

Module2

Basics consultancy work
History of previous guidance
Rights of people with impaired
Types of damage
Interpretation of medical reports
Basics: Casemanagement
Basics: Coaching

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In the integration of people with disabilities similar conditions are valid as for unemployed people without disabilities, but the disease means often even a more difficult access to the labor market. First it should be sketched what unemployment means for people and what possibilities arise with professional integration.

1 Introduction

Unemployment is experienced different by the people: there are the people who are unemployed and the people who are employed. But even the group of unemployed people will interpret and digest their unemployment differently, which relates to the group of persons employed. There are people who follow the Protestant ethic (profession as a vocation), but also people who work only to earn money.

Like any other insurance people can benefit from the unemployment insurance. But there are differences to other insurances. There are social values and norms under which the unemployed suffer. Many prejudices are based on envy or anger of the people who go to work and regard unemployed people as a freeloader. To prevent these prejudices, there are self-help groups (eg aha - Unemployed help the unemployed). The problem of these groups is the lack of stability. If members go back to work, this means the exit from the club. Therefore, it is necessary to generate, in addition to the Labour market service, programs and projects, who guarantee more stability and external financial sources.

Concepts are needed, that do not only integrate unemployed people back into employment, but also show some prospects. Fritjof Bergmann would say, imagine "what you really really want!" Many of the unemployed suffer from depression and fear of the future, which means they get sick in the unemployment.

On the one hand programs for unemployed persons should be developed for the integration back into the first market, on the other hand, we should think about it if not the work itself is responsible for many problems. Especially in times of a globalized capitalist work, we hear almost daily of shutdowns of big factories and job displacement. From an economic viewpoint these considerations are without no doubt to understand. At the individual and human level doubts remain.

The last major relocation concerned NOKIA in Bochum, where about 3000 people lost their jobs. NOKIA Bochum was the last mobile phone production in Germany. It was only a matter of time before the group decided to relocate the production abroad. NOKIA now produces in Romania. The Romanians prepare for a period of 7 years before the production will be moving again into the cheaper Ukraine.

In a globalized world the markets work after economic conditions. The Corporate Executive Board would act uneconomically if they don't shift the production from Germany to another country. In Romania, there are many unemployed people just waiting to find a job. So every decision of the multinationals brings along losers and

winners. But we have to look also what happens to the people in Germany who are now unemployed.

In the case of NOKIA we know about it. The works council developed a social plan, that dismissed the people with generous severance payments. This decision sounds very good, because many people came to money, which they had previously never dreamed of (normal qualified employees received a settlement at a height of approximately EUR 200.000). One consequence of unemployment is certainly a financial loss, but far bigger are the impact on one's own mental health. What does the reintegration into the labor market look like? Maybe it would have been better to install a better support for the reintegration into the labor market and a social plan with smaller sums. Because money does not structure the day and can also lead to negative events.

1.1 The functions of work

The British sociologist Anthony Giddens names six functions of labor.

Money: Wages and salaries are for most people the main sources to satisfy their needs.

Activity level: Work requires activity: skills and knowledge are used which are no longer needed in case of unemployment.

Variety: Labor represents a major difference to domestic work. The separation of local and private work brings along a social ranking.

Time structure: Work conveys a time structure. This brings along orientation and the feeling of having the day well organized. Unemployment brings lack of organization. To divide the day yourself brings serious difficulties for the most unemployed.

Social contacts: Work provides social contacts. Work colleagues broaden the perspectives. Working people have more friends than unemployed people. Many friendships and contacts work well only if you are employed. With joblessness friendships get lost.

Personal identity: Employment gives the feeling of a stable social identity. The feeling of being needed, doing something useful or earning a lot of money can be found with work.

1.2 Social exclusion

The term "social exclusion" describes side effects of unemployment. Side effects, which have a negative impact on those affected.

Social exclusion, according to Wikipedia means:

Social exclusion relates to the alienation or disenfranchisement of certain people within a society. It is often connected to a person's social class, educational status, relationships in childhood and living standards and how these might affect access to various opportunities. It also applies to some degree to people with a disability, to minority men and women of all races, to the elderly, and to youth. Anyone who deviates in any perceived way from the norm of a population may become subject to coarse or subtle forms of social exclusion.

To be "excluded from society" can take various relative senses, but social exclusion is usually defined as more than a simple economic phenomenon: it also has consequences on the social, symbolic field. [...] In this sense, to be socially excluded is to be deprived from social recognition and social value. In the sphere of politics, social recognition is obtained by full citizenship; in the economic sphere (in capitalism) it means being paid enough to be able to participate fully in the life of the community. This concept can be gleaned from considering examples of the social integration crisis: poverty, professional exclusion or marginalization, social and civic disenfranchisement, absence or weakening of support networks, frequent inter-cultural conflicts. [...] The problem of social exclusion is usually tied to the problem of equal opportunity, as some people are more subject to such exclusion than others. Marginalization of certain groups is a problem even in many economically more developed countries, including the United Kingdom (UK) and the United States (US), where the majority of the population enjoys considerable economic and social opportunities.. Since social exclusion may lead to one being deprived of one's citizenship, some authors (Philippe Van Parijs, Jean-Marc Ferry, Alain Caillé, André Gorz, Axel Wolz) have proposed a basic income, which would impede exclusion from citizenship. The concept of a Universal Unconditional Income, or social salary, has been disseminated notably by the Green movement in Germany. [...]

http://en.wikipedia.org/wiki/Social_exclusion

Unemployment may imply that affected people can no longer participate in social life. This exclusion can not happen only culturally, but also locally. Unemployed people who are usually reduced to minimal financial resources have to live in areas with affordable homes. In many cities cheap apartments are available in areas with poorer housing conditions (eg high noise levels, in addition to railway stations, beside highways, usually with a high immigrant share ,...).

