

# COACHING PROGRAMME MANUAL

This manual was developed by ISQ, Portugal, under the European Lifelong Learning Programme, Leonardo da Vinci, Transfer of Innovation project Y.U.S.S: Addressing Youth Unemployment through Soft Skills Coaching Programmes (LdV 2011-1-ES1-LEO05-35958)

September 2012



## CONTENTS

1. Introduction to Coaching	3
2. Framework	5
2.1 Be sapiens project	5
3. Be sapiens coaching model	8
3.1 Be sapiens coaching concepts	10
3.2 Be sapiens coaching coach profile	20
3.3 Be sapiens coaching model applied to teams and groups	25
3.4 Be sapiens coaching process	32
3.5 Starting a be sapiens coaching process	38
4. Be sapiens practical guide	40
4.1 Active listening self-evaluation	41
4.2 The coach's competences	42
4.3 Self-evaluation checklist for a coach	43
4.4 Coaching the team	45
4.5 The coaching process	54
4.6 Coaching session plan	55
4.7 The action plan	59
4.8 Coaching session evaluation	60
5. Be competent experiencing skills methodology adapted to Y.U.S.S	61

5.1 Ability to adapt to organisational environment	63
5.2 Communication	70
5.3 Emotional intelligence	77
5.4 Autonomy	83
6. Complementary coaching tools	92
6.1 Spaghetti tower	92
6.2 Kingdom of the blind	93
6.3 Golf	95
6.4 Derrick	97
6.5 Role-play roles	99
6.6 Wheel of life	101
6.7 Personal SWOT analysis	104

## 1. INTRODUCTION TO COACHING

Coaching is a methodology that looks for attend the follow human needs: reach goals; solve problems and develop new skills. Coaching is a learning process and behavioral competence development, psychological and emotional directed to achievement of goals and obtains results, through support, motivation and feedback.

In other words it can be compared to a success alliance between a sport`s trainer (coach) and his athletes (coaches). The trainer doesn't act directly at game, instead offers, as a godfather, his experience that helps to the development and performance of the athletes. Similarly the coach contributes to learning and emotional development of the clients, i.e., the coaches, taking decisions, ways to act, defining tasks and strategies.

According to the International Coach Federation Coaching, coaching can be defined as a "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential."

The International Coach Academy Coaching Definition pointed that "coaching involves dialogue between a coach and a client with the aim of helping the client obtain a fulfilling life. This is achieved by helping the client establish what is important to them and by clarifying their values. With the client's input the coach co-creates value based goals and a plan to achieve them. Through collaboration, the coach supports the client to achieve these goals."

The OCM Coaching refers that coaching is "a process that enables learning and development to occur and thus performance to improve. To be a successful a coach requires knowledge and understanding of process as well as the variety of styles, skills and techniques that are appropriate to the context in which the coaching takes place"

In this sense, a coach encourages, confronts, challenges, questions, and above all, consistently honors, respects, and unconditionally supports a client in growing and achieving his/her goals. The coaching relationship is a transformational process that inevitably results in growth for the client. The coach leads the coachee in process, leading him/her to reflect, reach conclusions, define actions, and act in direction of goals and desires. The essence of coaching is in provide

support to a person change the wanted way, as auxiliary in desired direction. Coach creates consciousness, potentiates choices and leads to change.

Coach is focused in release potential and individual performance increasing in personal and professional life. It's a process that produces positives and lasting changes. It is conducted confidentially in group or individually. Coaching is a smart vision opportunity to people in general, increasing self-confidence, breaking walls of limitation, therefore people can know and achieve their highest potential, developing their skills.

Coaching is a methodology, a specific tool and differentiates a lot of other process like therapy, advice, mentoring and consulting. Coaching is a process guided to future, achieving goals and specified objectives with programmatic approach guided by results.

## 2. FRAMEWORK

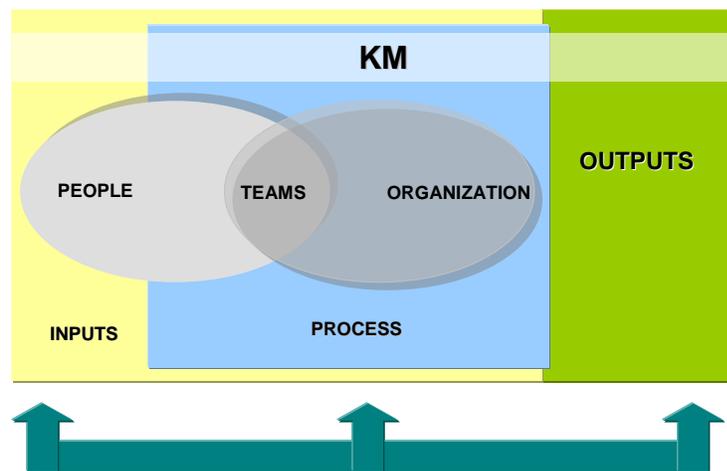
### 2.1 BE SAPIENS PROJECT

The Be Sapiens coaching model was developed under a project funded by the Equal Community Initiative, which aimed to develop training methodologies on the job, flexible and interactive, totally focused on professional and personal dynamics of each individual and supported by a process of organizational knowledge management.

Originally, the products created under Be Sapiens project aimed:

- Capitalize on the knowledge and experience of workers;
- Create dynamic models for monitoring individual learning, targeted especially for skilled workers;
- Develop a profile coach as an agent of knowledge;
- Generate knowledge management model supported on a Web platform: (a) creation of an e-Portfolio Model to handle with the responsibilities of each individual; (b) creation of a Network of Companies which share good practices, tools and expertise in training and on job coaching and knowledge management; and (c) creation of a Coach Network Potential exchange of practical success.

#### *Be Sapiens Coaching Model*



The Be Sapiens project was one of the success stories in Social Innovation and is published in the catalogue of the National Office of EQUAL Management 2008 "Success Stories in Social Innovation". There are good examples of how partnerships engaged and working towards common goals can achieve innovative solutions to individuals, organizations and communities. Solutions that stand out for their quality, timeliness, and usefulness, especially for its suitability to the needs of users and beneficiaries, and this is indeed one of the distinctive features of the solutions EQUAL, given the emphasis placed on the involvement and commitment to all stakeholders and in particular the empowerment of the public. The aim is that the stories can be inspiring for new ideas and new practices, including through its adaptation to other contexts.

### *BE SAPIENS COACH PROFILE*

- Analysing, in a structured way, individual and collective performance
- Supplying information appropriate to what is observed
- Acting without intervening, following the people's and the team's actions
- Helping to review the team's structure, the individual roles, their respective skills and interactions
- Handling and working within critical conflict situations
- Facilitating learning in actions
- Helping the development of performances in a medium-term perspective, through structured action plans
- Being sensitive to balanced planning between the professional/personal life, equality of opportunities and difference of ages

The Be Sapiens model was transferred, for the first time, to Czech Republic, Bulgaria, Romania and Netherlands through the project Be Competent Be Sapiens (2008-1-PT2-LEO05-00496), developed under Lifelong Learning Program, Transfer of Innovation, Multilateral Projects, Leonardo da Vinci.

Currently, the Be Sapiens coaching model is being adapted and transferred under Y.U.S.S. project to Spain, Austria, Germany, France and Bulgaria.

### 3. BE SAPIENS COACHING MODEL

The Be Sapiens model is an organizational and individual development programme, based in coaching, which enhances performances aimed at objectives and skills development thus promoting the individual and professional development and of team performance by means of a personal supervision, which privileges sharing environments.

Be Sapiens uses attractive and interactive methodologies inviting to self-evaluation and to group performance improvements, in line with the company's objectives and skills required (e-learning, outdoor sessions, individual development plans, etc.)

In the Be Sapiens model, was developed an innovative executive coaching model, based on hands on approach, structured in sports models, and focused in the professional and personal dynamics of each individual, within the scope of a knowledge management process, conducted by an older worker. The observation of behaviours and knowledge, the involvement, the change, the feedback and training are crucial elements of this coaching model.

#### Be Sapiens B-learning “Coaching for Coaches” Training

The objective of this training is to provide to the trainees the coaching competences developed under the Be Sapiens project, allowing them to build high performance teams through coaching methodologies and knowledge sharing by team leaders and elder workers.

#### General Objectives

The main objective of this training course is to provide to the trainees the coaching skills necessary to conduct their own coaching processes with their coaches.

#### Specific Objectives

At the end of the training programme, the trainees should be able to:

- ⇒ Understand the coaching concept and the process: OROA coaching process;
- ⇒ Use the Be Sapiens coaching tools to conduct a coaching process;

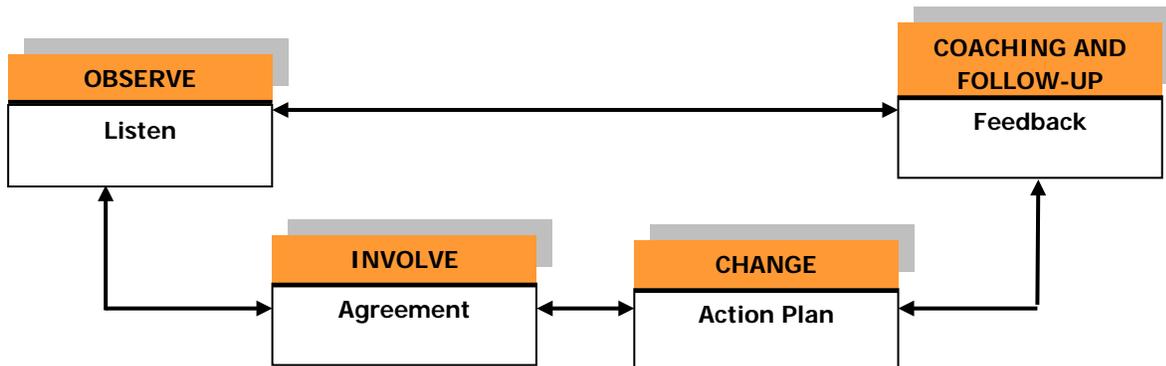
- ⇒ Use the Be Sapiens self-knowledge tools to better understand himself and his skills as a coach.

