other provisions of the ICF Code of Ethics that will apply.

PART THREE: ICF ETHICAL OBLIGATIONS

As a Professional Coach, I acknowledge and agree to recognise my ethical and legal obligations to my clients and sponsors, colleagues and society in general. I vow to uphold the ICF Code of Ethics and apply these standards to all my coachees. If I break this Ethical Commitment or any part of the ICF Code of Ethics, I agree that ICF may, at its sole discretion, hold me responsible for this behavior. I further agree that my liability to ICF for any infraction may include sanctions, such as loss of my ICF membership or my ICF accreditation⁴⁴.

⁴⁴ Electronic document. Access mode: <http://icf.org.pl/pl98,kodeks-etyczny-icf.html>; date of access: 15.11.2013.

16. Coaching session report - example

Below is a sample report summarising the coach's work with the Client.

We decided to take this step, because we found it to be an extremely valuable tool to monitor the development of a coach. The report contains feedback on the coaching process, both from the coach and the Client. It is worth using, especially at the beginning of the journey.

Marta Kwiecińska

1. Feelings about the atmosphere during coaching:

- friendly atmosphere,
- trust,
- safety,
- focus,
- calmness during the session,
- communication murmurs are kept to a minimum
- "chemistry" between coach and coachee,
- room temperature (influence on mood).

2. Problems during coaching:

- a) concerning the place of coaching,
 - at first the problem was the meeting place and time,
 - small, confined room (no freedom of movement),
 - being around third parties increased the discomfort.
- b) relating to the coaching process:
 - rescheduling of coaching sessions,
 - problems with active listening,
 - work-related issues did not allow for 100% focus
 - lack of expertise (in using the tools),
 - health problems,
 - lack of adequate preparation (calmness, fatigue),
 - problem in focusing on the Client's problems.

3. Deadlock-breaking events:

- changing the place of coaching meetings,
- changing the time of meetings to suit both parties,
- calming the coaches before the session, thanks to which the session went more smoothly,
- one person was helped by the fact of being near her daughter, about whom she did not have to worry, for another person the absence of relatives caused greater focus,
- more conscious use of coaching tools

4. Common mistakes

- initially no enforcement of homework,
- lack of preparation for the session,
- reading from a piece of paper during a session,
- making suggestions,
- off-topic digressions (private conversations),
- time constraints,
- taking phone calls during the session,
- suggesting solutions and understanding the topic without taking into account the other person's map.

5. Good practices:

- regularity,
- factual preparation before the session,
- calming down,
- choosing an appropriate meeting place,
- humility,
- time suitable for both parties, no limitations,
- good physical and mental condition of the coach,
- non-standard forms of conducting sessions,
- openness of both parties to use different tools during sessions,
- good contact between the coach and the Client,
- paraphrasing during coaching, helped in active listening,
- text, phone, supportive contacts after and between sessions,
- verification of the session goal and the whole process,
- enforcement of homework,

- introduction of a supervisor,
- session summary,
- exploration of topics,
- continuous self-improvement of the coach,
- feedback after sessions.

6. Questions that worked well:

- open, referring to the session,
- clarifying the issue,
- ecological,
- strong,
- thoughtful,
- deepening,
- asking "*Whatelse?*"
- transformative ("*What do I want?*" "*What am I responsible for?*"),
- questions that show interest ("That's interesting. How did you come up with this?")*
- thought-provoking ("*What if?*").

7. Questions that hindered communication:

- closed questions,
- questions: "Why?"
- questions: "What for?",
- suggestive,
- not related to the topic, the purpose of the session and the process,
- not well-thought-out,
- awkward (too personal).

8. Observations

- visible effect of development after the sessions,
- feeling of strength and joy after the session,
- visible change resulting from the session,
- motivation to apply the changes developed during sessions,
- learning from mistakes and their elimination during the coaching process,
- feedback is very important,

- the more sessions completed, the greater the easiness to conduct it (experience),
- openness to non-standard forms of conducting sessions,
- appreciation of the power and strength of questions,
- coaching really works,
- observation that some tools consumed much more energy ("Cinema") than others,
- full involvement of the coach and the Client during the session causes a drop in energy,
- finding areas for change within oneself, which the coaching has highlighted (lack of humility, the art of active listening, the ability to make appropriate eye contact as well as external imperfections),
- discovering the other person's map, which is not necessarily the same as mine, always worthwhile and valuable,
- coaching allows to receive feedback from an impartial person,
- too close relationship between the coach and the Client can be helpful, but it can also be disruptive,
- it is difficult to run two sessions in one meeting, we are learning and our sessions take a lot of energy,
- it is good to be properly prepared, rested and relaxed before the session,
- it is worth taking notes (Maciej Bennewicz's method) to help focus one's thoughts,
- coaching is an emotional process.

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■ Appendixes

APPENDICES

Appendix No. 1

Coaching Relationship Contract

Concluded in on
between, hereinafter referred to as the Client
and hereinafter referred to as the Coach.