The local fabric of society influences the own socialization and the education of children. In such residential areas has automatically poor kindergartens and schools. This influences again the education of children and the conditions of working life. This creates a cycle of poverty, which automatically implies illness.

1.3 “The unemployed persons of Marienthal”

No other study on this subject is as well known as those of Maria Jahoda, Paul F. Lazarsfeld and Hans Zeisel. 1933 as the study was conceived, there was nothing comparable in the scientific landscape. Even today, the study stands alone for itself, even when some procedures would have changed with the current methods of scientific knowledge of today.

1830 a flat spinning was established which was growing within a few decades. At the climax the spinning employed 1,200 persons and was the largest textile factory in the Austro-Hungarian monarchy.

But with the collapse of the monarchy the factory lost much of their sales territories in Hungary and the Balkans and the production had to be restricted. 1926 half of the employed were dismissed and in the spring of 1929, still a good six months before the start of a major global economic crisis, the entire production was shut down, the machines sold, factory buildings teared down - and practically the whole city was unemployed. (see NEURATH 1991:2)

The possibilities of finding a new job disappeared with the emerging global economic crisis, since even around Marienthal unemployment started.

Fundamental objective of the study was not to describe the impact of unemployment on the individual, but on the entire village.

The scientists tried to guarantee strict criteria of objectivity. It was not assumed that the inhabitants of Marienthal would be happy if a group of researchers would use them as the subject of a study. Therefore they tried to find access to the by targeted relief operations. By clothing collectiions, medical surgeries, cutting classes for women, gymnastic classes for girls, educational counseling for mothers... researchers were able to have access to the population. Through these offers social researchers got an insight into the daily lives of the people in Marienthal.

In the chapter "time" the scientists investigated the daily structure of individuals from Marienthal. Unemployment brings along always a high gain in time. But for most people this was no positive profit. Men were especially affected. Women had still many things to do but men did not. The researchers showed that women went 1,5 times faster along a road compared to men. Women had to go shopping, were responsible for their children and the household had to be done. With the unemployment men had nothing to do at all. The only thing they have been doing - namely to go to work, was away from one day to another.

This loss has led many men to severe depression and negative moods feeling.

At first sight to have more time for themselves should be an advantage, appeared at a closer look at quite the opposite. Also other studies led to the result: a large part of people don't know what to do all the day. "You have too much time to think and this entangles you more and more into a downward spiral."

The existing leisure time must be reconciled with the family, with friends and the social environment. Roles and other tasks are then distributed differently and can provoke conflicts.

1.4 The unemployed village

As mentioned above object of the study were not the effects of unemployment on the individual, but the effects of long-lasting, massive unemployment on the local community.

The political participation barely changed in the years 1929 to 1933. What changed was not the voting, but the political activity in the community or municipality. A marked decline could be observed: The people moved back and were unable to maintain the community life. "The membership went down from 1929 to 1931 with the Social Democrats by 33%, the German athletics by half, etc." (NEURATH 1991:8) Club membership changed in times of distress to interest matter instead of principle matter. The association "Children's Friends" and the Catholic association "Happy Childhood" reported a plus of memberships. Not without reason, because the Marienthaler Kindergarten was closed for long time, because the budget for kindergarten staff lacked.

"It is as if the cultural values that are stuck in the political struggle would be frozen, or even more primitive forms of struggle have made the place." (Jahoda, LARZARFELD & Zeisel 1975:60 / 61)

The interest in culture and art has declined. The people left the theater group or stopped borrowing books in the library.

"The relapse of a higher cultural level of political debate to the more primitive of the individual mutual venom is almost proved by files. We are thinking here of the anonymous ads which were reported for unauthorized casual work despite the receipt of unemployment benefit." (Jahoda, LARZARFELD & Zeisel 1975:61)

Missing perspectives create envy and wrath. Seen against the background of the advent of Nazism, this venom is certainly desired by the political system.

The Marienthal study was subsequently interpreted in a context of the Nazi system.

The issue was repeatedly discussed whether the unemployment makes people more radicalized or more apathetic.

The answer related to the Marienthal study was the latter. Although we must say that Marienthal is not comparable with other places that time. In Marienthal almost everyone was unemployed. Unemployed lived among the unemployed. The inclination to apathy was related to the place and the situation.

Unemployment in Marienthal was crisis-related due to the global economic. The closure of the factory affected all workers, not just a small group. There was no common enemy, except perhaps the world economic system.