### Methodology

The Be Sapiens training methodology uses a blended approach, including on site sessions, asynchronous session and follow up activities. These training methodologies allow a better flexibility to the participant schedules:

- ⇒ **Distance training** to develop the coaching concepts and processes, self-awareness exercises, ICT's competences, support documents for self-study
- ⇒ **Face-to-face sessions**, in residential system, consisting in hands-on group training where the trainees develop their skills as coaches using learning by doing methodologies and role playing exercises.

### *Coaching Process underlying the Be Sapiens Model*



### 3.1 BE SAPIENS COACHING CONCEPTS

#### WHAT IS COACHING?

At a sports level, or within the scope of professional training in an organisation, coaching is the act of improving the competences and behaviours of any team members. It presupposes information and continuous training, teaching the expected and managing the daily unforeseen. It requires training, always having in mind the activity for which we want to prepare our target-group, within the framework of the objectives and respective activities.

It is not easy to develop a correct coaching intervention. Improving and developing competences and behaviours presupposes supporting learning, more than to learn on its own. It requires giving yourself to others. To think more about the interests of those we train and support, than about our own. To transfer the centre of our concerns towards the improvement of competence and behaviours of those who are under our responsibility or who we help in their development. It requires maturity, humbleness and personal distance. It requires from us, an in depth knowledge of our inabilities in order to control and overcome them.

*Coaching is not a solution in itself. It depends on the way it is carried out.*

And above all it has to be carried out by who is able to, more than to call out to his authority status, to inspire in people the recognition of that authority, creating working environments where the competency is recognized and encouraged, where there is confidence and mutual respect, where the more prepared take care of the less prepared, where collective believes and values are respected, where innovation and creativity are not only words and the success of a few is the success of all.

Coaching requires a constant selective observation of each one of the team members with who we work, leading them to understand the individual and collective objectives and to act in the service of the team with the greatest commitment possible. Coaching is to make people accountable, giving them the necessary time to evolve and the necessary individual space to create. Coaching is everything we are able to do to those we work with and, especially to help them reach their goals.

## WHAT IS A COACH?

To be a coach requires, besides the necessary academic background and professional experience, a multidisciplinary knowledge and the development of a collection of abilities within the scope of pedagogical competences, but also, a profound knowledge of the context.

The role of a coach implies a set of organized decisions based on indicators and according to criteria that follows certain priorities and in different areas like organisation, leadership, style and ways to communicate with workers, strategic options subsequent to the observation and analyses of the environment, management of the day-to-day pressures, management of concentration and emotional skills, etc.

Even when the quality of the coach candidate reveals an above average knowledge and training, it is important not to lose sight that his performance goal is to provide knowledge in a way that it is interesting and can motivate people in the learning and training stages.

There is neither progress nor possible successes without the workers motivated participation! The coaching action must be carried out in a stimulating way for the future autonomy of the workers under his responsibility, believing in the abilities of those who are part of his work group and developing their competences.

Each coach must act accordingly to his own characteristics and limitations, without ever forgetting his responsibility concerning the social and emotional training of the people he works with and their gradual improvement, within the scope of the knowledge and competences required for their job. Also, the results of the coach's actions have always deep social (and personal) consequences by the influence they have on their workers.

Obviously, there are no perfect coaches! Such models are nothing but imaginary products, created and fostered by the socio-professional framework that alienates reality.

Being a coach makes us take on the following roles:

**Leader**

Showing the way that must be tread and how he thinks it should be done, with the intention of having his leadership naturally accepted and recognized as a necessity (mutual respect between all the team members)

**Pedagogue**

Teach and train with a clear equilibrium between the necessary efficacy and the concern to train and educate the people under his responsibility

**Organiser/Planner**

Organize and plan all the team's activity, accepting the responsible participation of those around him, as the essential basis of his action

**Motivator**

Achieve the full commitment and the biggest ambitions from those surrounding him, gaining their enthusiastic and responsible adherence

**Counselor**

Positively influence his team members, besides the mere aspects inherent to the training and the competition, taking on himself the enormous training and educational responsibilities that are his own

**Disciplinarian**

Makes that the existing discipline within the team is responsibly assumed by all its members, giving room to self-discipline and self-preparation instead of authoritarian leadership

To be a coach requires, furthermore, fundamental abilities, such as:

### Knowledge

Knowledge required for the performance of the task.

### Teaching skills

He must be capable of sharing his knowledge, because it is not only necessary to KNOW, it is necessary to KNOW HOW TO TEACH.

### Loyalty and dedication

Be loyal to the work group, work hard and with enthusiasm in the benefit of the people he works with.

### Team work

A work group, based exclusively in individual values is less than the sum of the parts. The whole should be greater than the sum of the parts.

### Create success environments

The desired success environment depends on the coach enthusiasm in doing his work, in giving his best in the benefit of each worker and of the work team. It is the coach responsibility to help workers to excel themselves and mainly, to become more confident in their performance and decision-making skills. The success environment depends largely in the correct definition of the objectives that must be in accordance with the workers capabilities and be achievable.

**To be a coach understands** a constant interest by scientific, pedagogical and cultural innovation and a permanent refusal of subservient attitudes.

**To be a coach requires** both general and specific common knowledge, allowing the necessary crucial interventions, with impact in the desired social and economic development of the country.

### KNOW HOW TO BE AND ACT AS A COACH

More than sudden inspiration, impossible to maintain due to a high level of solicitations and responsibilities, the coach needs the *sweat* that comes with the effort of the constant preparation that he has to undertake.

To know how to be and act as a coach is beyond a career of sports or entrepreneurial successes. It requires being permanently an expert and a pedagogue, to stand for what one believes in and to assume constantly the respective responsibilities. As a human being as all the rest of us, the coach is subject to mistakes, to failure, to be frustrated in sometimes wanting something and not being able to get it. It requires, here and there, knowing how to stop his actions for a certain period of time to rethink them.

He can't "*sleep on the job*", under penalty of being overtaken by the constant changes to which the situations that surrounds him are subject to.

### COACHING, LEADING PEOPLE TOWARDS EXCELLENCE

We all have enough potential in ourselves to be able to go as far as possible in the path of excellence. This fact is easily verifiable every time we face serious situation of confrontation and crisis. In adversity, it is common to observe how almost every time we excel ourselves. When the reality that surrounds us thus requires, we are capable of going to where we didn't think it was possible, reaching sometimes the unreachable in normal circumstances. This is reason enough to understand the vast potential we have in terms of excelling capacities and to identify resistance as a factor of progress and our adversities and competitors as partners that, with the challenges they lay upon us, make us more demanding in terms of continuous improvement.

The goal it tries to achieve is to help and support people in becoming everyday more effective in their performances. It requires training and previous information, experience, continuity, time and, above all, to trust in the ability that people have to improve.

Attention!! Coaching is a way of managing and working with people, based on a permanent personal relationship and on different ways of communication with the aim of improving individual and collective results, through a constant concern with teaching, training, counselling and feedback.

### A COACH IS ABOVE ALL A PEDAGOGUE

The COACH bases his interventions on a personal relationship where the adopted communication style is decisive. COACHING aims at liberating each worker's potential and to help him reach his maximum performance. A human being is not an empty receptacle where knowledge is introduced, but a *plant* that requires light, water and food to grow (here represented by knowledge).

### WHAT IS FUNDAMENTAL FOR COACHING

In sports, leadership uses and abuses of coaching skills, where the mistake is seen as an opportunity for improvement. The mistakes are part of the natural process before the goals can be achieved. Everyone makes mistakes! But not all are ready to learn with them.

Progress makes us, several times, give two steps forward and one step back, however, organisations have difficulties in addressing this issue, because they know that mistakes lead to losing resources, business and money. Nevertheless, mistakes do happen.

Being available, watchful, focused in the constant observation of everything and everyone, interpret objectively what we see, hear and feel. Being concerned with other people. The more available the coach is to his workers, the more availability he will get from them.

Why is this availability important?

The more involved the people that work with us are, with the objectives that move us, the greater their commitment. Furthermore, coaching increase the self-esteem of those who received it. Coaching can take many shapes, from just a simple conversation to get counselling, to a continuing action that goes on for weeks or months; however, the suggested tools and concepts are always useful. Thus, you will be fit to take the maximum advantage of all the time you spend with your coaches, in a way you can meet their specific needs and, at the same time, feel confidant to use a reliable process you can trust.