1. Responsibility

- Both the Coach and the Client participate in the coaching programme on their own free will. Either party can end the relationship if for some reason it is not effective. However, they should discuss this decision together as a part of a shared learning experience.
- The role of the Coach is to respond to the development needs of the Client, not to impose their own solutions, beliefs and values.
- The coach does not enter into personal areas of the Client, unless the Client wishes to share them.
- If there is a risk of a conflict of interest, the Coach and Client agree to discuss the issue openly and decide whether it negatively affects the coaching process.
- The Coach and Client are open and truthful with each other in the coaching relationship and talk openly about how it can be more efficient.

2. Coach's obligations concerning the coaching relationship

- The coach commits to professionalism, honesty and integrity.
- The coach is committed to the achievement of the Client's goals. The coach also commits to follow the plan they have agreed with the Client.
- The Coach will always respect confidentiality and privacy.
- The Client's goal will be the Coach's absolute priority and the efforts to achieve it will be their focus together during coaching sessions.

3. Client's commitment to the coaching relationship

- The Client engages in the whole process with honesty, integrity and professionalism.

•During the sessions, the client uses all his/her abilities and resources so as to

get the most out of the coaching sessions.

•The Client shall come to the sessions prepared, in order to fully enjoy the coaching relationship.

4. Duration

The coaching process comprises:

a. individual 1-hour coaching sessions - by phone or in person.

b. Schedule of coaching sessions:

First Second Third
 Fourth.....Fifth..... Sixth
 Seventh Eighth

5. Payments

- The cost of an individual coaching session is gross.
- Payments for individual sessions take place directly at the session - in cash or by bank transfer to the bank account number:
- The costs of phone calls and any room rented for the purposes of the session are covered by the Client.

6. Punctuality and timeliness

- Both the Coach and the Client respect each other's time and other obligations. They meet the session dates and agreed times.
- Both parties are responsible for informing each other well in advance of the need to postpone a coaching session.

7. Amendments to the programme

The Client may, upon agreement with the Coach, extend the coaching process. Increasing the number or duration of coaching sessions does not require signing the coaching relationship contract again.

client Log for accreditation

client name	contract information	individual	start/end date	Paid hours	Pro-bono hours
			ToTAL		

coAch
Full name

CLienT
Full name

Date and signature:

Date and signature:

Closing remarks

From Marta: During my coaching studies I was most impressed by Bartosz Berendt: his modesty, humility and great talent. The way he presented the cinema visualisation tool, the way he used cards to read the client's map, the way he practised defining goals with us using a cup and a ball (!)...

I also remember the first time I saw Maciej Bennewicz: "Oh my, such a Grand Master!" And Maciej Bennewicz, is a man of a great heart: open, natural, approachable. I thanked him for that.

From Agnieszka: I have met many fantastic people on my way, who strengthened my faith in coaching. At the beginning I was skeptical. Slowly I learned the taste, improved and saw the results. They convinced me in the end. The breakthrough for me was meeting Gerard O'Donovan. He inspired me incredibly in terms of his way of working, his forms of working with Clients and his attitude. It was after meeting him in 2009 that I decided to create a coaching school.

What is the outcome here? Let's see, how many beliefs within us hold us back and limit us? It takes very little to move forward: to overcome our own demons and believe in ourselves. And believe in people!

Share the knowledge you gained after reading *the Coach's Handbook* with everyone: with the lady in the grocery store, with the taxi driver, with your supervisor, with a friend, with a subordinate. Spread coaching awareness in the areas where you live, talk about coaching, create organisations based on partnership, respect and faith in the Client.

We wish you to be free, to develop as a coaches, to improve your coaching skills, to encourage others to use coaching. In order for this noble and wonderful profession to evolve and develop, in order for you not to stand still and push your Clients out of the comfort zone, in order for you to set unimaginably great goals and strive for them. So that you do not lose what is most precious in you - your AUTHENTICITY.

We wish you to have faith in your Clients, in their wisdom and their success. We wish you to act ethically and with humility. To step out of your comfort zone, not to get discouraged by failures, but to learn from them. Look to the future with optimism and hope. In fact, everything that happens to us depends on ourselves, on our commitment, determination and motivation.

As we always say: *it is up to you how much you take for yourself*. It is also up to you what path you take and what goals you achieve.

The world is beautiful and full of resources, you just have to "throw away the rubbish" and look at what surrounds us once again, from a different perspective.

Share your successes with us so that we can celebrate them together, spread your multi-coloured wings.

We look forward to your feedback, both on the ACC Coach Academy and on the Coach Handbook.

We look forward to hearing from you at akademiacoacha@gmail.com.

Our "Academy" is developing, we do not want to stand still. So improve your coaching workshops, deepen your knowledge. See you there! Great adventure awaits us...

Agnieszka and Marta

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Urszula Glińska

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