1.5 Bibliography

"Die Arbeitslosen von Marienthal". Ein soziographischer Versuch. Paul F. Lazarsfeld, Marie Jahoda, Hans Zeisel. S. Hirzel, Leipzig 1933. (Die Zitate folgen der Taschenbuchausgabe im Suhrkamp Verlag, Frankfurt 1975)

Neurath, Paul (1991) „Die Arbeitslosen von Marienthal“ - Geschichte und Ergebnisse einer grundlegenden Untersuchung. Vortrag an der Alfred Dallinger Tagung des Instituts für Arbeiterbildung in Marienthal am 10. April 1991

2 History of the previous integration

Using the term "integration" we have to ask first who or what should be integrated and why.

For people with impairments, there are some questions which exist also with any other minority in society. Immigrants, people with impairments, marginalized, minorities fall under the categories of people away from the society.

As societies develop and evolve only under the aspect of diversity, we must try to integrate those groups of people successfully and sustainably in the society.

First we have to clarify what disability means and how the terms "disability" and "interference" can be defined.

A uniform definition of "disability" does not exist. The literature makes a difference after the various forms of disabilities and their species. In 1976 the WHO published a set of rules regarding an international classification of disabilities and impairments (ICIDH). The WHO classification distinguishes between three concepts: "impairment", "disability" and "handicap".

Talking about "integration" we have to distinguish how the integration will be handled. The term "integration" means the merger into a whole. Now the question arises as to which direction this merger happens. That means, whether people with impairments need to adjust to the society or whether the society is approaching on people with impairments. Optimally would be a shared process of adjustment: the society adapts to people with disabilities and vice versa in equal parts. This also takes into account the fact that, for example, the labor market must change to the different conditions of people with problems.

This process of integration has the advantage to ensure a mutual understanding. In a very one-sided process, the sense of alienation and rejection arise. This feeling may arise on the side of society as well as on the side of people with impairments.

2.1 Bibliography

Grausgruber, Alfred (Hrsg.) (1994) Integration durch Arbeit? Soziale und berufliche Wiedereingliederung von Menschen mit psychischen Problemen am Beispiel des Arbeitstrainingszentrum Oberösterreich. Edition pro mente, Linz

3 Former guidelines

The common practice is to divide rehabilitation in three sections - medical, social and professional rehabilitation. This includes the idea of the chronological sequence of each phase. After the previous model medical rehabilitation must be completed so that the next phase can begin. In this traditional structure of the rehabilitation scheme, the concerns of mentally disabled are not sufficiently taken into account. The various stages of rehabilitation can not be applied separately because for mentally handicapped the boundaries between medical, vocational and social rehabilitation are fluid. Their problems radiate in all areas of life and are in a strong interaction with each other.

In the psychosocial rehabilitation we distinguish between two ways of access:

- A. Personnel Access: Mentally ill people try to learn or re-learn skills, which are trained in special programs and activities. These include training procedures to improve the cognitive, social and work skills of chronically mentally ill people.
- B. Ecological access: The different areas of life are adapted to the functional limitations for the disabled persons. These include housing, employment and leisure facilities.

The study from Kallert and Leißle (2000) is also interesting, because it describes the rehabilitation measures from the perspective of the mentally ill people. From the perspective of chronic schizophrenic patients there are eleven important categories for rehabilitation:

- to find work again
- to cope with daily routine alone
- improved social integration
- positive change in the mental-being
- vocational rehabilitation to the old job
- recovery of normality
- to have an own apartment
- to increase the general living assets / assumption of self-responsibility
- positive coping illness

- avoidance of renewed hospitalization
- to have a partner relationships

"To find work again" was signed by the clients in the study as the most important goal. This shows the important role of "work" in the reintegration of people with impairment. According Kardorff work gives the following meanings:

"Labor secures one's livelihood and thus provides an important sense of security, creates autonomy and opens ranges of possibilities as a sovereign citizens; labor determines the social status of a person and thus its social appreciation outwards and its recognition as a responsible and reliable person in the private sector; labor conveys self-confidence through the experience of competency and recognition by colleagues and superiors; labor provides social integration, just because employed spent most of their day and a significant part of their lifetime at the workplace; labor structures time and is an organizing factor; labor is experienced as meaningful in a double sense of the French word "sense": for one's own actions ("useful", is fun, is a challenge) and "organizing" and conveys "structure".

3.1 Bibliography

Grausgruber, Alfred (Hrsg.) (1994) Integration durch Arbeit? Soziale und berufliche Wiedereingliederung von Menschen mit psychischen Problemen am Beispiel des Arbeitstrainingszentrum Oberösterreich. Edition pro mente, Linz

4 Attitudes and rights of people with disabilities

In 2001 the United Nations General Assembly passed a resolution on the rights of people with impairments and organized a committee to prepare a new bill.

This committee began his work in 2002 and on 13 December 2006 the General Assembly accepted by consensus the new resolution.

The term "disability" is not specifically defined according to international law. According to the law of the European Union, the term is used differently. There is no uniform definition.

In another session of the General Assembly they attempted to develop a uniform definition of disability. The result is as follows:

“Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”¹

More than 600 million people worldwide are restricted in their daily life due to mental and / or physical impairments through physical or social borders. 80% of them live in developing countries.

Due to the national socio-economic conditions the causes and consequences of disabilities are different worldwide. Depending on how much a state budget spends for the welfare of its citizens, the offer is different for people with impairments.