Nevertheless an ALERT! Despite coaching is a simple process in its core, it is not as easy as it seems. We never stop improving our coaching skills. Just a suggestion: think of a person that has helped you reach your personal and professional goals. Think of someone that you think is an excellent coach that came through in the right moment. What did that person tell you or did to you while he was coaching you? How did you know he was right beside you? How he went inside your mind and figured out what you were thinking? If you can answer these questions concerning the actions of a good coach and include them in your coaching style, you are in the right track to make a big difference in someone else's life. From department heads to managers, all leaders have a direct and huge impact with their personal communication with their staff. Actually, the director has the capacity to strengthen the relation of the worker with his work and with his organization. If we feel that our boss is looking at us and can help to optimize our potential, it is only natural that each one of us brings more loyalty spirit to work.

## BUT WHAT IS COACHING SPECIFICLY?

What means the word coaching in the corporate world? The manager that acts as a coach is helping the coachee (person being coached) to reach an objective, but there are some specific elements related to coaching in the corporate world that a football coach or a music teacher might not use.

## WHAT IS COACHING AND WHAT IS NOT:

As a manager you will have to work with people in different situations and your role as a coach is a fundamental one. Coaching is an opportunity to contribute to the development of another person. It is a bilateral partnership where both parties share knowledge and experiences, in order to maximize the coachee's potential and to help him reach his goals.

### Coaching is...

- ✓ A way of learning and development
- ✓ To guide someone towards their personal goals
- ✓ Mutual sharing of experiences and opinions in order to create common results

### Coaching is not...

- ✓ An opportunity to correct behaviours or someone's actions
- ✓ To guide someone to conduct actions in order to achieve goals
- ✓ Be an expert or supervisor with all the answers

Coaching should be used when you consider that team work will lead to performance improvement. Through coaching, you can help others to:

- ⇒ Maximize individual strength (for example, develop analysis skills)
- ⇒ Overcome personal obstacles (for example, fear to speak in public)
- ⇒ Achieve all their potential through continual learning (for example, know how to use the internet for business)
- ⇒ Acquire new skills and competences to become more efficient (for example, develop more advance communication techniques)
- ⇒ Prepare themselves for new responsibilities (for example, acquire leadership techniques)
- ⇒ Manage themselves (for example, find new ways to improve time management)
- ⇒ Clarify and work towards performance objectives (for example, learn to establish more realistic objectives)
- ⇒ Increase their satisfaction and motivation at work

The benefits of coaching can go beyond the coachee, and coaching can, by itself, support your team and organisation through:

- The improvement of professional relations between the manager and his direct subordinates
- Development of more productive teams
- More efficient use of organisational resources

### WHEN SHOULD COACHING BE USED?

Contrary to the definition of objectives and performance analysis, which are planned each semester or annually, coaching is a continuous process and occurs as the needs and opportunities arise. Sometimes, coaching sessions are planned for certain specific situations.

However, in most cases, Coaching is done informally while interacting personally with the direct collaborators, through telephone or e-mail.

### HOW TO KNOW WHEN TO USE COACHING?

Sometimes, the manager has to focus more on people than on the tasks, and this is one of those occasions. When he feels, see or hear that one of his team members is:

- Having problems doing is job
- Being bored with the routine
- Causing conflicts within the team
- Making mistakes while performing a certain task

It is better to think in a way to help him. The first step is to try to understand the situation, the person's self-image and his skills. Afterwards, you can act together to improve the situation, the person's self-image and his skills.

### 3.2 BE SAPIENS COACHING COACH PROFILE

In light of a certain reality, according to the expected results and beginning by the observation of the necessary skills used by the team (and individuals) to perform their job, the coach's job is:

- To create development environments for people and collectives, allowing them, aligned clearly with a set of values and a strategy, to reach what is expected, and build future skills (personal satisfaction, trust in the future, more competences, etc.).

For that purpose, it is necessary for the coach to act in order to overcome some stages: non conscientious to conscientious incompetence (when someone recognizes a learning need); conscientious incompetence to conscientious competency (when someone is committed to learn something new or different); and last, from conscientious competency to non-conscientious (when a person acquires new competences that assure him a more sustainable effective performance by means of an effective training process and from experience).

In this context, it is the coach's responsibility to connect constantly team performance with the way it is designed (objectives to achieve, existing competences, structure, organization, recognition system).

For that, he needs to guarantee results, training the team and/or people daily so that performance levels and expressed behaviours are aligned.

The training process is as intense as the Coach repeats information every time the coachee's action justifies it (reinforcement, correction and compliments).

This type of behaviour feeds new inputs, maintains the correct processes and outputs aligned with what are the expectations and produced objectives.

In any given learning moment it is vital to recognize the importance of the methodology (coaching process). Therefore, one should take into account that the used communication process has to come from others and not from who is passing new teachings, always

remembering that what is important is not only what is being taught but also the way it is being done. These needs involve, from the start, the coach needs to adapt his communication style to

the situation and to the coachee, taking into consideration his behaviour profile (self-assessment) and the behaviour profile of the person he is coaching (knowing the other person).

<b>Mission</b>	Enhance performance(s) to achieve goals, promoting individual/ professional development and the team's development, through a personal follow-up, promoting a sharing environment.
----------------	--

<b>Activities</b>	<ul style="list-style-type: none"> <li>• Analyses individual and collective performances in a structured way, within the framework of the organisation's values, mission and strategy</li> <li>• Provides, in an adequate way, to people, teams and workers of an organisation, information about what he observes</li> <li>• Acts, without intervening, following the persons' and teams' actions</li> <li>• Helps revise the teams design, the individual roles, respective competences and interactions</li> <li>• Supports and deals with critical conflict situations</li> <li>• Facilitates ongoing learning in view of performance improvement</li> <li>• Helps developing performances in a short and medium run, by creating structured action plans</li> <li>• Acts according to diversity and equal opportunities values</li> <li>• Values knowledge, promoting practices of knowledge assessment and knowledge sharing in a knowledge management process.</li> </ul>
-------------------	--

**Competences Referential**

**KNOWLEDGE**

They refer to knowledge relating to a specific knowledge area (scientific, technical or technological)

- Knows the importance of promoting the feeling of belonging to the organization in order to imbue the organisational values and principals in the coaches performance;
- Masters the techniques of stimulating self-assessment by means of observation and active listening;
- Knows some techniques to identify individual and team intervention needs, at the competences and organisational dynamics level, through the observation of “performance difficulties”,
- Masters the techniques to elaborate and negotiate personal/professional development plans and ways to establish compromises by creating open, sharing and creative environments;
- Knows the dynamics of the change processes concerning behaviours and attitudes changes namely the coachee’s follow-up techniques (face-to-face and at distance);
- Knows the techniques to involve the coachee/team, namely the Coachee trust and cooperation processes as well as the feedback process of observed attitudes;
- Knows diversity and equal opportunities management principles;
- Has ICT knowledge, as an instrument that facilitates knowledge sharing.

## SKILLS

Includes using tools and methods and refers to operating the technical, technological and scientific knowledge.

Note: they are usually described with action verbs, in the infinitive form, accordingly to the Bloom taxonomy.

Within the conception of a training program, these are the most important skills since the training course must be structured in the perspective of technical (and social) competences.

Usually, in this field, are given the answers to the following questions: What does he do? How does he do it? Which are his goals?

### 1. Observe the individual and the team's behaviours in order to:

- Stimulate the self-behaviour through observation and active listening
- Intervene in the organizational dynamic, understanding the individual and the team's intervention needs
- Identify the competences that the team needs to be successful
- Understand the organisational dynamics namely the strategic objectives, the key competences and the existing cultural context
- Share the techno-organisational context leading to the integration of the individuals in the company's mission

### 2. Involve the coaches viewing:

- Align the organisational and individual expectations around target-profiles envisaged as decisive elements for the future
- Involve the coaches with individual and team development plans (flexible and previously agreed) based in the observation of “performances constrains”
- Create open, participative and creative environments in the search of solutions and in the establishment of compromises

- Promote the sense of belonging to the organization
  - Instil in the coaches' actions the organisational values and principles
  - Promote social networks based in a climate of trust that promotes sharing
- 3. Stimulate change, namely being an agent of change, expressing energy and optimism in what concerns the change of behaviours and attitudes.**
- 4. Coach people and follow-up:**
- Establish continual and shared follow-up mechanisms (face-to-face and at distance)
  - Involve the Coachee in the feed-back (positive and negative) that is intended to be constant and aimed at facts, behaviours and based in practices or in his actions
  - Welcome and integrate the coaches in the team and in the organization
  - Improve the competences and develop better team processes, taking advantage of the mistake as a privileged way to learn
- 5. Act according with values of diversity and equal opportunities, promoting in the organisation practices that are compatible with diversity and age management, gender equality, etc.**
- 6. Promote the coaches and your own Self-assessment, namely through:**
- Be flexible while communicating with others and have the necessary level of responsibility so that you can be recognized as a coach that cares about the coaches' development
  - Act according to principles that appeal to the concern for others, to behavioural competency, honesty and humility to recognize mistakes

### 3.3 BE SAPIENS COACHING MODEL APPLIED TO TEAMS AND GROUPS

#### WHAT IS A TEAM?

A team is formed by people with set goals and previously defined tasks, which base their effectiveness in the complementarities of their competences, attitudes and behaviours. Despite how good the individuals are, a team finds the necessary means to achieve better results in the collective performance and in cooperation between its members.