In the early history people had to tolerate a certain "invisibility". They were viewed as objects of protection and assistance. Only in the 70s a different image of people with impairments was developed in Europe. They were now seen in its entirety, who bring societal benefits and do not only need support and assistance. As ever people with disabilities have difficult access to social resources. This difficult access is still a consequence of discrimination and exclusion.

Experts have examined the following areas, where difficult access exists:

- Obtaining education
- Access to work with equivalent qualifications
- Access to Information
- Preservation and access to adequate health care
- Integration and recognition

To achieve equal opportunities in these points you have to follow the concept of human dignity.

¹ http://www.humanrights.ch/home/upload/pdf/070101_weiss_behinderung.pdf

4.1 Bibliography:

Weiß, Norman; Die neue UN-Konvention über die Rechte von Menschen mit Beeinträchtigungen – weitere Präzisierung des Menschenrechtsschutzes in: MRM - MenschenRechtsMagazin Heft 3/2006

5 Types of disabilities interpretation of medical reports

In this module we teach the summary of ICD-10 codex. Different syndromes and types of disabilities are be discussed and introduced in this course. The knowledge about characteristics of an emotional illness and their syndromes makes possible an easier work in the psychosocial environment.

International Classification of Diseases (ICD)

ICD-10 was endorsed by the Forty-third World Health Assembly in May 1990 and came into use in WHO Member States as from 1994. The classification is the latest in a series which has its origins in the 1850s. The first edition, known as the International List of Causes of Death, was adopted by the International Statistical Institute in 1893. WHO took over the responsibility for the ICD at its creation in 1948 when the Sixth Revision, which included causes of morbidity for the first time, was published.

The ICD has become the international standard diagnostic classification for all general epidemiological and many health management purposes. These include the analysis of the general health situation of population groups and monitoring of the incidence and prevalence of diseases and other health problems in relation to other variables such as the characteristics and circumstances of the individuals affected.

It is used to classify diseases and other health problems recorded on many types of health and vital records including death certificates and hospital records. In addition to enabling the storage and retrieval of diagnostic information for clinical and epidemiological purposes, these records also provide the basis for the compilation of national mortality and morbidity statistics by WHO Member States.

Link:

<http://www.who.int/classifications/apps/icd/icd10online/>

The participants shall get to know the different syndromes and their courses and be able to read and understand medical and psychological reports. The participants are able to write derivations and interpretations, which serve as a basis for argumentations regarding financial assistances.

6 Bases of case management

6.1 Definition of case management

CM means comprehensive supervision for a client by a Casemanager.
CM starts of as soon as a long and complex need for help in Clearing was located by the CM- team.

It's the CM's job to establish and coordinate a continuous and precise system of cooperation, which is aligned on the special needs for the client in his environment, and on which the client himself is able to participate.

The prior maxim of CM is to be geared on the individual. Needs and aims should be stated by the client.

6.2 Target group

CM tries to reach clients whose needs can be met despite a wide range of ambulant and stationary supply. Normally these are people whose with more complex and problematic situations, in which more persons are involved.

CM comes to use if following premises are met:

Severe pathology with a chronically and heavy mental disease

Several and complex need for help

The necessity to coordinate several auxiliary programs

The lack of possibility of the client to coordinate the help he needs for himself

6.3 Objectives of CM

CM tries to enable the client to manage his life and lifestyle on his own, and tries to coordinate and combine the client's personal - with social and professional resources to reach the best level of help.

6.4 Objectives on the client:

Improvement in the life situation of the persons affected

Improvement on the quality of life of the persons affected

Rise of the self welfare

Strengthening of autonomy

Avoidance of stays in hospital

Prevention of accommodations

Attaining control of the client over his own circumstances

Improved dealing with the illness/impairment/hindrance of one's own

6.5 Objectives which should be reached with the help of CM:

Opening up and preservation of resources
(Re)construction of networks
Social integration
Continuity of the case description
Effective integration of the (psychiatric) help system
Support of the confidence in the ancillary system

6.6 Objectives of the informal networks:

Relief of the system
Improvement in the communication
Arise of connections

6.7 Objectives of the professional helps system:

Clarity and liability in the process of help
efficient combination of the occupational groups and services
Improvement in the communication
Avoidance of concurrency
Avoidance/diminution of stationary treatment times
efficient use of resources

6.8 Objectives of the communities:

Creation of a beneficial local clima
Support of the integration ability of the community
effective use of the municipal resources

7 The CM process

7.1 Assessment - check the needs and the quality of the networks

Integral analysis of the situation, this means individual, family and environment obtained factors are included
Inquiry and analysis of the resources lying in the situation and in the persons
Biographical aspects of the problem situation and trails that had been made already
Common assessment of the situation, the relations, the informal and formal networks
by the clients

by the ones involved in the environment and already active social institutions
by the Case manager

The assessment is a process which also can last several months.

The Case manager situation-related chooses the instruments and methods of the recording.

On the basis of the gained assessments and knowledge, the desired situation in the future is defined. Priorities are put into arrangement with the client.

7.2 Planning

The Case manager prepares a help outline:

Which problems shall be come on concrete?

What shall be reached?

Who are the relevant persons of the informal environment?

Who are the relevant persons from the existing professional environment?

How long will the process last?

From the aspect of the subsidiarity:

What can the person affected do?

How can the informal net operate?

How can the community be included?

Which formal helps are still necessary?