There are clear differences between what is a team and what is just a group of people with the only concern to achieve their own particular objectives.

In a team there is cooperation, mutual aid, complementarities of tasks and responsibilities, concern for others, trust and mutual respect.

In a group of people, almost every time, it is everyman for himself, there are no common objectives and individual interests prevailing over collective interests.

When we are part of a team, we feel at each moment, an unquestionable collective identity. We come together around rules of a collective life – which structures our attitudes and behaviours - and of values and principles recognized by all.

We are part of something we are proud of belonging. We plunge in an existing culture that works as true binding cement.

You learn with your mistakes and there is a constant concern with continual improvement. Reality is a strong source of inspiration and learning, having in view the expected results, and the team members gather information and feedback from those whose experience and knowledge can help them think and improve at every moment (the coaches).

In teams that are notable for their efficiency, you learn with mistakes and, in each moment, one feels a clear sense of achievement (objectives are and more ambitious, never satisfied with the

achieved results). Also, there is a permanent focus on the task at hand, an enormous sense of urgency in view of doing always better in the future (energize, do not criticize).

Within what we usually call an efficient team, we verify that, right after their training, the team establishes goals based on it intends to achieve, it gets organized, it defines and delegates tasks, it establishes rules for collective life, it involves everything and everyone in the defined strategy. Like it uses the different personalities and skills of its members, it learns constantly how important it is that they do it as a team (Team Work), and there the team finds the complementarities, the involvement and the accountability that it lacks.

The components of an efficient team are complementary and, in order to be in reality an added value in the service of the team, they were previously:

- Educated (school and family)
- Trained (organisation, company or club)
- Motivated (leadership)

But that is not all. The environment and the culture in which they move creates, beforehand, an encouraging environment so they can overcome the difficulties they face, but for that to happen they have to be compelled to leave their natural comfort zone.

Despite how much individualists some of its members are, the collective always ends up absorbing and integrating them. The team, its culture and its collective rules always ends up achieving (some times more than others) the necessary balance between individual and collective interests.

Efficient teams have:

- Special commitment to the task, to the team and to one another
- Clear sense of difference towards other groups or organisations
- Alignment of values and individual actions
- Shared responsibility concerning leadership, well defined roles
- Open and frontal communication

During their existence, teams tend to go through the following stages:

### FORMING

- ✓ Assess the ground rules
- ✓ Gather information about group goals

In this stage, members get acquainted with each other. They evaluate the tasks and rules applied. In this stage, everyone is usually very friendly with everybody and open to accept ideas/suggestions from other team members. Team members avoid creating enemies and are often more lenient with others than further along in the process.

### STORMING

- ✓ Initiate conflicts with other team members
- ✓ Find mutually acceptable resolutions

The conflict emerges when being part of a team is no longer news. The people who desire to have a bigger influence emerge. The battle for the leadership starts as well as interpersonal conflicts. The conflicts surface as the tasks requisites grow more complicated. This is the stage where the most important is to listen and to achieve acceptable resolutions for the conflicts. The team can become united and ready to take on the task, or divided with some members assuming a passive role.

### NORMING

- ✓ Build cohesion
- ✓ Develop a consensus about norms

Team members make an effort to find out which performance standards are acceptable. What the deadlines really mean. Which is the necessary quality level? Do all members have to be present in every meeting? And concerning the development of sub teams? If the team in this stage manages to establish solid relations, they are ready to move on to the PERFORMING stage. Some teams fail in this stage.

## PERFORMING

- ✓ Channel energy toward the task
- ✓ Apply problem-solving solutions generated in the previous stages

In this stage, the team is ready to be productive and to work on the assigned task. The team member's roles were established and clarified. The group interactions should be relatively smooth as the team applied some of the conflict resolution skills learned in the previous stages. If the team managed to reach this stage without being able to work on the problems and questions from the previous stages in a successful way, it can break up and go back to the previous stages to work on these issues.

## WHAT IS TEAM COACHING?

Team coaching is aimed at developing an efficient team, or promote/sustain a high performance team.

It is usually carried out by people external to the team, which can intervene in various ways. It can be useful to think about team coaches in a continuum between passive and active. The Coach can work initially as a resource of the Team Leader, supplying off-line support that afterwards he can apply in his team management. In these cases, the Coach might never be involved with the team, unless upon request of the Team Leader, or he might only have contact with the team for assessment purposes.

On the other hand, the Coach can be asked to directly support the team's activities. Here, the Coach can be highly involved; he can act almost as a team member and participate in practically every meeting.

## WHAT DETERMINES THE COACH'S INTERVENTION LEVEL IN A TEAM?

In practice, the Team Leader decides the specific role and scope of the Coach's intervention in the team based in personal preferences and leadership styles. However, the Team Leader doesn't always have an objective and thoughtful vision concerning the best intervention style required. Ideally, the type of intervention should be determined by:

### 1. The kind of issues the coach is called to intervene:

- Support in the work processes
- Improvement of problem solving or processes
- Give feedback to the progress reports
- Deal with interpersonal barriers that affect the team's performance

### 2. The Team Leader competence:

- Consciousness of situations
- Leadership problems
- Time available of the Team Leader
- Leadership style, being directive or facilitator

### 3. The emphasis of his leadership as:

- Coordinator and manager of a key task providing the main contact point
- Supplier of knowledge and skills
- Group facilitator as team player

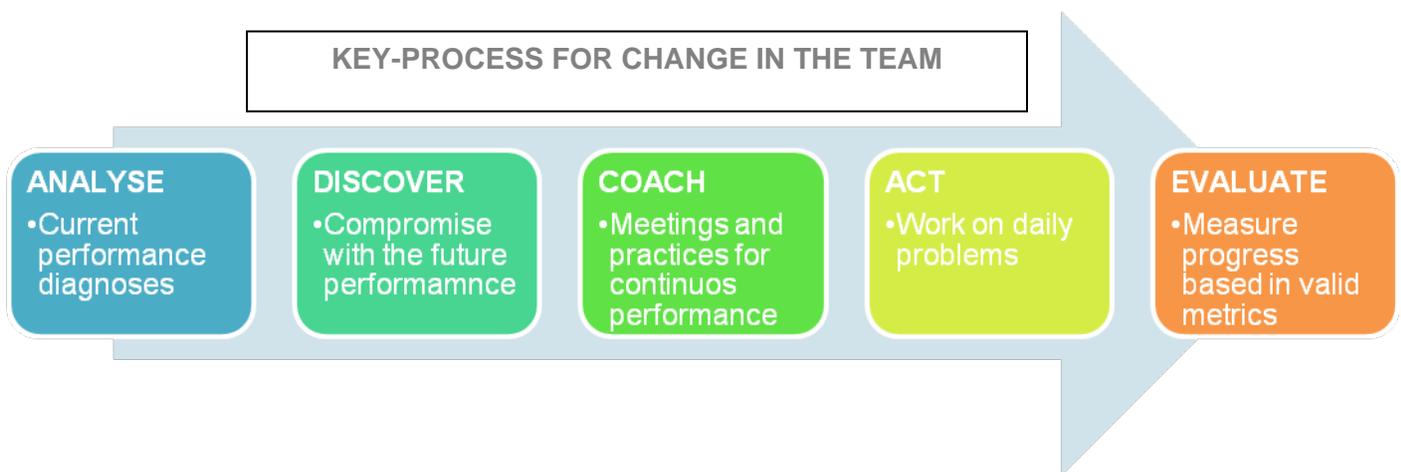
### 4. The way the team is structured:

- Determined by the task he was assigned to carry out

## 5. Key-process for change in the team:

- This change process in the team provides the team’s Coach with a mental model to plan and move the team from its current performance to a better – or ideal –future performance.

### *The ABC of change in the team*



### ANALYSE

- The energy is focused in the production of valid and useful information about the team’s current performance, the context it faces and the desirable future performance.
- The activities focus mainly on gathering information about the team members and stakeholders, through assessments, questionnaires and interviews or by direct observation of the team’s meetings.
- The information is summarized and prepared to be presented to the team.

### DISCOVER

- Now the energy will be focused on obtaining a commitment from the team for future performance and on the will to make what is necessary to change the current performance.

- The activities focus mainly in the presentation of the undertaken assessment to the team's current performances with a discussion and validation and conduction of a special "off-set" or "off-line" team meeting to discuss the assessment and work on its implications.
- The discovery process is usually symbolized by several statements from the members and should be reinforced in an action plan towards future key-compromises.

### COACH

- The energy is focused in creating the necessary improvement processes around which those areas should be enhanced and improved.
- The activities are usually related to individual Coaching with the team members in order to strengthen, modify or highlight their contribution to the team or around practical team sessions with tools, processes or specific competences.

### ACT

- The energy is focused on the surfacing of new Knowledge, tools or processes for the real/day-to-day team meeting time and work processes.
- The activities focus mainly around observation and feed-back concerning the team's performance, as well as real time Coaching as the team solves problems or manages to achieve solutions to certain questions.
- This stage is as successful as the team can switch appropriately between action and reflection, between doing and learning and between meetings that adapt and produce.