7.3 Formation of a management team and preparation of the planned help

(Linking) recruit/connect the suitable persons from the informal and formal network who are necessary for the accomplishment.

After the negotiations all performances are wrote down in the help plan.

The plan includes all institutions which are relevant for the fulfilment of the helping process.

7.4 Controlled execution

The CM checks, evaluates and modifies the course of help support in matters of effectiveness, economy and usefulness of the process.

7.4.1 Monitoring

Control of the execution going on in

Performance of the executing

Quality of the performances

Result of the performances
by observation, home visit, (telephone-)conversations.

7.4.2 Evaluation of the process

The following main emphases are evaluated:
the satisfaction of the clients
the satisfaction of the management team
the methods of working and the function of the management team
the help plan with respect to aims and results

7.4.3 Modification

The help plan if necessary can be changed: the need is checked, new aims formulated, new agreements with the ones involved reached and new resources developed. All changes should be written in the plan.

7.5 Conclusion

The conclusion of the CM process should be discussed with the involved persons and the CM should write a final report.
The documentation from the first steps until the last modifications makes it possible to analyze and evaluate the whole process.

8 Bases of coaching

8.1 Development oriented coaching

In fact every (good) coaching can be called "development orientated coaching", because finally every coaching is about the initiation and the accompanying during development.

Yet explicit development orientated coaching features an array of characteristics versus a "normal" coaching. First of all two essential side conditions are to be emphasised, which have to be taken into consideration:

In general clients never ask self-motivated for a development orientated coaching. This mainly results in the (understandable) ignorance about the actual existence of such a kind of counselling. Therefore it is up to the diagnostic know-how of the coach to decrypt a congruent desire of the client and to point out the offer/opportunity of a development orientated coaching.

Clients with an explicit desire and aim for development often aspire an over idealized designation status. Due to the fact that this hasn't worked autonomously they are expecting help from a coach. Often these over idealized aims cannot really be reached. Or they can be reached yet don't give the anticipated satisfaction to the client (this is the kick-off to pursue the next aim). In this case the coach has to question aims and motives of the client more critically than usual. For this purpose the attitude of critical loyalty is needed, i.e. to be committed to the client and his concerns and therefore especially to be critical - and not to be purely a willing tool.

Development oriented coaching is significant for a (more) substantial phase of analysis where also aspects will be prompted which first might be of no relevance for the client or which he hasn't realized at all. Object of the analysis is the client as well as his surrounding. This is important as not to regulate pseudo-objections or one-sided objections, the consequences of which accompany a multitude of negative accompanying symptoms so that the aim is no longer worthwhile. Such accompanying symptoms are often shielded. The extensive analysis helps to deal with this fact. Furthermore the development orientated coaching demands the sensibility of the coach in order to also recognize painful developments, to touch upon these and the ability to (also long-term) accompanying. This requires a certain degree of maturity from the coach in terms of own experiences of development. To explain: it can be observed that clients often make use of a coaching because they have the superficial desire for development. Yet behind this a desire for stabilization can be seen. Both aims are legitimate. Yet (if applicable) the coach should point out whether those intentions are compatible. Otherwise it has to be feared that an ostensible intended solution doesn't "get started" because the client's desire for stabilization was distinctly more dominant - yet doesn't necessarily has to be cognizant. Therefore the concern of the client has to be responded to - not with superstition - but with diligence.

And finally the coach has to be able to comfort the client (to encourage but also expect things) because this is of essential relevance for the process of development. Consequently a coach exclusively can work with a client and the development goals which to him seem plausible and possible. Someone who - of course for good reasons - doesn't think his clients capable to achieve a certain development goal is supposed to talk about his doubts with the client. Either the coach loses his doubts or the client together with the coach will find another development goal. Yet it also is possible the coaching has to be finished here - or the client chooses another coach. This procedure especially demands courage and professionalism from the coach.

8.2 Problem Solving and Development Orientated Coaching in Symbiosis

The problem solving orientated coaching (PSOC) and the development orientated Coaching (DOC) is often described as contrasting versions of coaching. Yet both approaches can and should be combined so that it makes sense.

The PSOC proceeds on the assumption that every client is capable of designing his future autonomously; consequently the role of the coach is one of the neutral companions and therefore is restricted to "counselling without advice". The attitude is future orientated, to analyse former problems or weak points would only emphasise

them even more. Therefore in the PSOC approach the desired aim in the future is preferably described multifaceted. Every positive endeavour the client already has accomplished will be collected. By means of e.g. brainstorming or suitable techniques of questioning the client works out further steps in order to step by step come closer and closer to the desired situation. Every progress will be esteemed; positive steps will be defined again and converted until the aim is achieved.

The DOC proceeds from the basic assumption that in order to gain a permanent change of attitude new respectively improved competences are necessary which are acquired via new insights and exercises. Every person has "blind stains": to recognise them interaction with other people is necessary. Here for the coach needs a (basic) understanding of the current situation and the history. For this the coach has to integrate various disciplines, e.g. management knowledge, philosophy, psychology and biology.

The DOC looks beyond the presented problem; the coach obtains a profound impression about the client and develops the future proceedings together with him/her. The coaching helps the client to obtain new insights and new attitudes. A continuous survey takes place as to how the coaching still fits into the total situation of the client. As needed the coaching will be further developed via new insights and exercises.