### EVALUATE

- The energy is now focused around the analyses and measure of the team's processes based on functional outputs, team processes and other commitments.
- The activities usually include the creation and the refinement of the team's scorecard, measuring and discussing the nature of the results.
- If done adequately, this stage naturally leads to the recycling of the change process as the team tries to diagnose, invent and produce future improvements for their tools, processes and competences which are necessary to achieve a bigger impact from the team's objectives.

### 3.4 BE SAPIENS COACHING PROCESS

Good managers use coaching techniques as part of their repertoire. The central point resides in cooperation and in facilitating the development of another person. Coaching presupposes creating a comfortable environment where action plans can be developed together.

For a manager to become an efficient coach, he has to master fully the following techniques:

#### OBSERVATION

Observing the coachee increases the capacity of the coach to provide informative, relevant and timely advices. Therefore, he should observe the person's behaviour either in an informal environment (for example, during a social meeting), or in a formal environment (for example, in a work meeting). As he observes, he will formulate theories on what is happening. It is important not to make hasted assumptions or judgments. On the contrary, one should try to be a neutral observer and test his theories through complementary observations. When appropriate, one should discuss the situation with others to obtain different perspectives.

#### THE OBSERVATION PROCESS

1. You should prepare preliminary questions for when you observe a person's behavior you can think in the answers to the following questions:
  - ✓ What is the person actually doing?
  - ✓ What is the effect of the person's behaviour in achieving his individual or group objectives?
  - ✓ What is the effect of the person's behaviour in other team members?
2. Try to avoid premature judgments. A neutral observer bases is assessments in current events and not on the past causes.
3. Think on the observations. After careful observations, you might conclude that the person has a problem that coaching can solve. Or you can conclude that the problem resides, not in the original team member but in someone else, in the team's dynamic or in the leadership itself.

4. Test the theories. Continue observing, especially if you are not certain of the results. Whenever appropriate, you should discuss the theories with other people to have also other perspectives. Take into consideration the cultural specificities that can help to better understand the situation and the person involved.
5. Verify your own motives. Ask yourself, how you are contributing to the problem.
6. Verify the situation. As the coach becomes more aware of his own development needs, he will become a better manager and coach.
7. Discuss the observations with the coachee. Be careful when describing the observed behaviours, avoiding addressing the attitude and character of the person you are observing. For example, start by saying, “What I observed was the following”. Don’t forget to direct the impact of the behaviour on the objectives of the group and on the other persons.

### ACTIVE LISTENING

A coach has to be tuned with the other person’s feelings and motivations. This can be achieved by active listening. Active listening encourages communication and provides well-being to the other person. Active listening also clarifies what is being said and avoids misunderstandings.

As an active listener, the coach is dedicated to the coachee, giving him all his attention according to these guidelines:

- ✓ Maintain eye contact with the coachee
- ✓ Smile so the other person is at ease
- ✓ Avoid any situation that can distract you. For example, don’t answer the mobile phone
- ✓ Be sensible to body language, such as posture and arms position. Is the person tense or relaxed?
- ✓ First Listen and only evaluate after
- ✓ Don’t interrupt the other person except to make questions to clarify the answer given and to encourage her to go on
- ✓ Repeat, in your own words, what you think the other person just told you
- ✓ Wait until the person finishes talking to give your answers

## ASK QUESTIONS

Asking questions is a valuable tool to understand the other person and to determine his perspectives. Use open and closed questions. Each one of them leads to different answers.

### Ask open questions

Open questions invite the participation and the sharing of ideas. They should be used to:

- ✓ Explore alternatives: “What if...”
- ✓ Reveal attitudes or needs. “What do you think about...?”
- ✓ Establish priorities and allow collaboration. “Which do you think are the crucial points of this project?”

When you want to discover something more about the motivations and feelings of other people, take open questions into consideration. Through this type of questionnaire you can disclose the real worries of your coachee. This method will help you to give better advices and ideas in order to help your coachee.

### Carefully ask closed questions

Closed questions leads to yes or no answers. Use them to:

- ✓ Highlight an answer. “Is the project on schedule?”
- ✓ Confirm what the other people said. “So, the crucial point is the price?”

## DEFEND YOUR OPINIONS

Efficient *coaches* present their ideas and advices so that the person who receives them can hear them, answer them and take into consideration its value. It is important that you defend your ideas in a clear and balanced way:

- ✓ Describe to the individual the situation as you see it
- ✓ Present your opinion on the situation
- ✓ Make clear the thoughts behind your idea and share your experiences
- ✓ Encourage the other person to provide his perspective.

## FEEDBACK

Feedback differs from defending your opinions by the fact that you are responding to a specific behaviour or action, instead of presenting or discussing your position over a general problem or need of change.

Give and receive feedback is a crucial point of management in general but it is also an especially crucial point of Coaching. This giving and receiving occurs throughout all the Coaching process and, as you identify the points to be developed, you should elaborate together the action plan and establish a way to achieve them.

When giving feedback, it being positive or negative, try doing the following:

- ✓ Focus on the behaviour and not on the character, attitudes or personalities. Describe the person's behaviour and its effect on the projects and/or coworkers. Avoid using accusatory language because that will only make the other person become defensive. For example, instead of saying "you are a rude and authoritarian person!" say "I noticed that you interrupted John several times in the last meetings."
- ✓ Be specific. Avoid generalizations. Instead of saying, "you really did a good Job!", you can say, "Your presentation led to an effective transmission of the message."
- ✓ Be sincere. Give feedback with the clear intention to help the person's development.
- ✓ Be realistic. Focus on the factors that the person can control.
- ✓ Give feedback in the beginning and also regularly during the coaching process. Regular feedback that is given right after the situation has occurred is more effective than an irregular feedback.

**“Good coaches have their own coaches.”** When a leader gives feedback concerning a habit that is prejudicial to someone that has responsibilities over the team's performance and every time he expresses a concern with others, he can describe in a very clear way what is happening, making others understand exactly what he is talking about. This means that the coach is committed to change people's style, helping them to achieve expected results.”

*Patty McManus*

He needs also to be as receptive to receive feed-back, as to be an efficient coach. The coaches which are able to ask and process feed-back concerning themselves, learn a lot about the efficiency of their management style and develop a more trusting environment between the team members.

To improve your skills to receive feedback:

- ✓ Ask for specific information. For example, “What did I say that led you to think that I’m not interested in your proposal?” or “In what way my suggestions were useful to you?”
- ✓ When you ask some clarification, do it in a way that doesn’t put the other person on the defensive. Instead of saying, “What do you mean I’m against your idea?”, you can say “Can you give me an example?”
- ✓ Be open to receive feedback may it be positive or negative.
- ✓ Encourage the person avoiding an unnecessary emotional load. For example, “You told me that I’m frequently inflexible. Can you give me an example of something I did that gave you the idea that I wasn’t flexible?”
- ✓ Don’t be defensive. Justify your actions only when somebody asks you to. Tell the other person that when you receive all the feedback you will be fully prepared.
- ✓ Thank the person for being available in sharing the feedback with you, may it be positive or negative.

### INVOLVE

Agreements are the basis of coaching. The agreement process includes all the above mentioned activities, from the initial recognition that there is a coaching necessity, to the observation and active listening of the other person. And through that existing cooperation, one tries to reach an agreement over the problems and the respective solutions.

The agreement process includes all the activities above mentioned, from the initial acknowledgment that there is a need for coaching, to observe and actively listen to the person. And through this existing collaboration, you try to reach an agreement on the problems and the respective solutions.

There has to be an agreement between the coach and the coachee so that the coaching process can work. However, the agreement may vary between a simple sceptical acceptance and a sincere involvement. When your coachee becomes aware of the progresses in the changes of behaviour or in the development of competences, then an agreement will be easily achieved.

### CHANGE

The coachee develops an action plan. The coach role is to support, including:

- ✓ Help assuring that the objectives are realistic
- ✓ Help the Coachee to define the key tasks to achieve the goals
- ✓ Define the potential obstacles and brainstorm to find the potential solutions
- ✓ Determine what kind of additional Coaching will be necessary

The action plan must be a mutual work in the agreed areas. This is your opportunity to demonstrate your listening skills, as you support the other person creating and developing the action plan.

### FOLLOW-UP

An effective coaching presupposes a follow-up that will verify all the progresses and evaluate its effects in the coachee and in the team. Your follow-up should include:

- ✓ Ask what is going well and what is going wrong
- ✓ Share your observations and highlight the positive progresses
- ✓ Identify possible changes to be made in the action plan
- ✓ Ask how the coaching session was useful and what can be improved.

### 3.5 STARTING A BE SAPIENS COACHING PROCESS

Most of the times, coaching is done in informal circumstances, improvised as the situations present themselves. However, as part of the process, either the coach or the coachee (who is being coached) prepare some formal sessions to plan and review the coaching process.

Prepare a room or private space where both can feel comfortable. Be sure that there won't be any interruptions during a meeting: for example, switch off all mobile phones.

Both participants (specially the coach) need to create a discussion plan for the session. As you prepare your plan take into consideration the following:

- ✓ In which areas is the coaching necessary?
- ✓ Which are the expected results?
- ✓ What is at stake?
- ✓ What is the purpose of this session? Initial planning? Establishing an action plan? Reviewing the progress?
- ✓ Which will be the potential difficulties and how you will deal with them?

If you are the coach, ask the coachee if he suggests that you should prepare yourself previously to the sessions and offer your own suggestions on how he can prepare himself.

### CONDUCTING A COACHING SESSION

Coaching is a partnership. During the coaching session, as you and the coachee are perfecting his professional performance or acquiring new competences, never forget the objectives that are in fact achievable. Because of that, it is important at this point to use some of the coaching techniques that we have been talking about throughout this manual, namely:

- ✓ Be sure that both share the session objectives

- ✓ Maintain always a positive tone of voice. Enhance your sincere feelings of wanting to help that person
- ✓ Exchange perspectives about the situation at hand. Present the relevant data that you have gathered during your observation of the coachee
- ✓ Active listen to his thoughts and explanations
- ✓ Share your advices and suggestions
- ✓ Give the person the opportunity to present his ideas and to answer yours
- ✓ Discuss the pros and cons and achieve an agreement concerning the expected results
- ✓ Establish the individual compromise of creating an action plan and set a follow-up date to review the plan

### DON'T FORGET:

- ✓ To identify improvement opportunities In the relation with others, clearly identifies the problems, the obstacles as well as the strong points, leading the situation towards the identification of improvement opportunities.
- ✓ To adapt the content and the style
- ✓ Clearly puts himself in the place of his Coachee, always trying to adapt the language, situation and experiences to his history, culture and training
- ✓ To explain and demonstrate. He doesn't say what must be done, he tries to explain the consequences of each attitude or action, explaining and demonstrating the benefits of certain ways or orientations
- ✓ To stimulate and encourage the person. In face of the opportunities and the defined plans, he stimulates and encourages the person to follow the way that was determined and defined, conducting a close follow-up, always being available beyond what was programmed
- ✓ To review the progress. It follows the determined action plans; programming their revision, leading, if necessary, to their rewriting or leading to the development of new ones, not forgetting to motivate the person every time a stage is passed.

#### 4. BE SAPIENS PRACTICAL GUIDE

Wanting to be a coach doesn't mean being a coach. It is necessary to gather a set of competences and have the necessary training, knowledge and experience to achieve results.

This guide helps the coach develop his competences by operating the subjects developed previous in this manual

#### REVIEWING WHAT IS COACHING?

If we reiterate what we have developed in the manual, coaching is understood as the act of improving the competences and behaviours of the members of any work team. It presupposes information and further training, teaching the expected and managing the daily unexpected situations. It requires training, focusing always on the concrete activity for which we are preparing those we are addressing, within the framework of the objectives and respective activities. But we present here a definition:

**Coaching is a method of developing competences and improving individual performance with the aim of achieving a common objective, through support, motivation and feedback.**

#### REVIEWING WHAT IS A COACH?

Being a coach requires, besides the necessary academic background and professional experience, a multi-disciplinary knowledge and the development of a set of abilities within the scope of pedagogical competences, but also, to have a profound understanding of the context.

### 4.1. ACTIVE LISTENING SELF-EVALUATION

Coaches that actively listen have the tendency to achieve the maximum from their coaching sessions and to become better coaches in general. Use the self-evaluation tool in the next page to know how actively you listen.

*(Selected the option that better describes you listening habits)*

When someone is talking I...	Usually	Some times	Rarely
Plan how I'm going to respond	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Maintain eye contact with the speaker	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Take notes when I think their necessary	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Perceive the emotions that are beyond the words	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Find myself thinking of other things while the person is speaking	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Face the person who is speaking	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Notice significant body language (expressions, gestures)	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Interrupt the speaker to give an opinion	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
I'm distracted because I'm busy	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Listen to the message without immediately judging or evaluating it	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Ask questions to obtain more information and to encourage the speaker to talk	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Repeat, in my own words, what I've just listen to guarantee that I understood it	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
<b>TOTAL</b>			

**44-60 =** You are an active listening  
**28-43 =** You are a good listener with space for improvement  
**12-27 =** You need to focus on improving your listening skills

## 4.2. THE COACH'S COMPETENCES

The coach needs the *sweat* inherent to his effort of constant self-preparation. The attitudes and behaviours of a coach are beyond a successful career in sports or management. Therefore the following should be highlighted:

- ✓ Build a special relationship with each member of his team, treating each one as an equal, although not in the same way;
- ✓ Learns from the mistakes and from what went wrong, as well as from the successes;
- ✓ Achieves the results by doing and not just by talking;
- ✓ Guides others, sharing his knowledge, experiences and values;
- ✓ Chooses a continual relationship with people and not only in the present time

And we can still highlight:

- ✓ Demonstrates an excellent interpersonal relationship in the areas of:
  - ⇒ Building the relationship
  - ⇒ Asking questions and acquiring information
  - ⇒ Giving and receiving feedback
  - ⇒ Listen
- ✓ Persuade, influence and motivate others
- ✓ Observes and correctly interprets the events
- ✓ Thinks about the moment and acts creatively
- ✓ Helps others to learn and continuous... to learn

But we suggest that you evaluate your competences through the following checklist:

### 4.3. SELF-EVALUATION CHECKLIST FOR A COACH

The questions bellows are related with the competences and qualities necessary to be an efficient coach. Use this tool to evaluate your efficiency (and efficacy) as a coach.

QUESTION	Yes	No
1. Do you show interest in the development of your career and not only in your short term performance?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you provide support and autonomy?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you establish objectives that are hard to achieve from the start?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are you a role model to others?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you transmit corporate strategies and expected behaviours to set the basis for the definition of objectives?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you work together with the person you are Coaching in order to generate alternative approaches or solutions?	<input type="checkbox"/>	<input type="checkbox"/>
7. Before giving feedback, do you observe attentively, without any prejudice, the person you are coaching?	<input type="checkbox"/>	<input type="checkbox"/>
8. Can you separate the observations from judgments and suppositions?	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you test your theories on people behaviours before working on them?	<input type="checkbox"/>	<input type="checkbox"/>
10. Are you careful to avoid using your own performance as a barometer to evaluate others?	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you concentrate your attention and avoid distractions when someone is talking to you?	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you try to paraphrase or use another method to clarify what is said in a meeting?	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you use a relaxed body language and verbal clues to encourage the speaker during your conversation?	<input type="checkbox"/>	<input type="checkbox"/>
14. Do you use “open” questions to promote the sharing of ideas and information?	<input type="checkbox"/>	<input type="checkbox"/>
15. Do you provide specific feedback?	<input type="checkbox"/>	<input type="checkbox"/>
16. Do you provide opportune feedback?	<input type="checkbox"/>	<input type="checkbox"/>
17. Do you provide feedback focused on behaviours and on its consequences (instead on	<input type="checkbox"/>	<input type="checkbox"/>

## COACHING PROGRAMME – Manual

vague judgments)?		
18. Do you provide positive as well as negative feedback?		
19. Do you try to reach an agreement about the desired objectives and results instead of simply dictating them?		
20. Do you try to prepare in advance the debates about coaching?		
21. During a debate on Coaching do you always follow a guideline to guarantee that it goes as planned?		
<b>TOTAL</b>		

When you possess these characteristics and you use these strategies, people trust you and rely on you for professional guidance as well as for personal support. If you answered **YES** to most questions, probably you are an efficient and effective coach. If you answered **NO** to some of these questions maybe you should think on how you can develop your coaching techniques.

#### 4.4. COACHING THE TEAM

##### What is it?

An instrument to coach someone based on your team diagnosis.

##### What is it for?

To explore the perception each one has about the team's performance, according to 6 critical factors.

##### How it works?

###### Step I

The coach starts by explaining the process to the team members.

###### Step II

He further explains each topic, providing more or less information according to what is requested by each individual.

###### Step III

The coach, or a third person, interprets the answers and the colour codes for each one of the segments, therefore:

**Red** = is an issue to be developed

**Green** = there isn't an issue

**Yellow** = it is necessary to further investigate

**Step IV**

The coach, the individual and the third person explore the use of the colour codes (and compare them with the outputs of the other team members).

**Step V**

The coach helps the team member so he can determine the pattern (stakeholders).

Name	Team
<p><b>MY SUPPORT NETWORK</b></p> <ol style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ol>	
<p><b>Hypothesis on the team</b></p>	
<p>Use que questionnaire to rate each category using the following scale:</p> <ul style="list-style-type: none"> <li><span style="color: red;">■</span> You are certain that it is a problem</li> <li><span style="color: yellow;">■</span> You are not sure</li> <li><span style="color: green;">■</span> For now it is not a problem</li> </ul> <p>Highlight the most important category</p>	
<p><b>STEPS</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

## TEAM DESIGN: ASSEMBLE TEAMS CAPABLE OF PERFORMING

### FOCUS: Are we focused?

Highly effective teams are constantly characterized by a clear sense of direction, by a profound sense of shared objectives, by a mission that requires interdependence and by a clear understanding of the products that have to be produced by the team so the objective is possible to achieve.