The advantage of the DOC therefore lies in the fact that the client gains insights beyond his horizon of experience; the client learns the language in order to be able to integrate new insights und exercises to try out new behaviour. DOC changes conscious and subconscious mental models and permanently broadens the competence of the client.

On the other hand the advantage of the PSOC lies in the fact that the client's existing potential to find solutions will be exhausted, in a way the client is lead over and over towards his current limits. By this the coach gets insights in the client's way of thinking and his inner experience.

How to combine PSOC and EOC?

Basically the coaching starts with PSOC: what is the current situation of the client, what are his ideas, what was working well, how is he to proceed further. The coach learns about the client's current horizon of experience, i.e. what is his current situation from his point of view.

Now the DOC takes effect. Which insight, which competence the client needs now in addition to the by himself elaborated in order to make the best possible next step. Possibly things didn't work well, he has a contorted sight of things; here the coach has several possibilities to broaden the client's horizon of experience, e.g. by means of feedback.

With this broadened horizon a return to the PSOC takes place. What does the client intend to do with his additional competences and insights, which ideas does he have now, what are the next steps to be done, etc. DOC and PSOC are mutual players, complement and push each other.

For this type of coaching the coach has to be prepared and capable to alternatively take over responsibility over the course of the coaching as well as to fill the role of the observer. The coach is to make right decisions "at the very moment". Thereto it is necessary to be close to the customer (client) and to communicate adequately on three levels according to the situation: brain, emotion and body. This means to meet the client not only intellectually (head) but also to be able to estimate to what extent said has been received physically (body). Emotions are powerful mainsprings of human action, therefore the coach has to be aware of his own feelings as well as of the client's and has to be capable to make them subject of discussion if required.

8.3 Systemic Coaching

Like many other terms about coaching "systemic coaching" is also used inflationary more and more. Publications with this topic exist since the beginning of the 90ies. In the past two years at least four books in German language have been published on this topic. Therefore it seems suitable to describe the topic more closely - particularly since numerous systemic approaches are lacking substance. On demand then e.g. will be outlined what is meant by "systemic", "that everything is connected with each other". Such statements are - beside restricted information content - not really a testimonial of counselling competence - especially if this is supposed to be the basis of the concept of counselling.

Profound working coaches and their publications luckily open the possibility to concretize the term "systemic coaching". Resumed the following mutual characteristics of systemic approaches can be found:

To work on a systemic basis means to gain clearance from the one dimensional cause-effect-thinking.

This at first probably simple appearing demand has far-reaching effects yet. To explain: Executives often expect their coach to teach them some "tricks" in order to have the employees work like the executive thinks its right. Experienced executives (and coaches) know of course that this won't work (besides: if such tricks existed, they would be long well-known to everybody due to their success). But even if such tricks would work, which middle and long-term effects would be to anticipated if an executive only asserts in almost autocratic way (that's what it comes up to) what he or she feels to be right? Large scale problems would be programmed. Therefore a scrupulous working coach never will be able to provide "tips" and "tricks"; rather he will show the client whereto such desires will lead or would lead. Even if an executive understood this and wants to learn a (new) management style the systemic approach shows: the client is still thinking one-dimensional. Behind such intentions there is always the anticipation a "better" management style automatically means to achieve certain results. Also in the systemic approach this is not sufficient. This can be proven by the following characteristic of the systemic approach:

The total "system of the client" should always be taken into consideration.

Such systems not only encompass the persons (e.g. the client, his staff, colleagues, superiors etc.) but also their subjective patterns of interpretation, (in)official behavioural

patterns, the surrounding of the client system (e.g. customers, suppliers) and his development up to now.

Such complex systems withdraw themselves from direct control - often a bitter realization for some manager who is suffering controlling compulsion. The coach (and ideally at the end of the coaching also the client) is aware of this and therefore will never be able to promise a certain result from his counsel.

Furthermore for the coach this means that he has to almost punitively reconstruct the surroundings of the client together with him in order to understand this with all its coherences. And in finding the aims possible "risks and side effects" can be estimated and integrated in the planning. Finally this always remains the task of the client; the coach is accompanying this process. In the systemic approach he even will not be able to understand the client because

The pattern of thinking of the counsellor is different not "better".

As onlooker the counsellor is able to see the affairs of the client from another perspective. This can (yet not necessarily) be helpful for the client. Finally it is not the point that the coach "understands" the client (which anyhow is negated in the "strict" systemic-constructive approach) rather than that the client is finding a solution for himself. Consequently the next aspect of the systemic coaching is:

The system of the client decides whether a solution or an aim is useful.

Popular management consulting often represent the idea, as specialists they knew better what is "right" for their orderer (client). In systemic approaches however the client system is seen as expert for own matters. The expert knowledge might partly be subconscious, and then it is the task of the coach to make this knowledge conscious and to help to utilize it. Disregarding how good the ideas of the coach are, crucial is exclusively what seems appropriate for the client system. So it is more likely safeguarded that the solution is adequate for and accepted by the system and that it is actually realizable. It goes without saying that in doing so the coach doesn't become a blind willing tool. He rather helps the client to estimate his situation broadly and to make (new) decisions on the basis of this (new) perspectives. So the coach can never be the "decision-maker" but the companion, because:

The expertise of the client system always excels the competence of the coach.

This doesn't dispense the coach because the existing expertise isn't often converted. Therefore the coach is supposed to be humble in a positive sense and to be able to use the system knowledge. This can happen e.g. in form of interviews and workshops in the course of which the available knowledge is collected. Of course such tasks can be delegated to the client. To use the competence of the client system means not to rely on the competences of the coach and the client but to integrate the knowledge of other persons. Therefore a systemic coach never will enforce an advice from outside. On the contrary: he always is eager not to release the client from his responsibility. The coach is aware of the fact that he has a subjective attitude of values and that this doesn't have to correspond with the one of the system of the client. Every person thinks and acts according to his own pattern, there is no such thing like "the" pattern or "the" reality.

Overall it can be seen that the idea of the "systemic coaching" is very close to the basic ideas of the coaching as process counselling. This is remarkable especially because here experience and theory - more precise: systemic theory - meets and complement. Theory gains the possibility to practical application. The practice a theoretical basis.

As to the basic ideas of the systemic coaching approaches many other conclusions can be made for the direct counselling work.

8.4 Conflict Coaching

The professional handling of conflicts often is central topic of coaching: On many occasions it is to be seen that clients cope with conflicts without concept due to an emotional concernment. So preferably conflicts are suppressed, beautified or negated in order that they (apparently) stay subliminal - such conflicts are escalating often exactly at the very moment they are needed less: in situations of crisis which then will get worse. Executives who are confronted with such conflicts like to try to solve the conflict in a hurry and with force or they engage a counsellor in order to solve the conflict on their behalf. Both ways are to be seen critically, because the perspective for success is to be doubted beside contra productive aspects. What are better alternatives?

In her newest work (Conflict Coaching - 2002) the coaching expert Dr. Astrid Schreyögg precisely presents various constellations of conflicts and describes how a coach can act in according situations. A hasty solution mostly is mono causal, i.e. the conflict is blamed to a circumstance or a person (group). This mostly is short-sighted - one of the rare unanimities of the experts - because conflicts always are multi causal. Detailed analysis's show that several factors and levels are involved in a conflict and should be taken into consideration for the solution. As "basic mental raster" therefore Schreyögg (page 45) recommends the following four levels for the analysis of causes of conflicts:

- The social level
- The organisation level
- The interaction level (relations and communication)
- The personal level.

For such an analysis it is required that the coach has an interdisciplinary understanding of conflicts. Empirically it can be watched that conflicts are located on two levels at least.

The complexity of causes for conflicts already signifies that the support of a counsellor can be useful. Yet an executive should always consider that a shift of the conflict to the counsellor can result in the fact that the staffs interpret this as weakness of the executive. The better alternative is to advice the executive in a way that he can manage his (outside) conflicts on his own. Exactly here launches coaching as a low threshold available and discrete form of counselling:

- as means to prevent conflicts
- to accomplish conflicts

- to stimulate conflicts.

Especially the last point is to be emphasized, because it accentuates that conflicts are not to be misjudged per se. They always are an expression for the fact that there is a pressure for change which also can be used positively. This doesn't mean to gloss things over in terms of conflicts. There are of course conflicts which no one will esteem as positive ones, there is no argue about that. Conflicts always have reasons and often escalating conflicts arising because these reasons have been ignored rigorously. An outcropping conflict at least bears the chance to no longer close the eyes in front of the reasons for problems and therefore is creating the necessity of a change. According to Schreyögg therefore conflict stimulation e.g. can be used as a method when a solidified enterprise needs to become more flexible and innovations are to be introduced. Tangible measures which can be worked out from executives with the support of their coach are (Schreyrögg 2002, S.127 ff):

Already during selection of personnel to favour variety and diversity

- to promote rivalries in groups and departments
- to reduce conflicts to the factual levels and low level conflicts
- to use meeting topics with a conflict potential in order to develop an atmosphere of constructive debate
- Not only to demand a cultivated atmosphere of constructive debate but to demonstrate it.

It goes without saying that beside these inspirations there is a plenitude of further possibilities imaginable. Basically aspects like rivalry, competition and emotional controversies can be focussed against an organisations from within, yet by all means also promote the achievement of the goals of the organisation. Vital is the design of the general set-up in which the conflicts can take place. Here the executive is challenged so the support by a coach can make sense.

RESUME: Conflict-coaching is no synonym for mediation. Whilst the mediator is trying to mediate all involved parties it is the task of the conflict coach to provide a profound support for the handling or stimulation of conflicts.

8.5 Quality Criteria for Coaching

To deal with quality criteria in the field "coaching" I feel it is useful to look at some myths. Overly favoured and wide spread is the common misconception "the one who heals is right", respectively "main thing it helps". Of course it is good when a coach is of help. Nevertheless this thought is short sighted; it is not sufficient for the evaluation of the quality of a coaching. Because every professional counsellor knows that even the worst counselling processes can result in a positive end - due to facts which are beyond the reach of the counsellor (and/or the client). Is this "success" of the coaching allocated to the so-called good counselling work ("it did help") then the idea of quality is reduced to absurdity.