There are two scales of objectives:

#### Mission with meaning

The team has a clear and challenging objective that drives its members and requires that they work as a team when:

- ✓ The members don't have any doubts concerning the team's objective
- ✓ The mission is associated to important organisational results
- ✓ The members are aware that team work is necessary to attain success
- ✓ The team's mission is personally very important to each member

#### Clarity in the outputs

The team clearly sees which are the specific outputs of their work (products and services) that need to be made available to the clients when:

- ✓ The team has defined specific outputs for the clients
- ✓ The individuals know which outputs they must produce for the team
- ✓ The outputs have well defined quality standards
- ✓ The team gathers a strong consensus on the priorities in relation to the outputs

### ORGANISATION: Are we Efficient?

Highly efficient teams develop a sensible and effective way of carrying out their work. The work processes are well organised. The team develops a set of working and leadership roles that allows an efficient division of the work load. It also operates within an incentive structure that effectively strengthens and supports the individual's and the team's performance. There are three scales at the organisation level:

#### Efficient work processes

The team has a thoughtful, efficient and continuous way of developing the work processes and the operational procedures when:

- ✓ The team develops common work processes
- ✓ The work processes are well organized and efficient
- ✓ The meetings and other procedures are well organized and efficient.
- ✓ The team is continuously searching for new ways of improving its efficiency

#### Flexible structure

The team has a consistent, yet flexible, set of roles to organize the work, the interpersonal relations and the leadership when:

- ✓ The roles are based on the team's competences and needs
- ✓ Several team elements carry out important tasks and social leadership
- ✓ The leadership roles are shared by several team members
- ✓ The roles are fluid and they change according to the situation

#### The rewards value

The team is properly recognized and rewarded by its individual and team performance when:

- ✓ Its members are individually recognized by their output
- ✓ The team, as a whole, celebrates its victories on regularly basis

- ✓ The reward is based, in part, on the team's success as a whole
- ✓ The members try to make the team's work inherently rewarding

### COMPETENCES: Can we do it?

Concerning the team process, the work outputs and the interpersonal relationships are part of the skills that are consistently used by the team members, in a proper frequency and timing.

Highly effective teams seize the professionals with the adequate knowledge skills and commitment to get the job done.

When key competences are missing, the team looks for Coaching or specialists, or encourages its members to develop those necessary competences. There are three scales of competences:

#### Knowledge

The team has the necessary data, information, concepts, theories or experience to carry out its mission and work when:

- ✓ The team knows the business broaden context
- ✓ The team has a global knowledge about the organisation
- ✓ The team has excellent technical knowledge about the work
- ✓ The team has a solid knowledge about the work processes and practices

#### Skills

The team members show, in the form of behaviours, the intellectual, interpersonal, physical or emotional skills that are necessary to the team's work when:

- ✓ The team has strong intellectual and reasoning skills
- ✓ The team has strong interpersonal and relationship building skills
- ✓ The team has excellent energy and other physical skills
- ✓ The team has excellent skills to manage the emotion of its members

### Commitment

The team members are focused on the efficacy of the team's work, that is to say, they cooperate, they share influence, they value the diversity and they achieve results when:

- ✓ The team members use the power in a moderate way, allowing distinction
- ✓ They regularly create in cooperation and in partnership
- ✓ They are very oriented to produce results
- ✓ They regularly value the team's diversity

## TEAM PERFORMANCE: ALLOW THE TEAMS TO CARRY OUT THEIR WORK

### ALIGNMENT: Are we aligned?

Highly effective teams have developed a set of “relationship rules” that guide and control the expression of the team's behaviours. Some of the team's rules can be idiosyncratic to some teams in particular. However, all teams need to be aligned around some rules in 3 kinds of human interaction: use of power; (2) how to relate to others; (3) how to act on team work. Six groups of rules come out in effective teams:

### Participative leadership

The power and leadership are shared by the team members so they can feel encouraged to take on responsibilities for the results when:

- ✓ The power and status are minimized in the team process
- ✓ The members can make important decisions about their work
- ✓ The members are encouraged to assume responsibilities for their work
- ✓ The leaders lead the team members and are receptive to the inputs
- ✓ The team actively seeks to get feedback to evolve

### Service

Each one of the team members is focused on helping others, as well as on understanding the clients need when:

- ✓ They coach and provide considerable emotional support to each other
- ✓ They consistently show respect for each other
- ✓ They help when they are necessary; they feel a shared responsibility for the team's success
- ✓ They are client oriented

### Open communication

The team members speak directly, listen carefully, give effective feedback and develop interpersonal relations in an open, honest and trustworthy way when:

- ✓ The interactions between the team members are open and straightforward
- ✓ The team has the habit to actively listen to others
- ✓ There is a big feeling of trust within the team

### Effective conflict

The team members confront each other and resolve conflicts by sharing valid information and by evaluating different points of view when:

- ✓ The team doesn't lose time accusing others of failing or of being guilty
- ✓ The members seek to get valid information when they are in conflict
- ✓ The members simultaneously try to defend their point of view and to understand each other's point of view
- ✓ Any conflict is faced and openly discussed in order to the better solution can be found

### Disciplined action

The team members use a well thought, systematic, logical and group oriented process to solve every problem and to take decisions when:

- ✓ The team conducts the problem resolution in a thoughtful and structured way
- ✓ The team rigorously analyses the causes and the solution to the problem
- ✓ They follow a logical procedure to work on the issues
- ✓ The members are willing to suspend their own preferences to support the team's success

### Creative expression

Each team member allows others to innovate, experiment, take risks, explore hunches and intuitions and have fun when:

- ✓ The team shows a strong commitment towards innovation
- ✓ There is an environment that encourages experimentation and /or risk taking
- ✓ The team actively questions the assumptions and theories behind the proposed solutions to the problems
- ✓ The team gets time to relax and channels the stress that is work related

### RESULTS: Are we effective?

Highly effective teams developed a group of simple measures to continually assess their efficacy and efficiency as a team. These measures are usually designed by the team, although some might be created by the organization itself. The measures are typically focused on the quality of the output produced by the team, the level of customer satisfaction, the quality of the work processes and the evolution of the team and individual competency.

### Simple measures

The team has relatively simple procedures to determine the clients' satisfaction, the quality of the outputs, the quality of the processes and the team's competency when:

- ✓ The team has good procedures to evaluate the clients' satisfaction
- ✓ The team has good procedures to evaluate the outputs quality
- ✓ The team has good procedures to evaluate the processes' quality
- ✓ The team has good procedures to evaluate the team and individual competences

### Team productivity

The team is at the same time effective and efficient in the production of high quality outputs and exceptional results when:

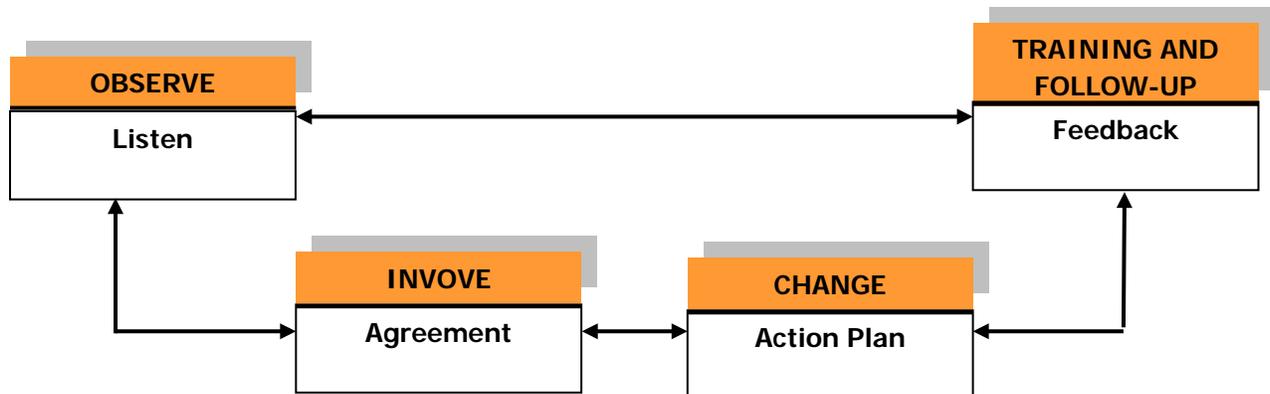
- ✓ The clients strongly value the team's products /services
- ✓ The quality of the products produced by the team is exceptional
- ✓ The job is carried out on time and at low cost
- ✓ The produced work volume is exceptional

### Team evolution

The team is evolving in its high performance skills, and the individuals are evolving in competency and commitment when:

- ✓ The members are very committed and satisfied with the team
- ✓ The members feel that their skills are evolving
- ✓ The team has, day by day, more capacity to understand what leads to a higher performance
- ✓ The team's ability to adapt itself to broader businesses is evolving

#### 4.5. THE COACHING PROCESS



The central point resides in cooperation and in facilitating the other person's development. Coaching presupposes the creation of a comfortable environment where the action plans can be developed together (please review the Be Sapiens coaching process model developed previous on this manual, 3.5).

Both participants (the coachee and specially the coach) need to create a discussion plan for the session. As you prepare your plan take into consideration the following:

- ⇒ In which areas is the Coaching necessary?
- ⇒ Which are the expected results?
- ⇒ What is at stake?
- ⇒ What is the purpose of this session? Initial planning? Establishing an action plan? Reviewing the progress?
- ⇒ Which will be the potential difficulties and how you will deal with them?

Next we present a suggestion for a Coaching Session Plan

#### 4.6. COACHING SESSION PLAN

Use this form before any Coaching session. Take as long as you need to exactly specify what you want to achieve and how you intend to do it.