The same is valid for counselling processes with a good quality which nevertheless didn't result in success. A counselling isn't necessarily of bad quality when it didn't help

to achieve the originally desired result. This can be explained by the example of a physician - even though the analogy may seem not suitable. In the case of a seriously ill patient treated by a physician who still cannot be healed: this doesn't have to be the fault of the physician. At times cure is less important than the converse and handling of the situation. Similar constellations are also to be seen in counselling procedures therefore a result beyond preliminary expectations doesn't necessarily mean bad quality of counselling.

Besides - like in every other business - there are "black sheep" - who hold out the prospect of extraordinary successes and who are capable to keep very little promises. All in all it is a hardly reasonable difficulty for a layperson to evaluate the quality of a counsellor profoundly without accepting (potentially fatal) simplifications of the above mentioned kind. A major problem is the evaluation of the quality of coaches because up to now very little criteria have been available in order to evaluate the quality. In congruence with Heß & Roth to the topic quality criteria I want to suggest to differentiate the quality of structure, process and result in coaching and to regard them as equitable dimensions of quality:

The structural quality encompasses the equipment (personnel-wise, materially and spatial) of the coaching and is divided on the coach, the client, their relation and the role of the enterprise of the client. Basic question for this quality dimension is: WHAT do we need for the coaching?

The process quality is related to all activities which seem necessary in order to achieve a certain goal.

Basic question: HOW do we do it?

The quality of the result is related to the level of the achieved success of a coaching measure, e.g. by means of a comparison before-after.

Basic question: WHAT is supposed to be the result?

8.6 Possible Procedure of a Coaching in the Work-related Context

The Interview

The following range of questions could be made subject of discussion if they are suitable in this context. The range has to be complemented or modified by specific matter of concerns (the questions correspondently). Determining therefore always is the goal setting and the context of the coaching: During the preparation the coach is supposed to work out questions, which need not to be followed word by word yet could be suitable as an important guideline. Here it seems to be important to hint that this interview guideline is no agenda which needs to be accomplished. The system of the client makes the pace and finally decides what is possible and what the direction is.

Work quality:

- How do you estimate the usability and serviceableness of our work results? Are your ideas/results accepted and appreciated?
- Do you receive feedback for your accomplishments? How? Through whom?

Work quantity:

- Are the preset tasks managed in terms of quantity?

- Can you principally manage the accruing task in terms of volume (quantity)?

Work organisation:

- Which tasks (fields) are yours? Up to which extend the operations are dovetailed?
- Do you think that it is possible to optimize the workflow (operations)?

Adherence to schedules:

- To what extend do you keep your schedules?

Problem solving ability:

- Do you survey complex tasks, problems and do you develop new strategies for solutions?

Communication:

- Do you have a sufficiently broad net work?
- Are the given goals clear, comprehensible and achievable?

Professional Competence:

- Do you have the necessary professional competence in order to achieve your tasks?
- Are you able to fully use your capabilities and knowledge on your present job?

Employees/Staff:

- Do you regulate explicit objectives for the development of your employees?
- How do you commit good employees to you?
- Do you provide sufficient opportunities for further development of your employees?

Technical Equipment:

- Are all technical devices available which you need for the accomplishment of your tasks? Are there bottlenecks?

Objectives:

- Which further professional development are you aiming at?
- Are you content with your possibilities for personal development?

Conflicts:

- Is there anything (e.g. conflicts/stress in our department/group, outer circumstances, etc.) which handicaps you in doing your work?

Image:

- What is your image with colleagues/superiors/other departments/staff/customers?

The Record of the Coach

Already during analysis the coach is supposed to record for himself, which possible mistakes in perception made the client, respectively makes in order to reflect unreflected objectives (over idealization, deficit orientation, exaggerated ambition, shielding of general conditions, etc.).

The Record of the Client

Subsequent to the process of the analysis, which can encompass several sessions, the client is supposed to have sufficient time in order the revise the actual most useful

developmental paces. Thereto it might be useful to ask the client to give written record of his intended development paces.

Critical Questioning

If and how realistic the development goals are should be scrutinised by the coach. Yet he should consider that this questioning already has to be seen as an intervention: insecure clients or those clients under pressure can become unsettled additionally. Here the coach has to act very carefully to neither encourage nonsense nor to demotivate.

Time Schedule

The next step is about the mutual creation of a time schedule which defines the concrete steps of action, interim results and possible alternatives. Purpose of this measure is to give more security to the client and to already visualize the goal condition for his "mental eye". Here it might happen that interim results - but also the total result - are raised to question again. Then this is to be seen as part of the necessary clearing process.

Accompaniment and Execution

The coach is supporting during the execution of the single (interim) objectives. If necessary the objectives have to be adapted once more and checked in terms of their adequacy. Here there is no difference between the development orientated coaching and a common coaching.

Important:

During the coaching process it can occur that the client - inexplicable for himself - is blocking and doesn't achieve the agreed upon interim aims without cognisable reason. Such blockades can be met by facing them. This should happen cautiously. Blockades not only hinder they always also have a protection function. Has a blockade been withdrawn or dissipated security can also be lost. Sometimes such protective mechanisms originate in the childhood and have lost their necessity for a long time, yet they are still active. Such inhibitions and blockades can be reduced one by one by talking about them openly. Again like for the whole coaching the following is applicable: the client solves his affairs by himself, the coach is escort and reflection partner.

8.7 References

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