<b>Discussion with</b>	Sonia
<b>Date</b>	17/09/03
<b>Areas where the Coaching is necessary</b> (according to your observations)	Efficient planning of the daily tasks
<b>Objective of the Coaching session</b>	Review the planning steps
<b>Expected results</b>	Prepare a new coaching session in order to overcome the overbooking of the agenda problem
<b>Why the Coaching is important</b> (e.g. What is at stake? What are the consequences?)	The production line needs to improve its efficiency and quality

Potential difficulties	Methods to be used
1. Sonia might want to move to fast and might try to approach all issues to fast	1. Prepare a work agenda for the coaching session
2. Sonia might not want to hear that she's not moving in the right direction	2. Give Sonia the autonomy to know the process
3. Sonia might feel anxious about missing a day work	3. Get permission from Sonia's superior so she can be absent of her workplace

**SPECIFIC ACTIONS**

1. Specify the work agenda and stick with it
2. Let Sonia prepare the work agenda and then guide her in the areas at which she is failing
3. At the beginning of the session inform her that her superior authorized her to be there

Use this model to define an action plan that is both consensual to you and to the coachee. It is important to include specific success measures and a future date to review the actions that need to be completed. Examples are included below.

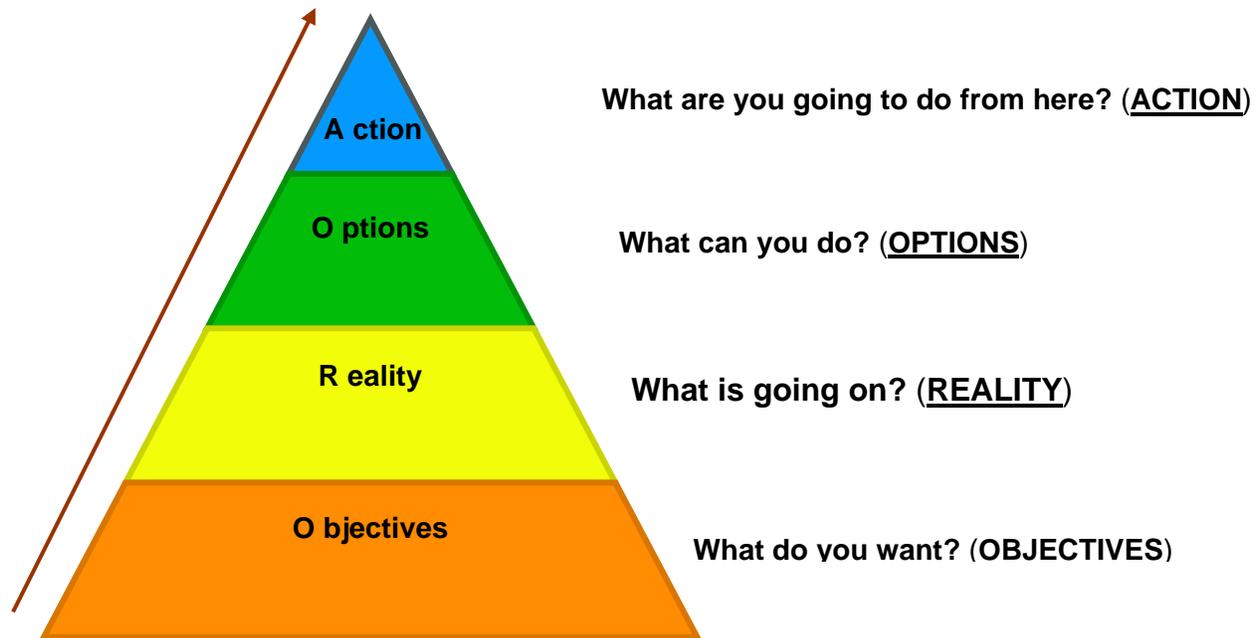
Action to be taken	Success measures	Revision
The worker will not interrupt his colleagues during team meetings.	There were no interruptions during executive meetings.  There were no complaints from other staff members.	15/12/03
The worker will take longer to detect the client's needs before matching potential products to those needs.	Number of necessary questions until those needs is identified.  It is necessary to clarify the priorities to provide possible solutions.	After two more meetings with clients

**Note:** If you were the one that initiated the coaching, identify the areas to be developed. If it was somebody else to start the coaching, ask her details about the areas to be developed.

**Note:** Maintain the coaching session focused on one or two topics.

NOTES FOR THE COACHING SESSION

**THE TECHNIQUE:**



I. What is wrong? Which difficulties?

Define clearly the objectives to achieve... **OBJECTIVES**

II. What is really happening?

Explain clearly what in fact the difficulty is... **REALITY**

- III. How can we solve the problem? What kind of options exists? What are the most adequate?

Build options together with the coachee.... **OPTIONS**

- IV. How long to achieve it? SMART objectives

Clearly specify the way it is going to happen... **ACTION**

4.7. THE ACTION PLAN

STARTING DATE			
OBJECTIVE	EVALUATION	CHALLENGE	SUPPORT
The actions that allow me to achieve my objectives	How am I going to analyse my progress	In what way these actions will challenge me	Who will support me while I try to achieve my objectives
FOR ME, I PLAN...			
AS A TEAM MEMBER/MANAGER, I PLAN			
FINISH DATE		SIGNATURE	

#### 4.8. COACHING SESSION EVALUATION

To conclude, after the coaching session, use this tool to evaluate you efficacy and efficiency and to take into consideration which improvements can be implemented the next time.

WHAT WORKED?	WHAT CAN BE IMPROVED?
<p><b>Relationship</b></p> <p>Sonia believes that the coaching is effectively helping her to improve her work performance</p>	<p>Sonia still wants to hurry the session so she can get back to work</p>
<p><b>Process</b></p> <p>Sonia learned to listen more carefully to other people</p>	<p>Sonia can be more open to other ways to see a problem</p>
<p><b>Results</b></p> <p>Sonia understood clearly the process stages</p>	<p>Sonia can be more open to other ways to see a problem</p>

*If there is no one to give us feedback on what we need to improve and to question us about what we do and how we do it, we can't learn from our actions!*

## 5. BE COMPETENT EXPERIENCING SKILLS METHODOLOGY ADAPTED TO Y.U.S.S

The Be Competent methodology is based on a training programme made for the evaluation and development of 14 selected competences. The entire training programme had been fully tested on representatives target group (around 2000 adults and over 10000 pupils and trainees).

The target group of the Be Competent methodology can be everybody from childhood to old age, companies and their employees, unemployed people, teachers and students, school management.

Originally, the Be Competent methodology was developed under the EQUAL project, Labour Market Competences. The project was coordinated RPIC-VIP in partnership with 20 organizations in the Czech Republic and in conjunction with other partners from 7 EU countries. The aim of the project was to stimulate the development of knowledge, skills and attitudes that are important for success on the labour market and in personal life.

After that, the methodology of the key competences training was transferred to Bulgaria, Romania, Netherlands and Portugal, under a Leonardo da Vinci Transfer of Innovation project, coordinator by ISQ,

### General Objectives

The main objective of this training programme is to develop trainees' soft skills.

### Specific Objectives

At the end of the training programme, the trainees should be able to:

- ⇒ Understand the soft skills training methodology
- ⇒ Use the example training exercises for each of the 15 competencies
- ⇒ Know the system of certification and quality control for further transfer of the introduced

### Methodology

The training is oriented practically and makes use of the interactive training methods with the involvement of the participants. We adhere to the J.A.Comenius's "Learning by Playing" principle. Our methodology thus stems from the experiential learning principles. The greatest emphasis is put on the participants' activity, their cooperation and communication, never on the classic form of interpretation and reading. The training will consist of:

- ⇒ Theoretical introduction
- ⇒ Practical example of one exercise from the particular competency
- ⇒ Discussion face-to-face sessions

### Competencies

1. Competency for effective communication
2. Competency for co-operation
3. Competency for entrepreneurship
4. Competency for flexibility
5. Competency for customer orientation
6. Competency for efficiency
7. Competency for independence and decisiveness
8. Competency for solving problems
9. Competency for organizing and planning
10. Competency for life-long learning
11. Competency for proactive approach
12. Competency for stress resiliency
13. Competency for exploring and orientation in information
14. Competency for communication in foreign languages

Currently, ISQ is developing soft skills toolkit for young people based on the skills identified under the needs analysis done on Y.U.S.S. project: (1) Ability to adapt to organisational environment; (2) Communication; (3) Emotional intelligence; (4) Autonomy. This training approach is being embedded in the Be Competent methodology.

## 5.1 ABILITY TO ADAPT TO ORGANISATIONAL ENVIRONMENT

We live in demanding and dynamic times full of changes. Some vocations are dying out while new ones are being created. If you want to succeed, you have to be flexible. The requirements placed on employees – their independence, responsibility, knowledge and skills – keep growing. This is how we view flexibility: as effectiveness and flexibility in thinking, behaviour and the way everyday tasks and situations are handled both at work and in our personal lives.

Most often flexibility comes up in the instance of flexible working hours often combined with the need to commute. That's right, it belongs here too, but what we really have in mind is the ability to be flexible and adjustable in thinking, behaviour and attitudes. Not only at work, but also in life.

Flexibility means that we are able to change and/or adjust our working habits as well as behaviour; to perform efficiently under changing conditions, when facing new tasks, meeting new colleagues, partners and clients. Let's take a look at it.

What can be learnt?

### Adaptation

- ⇒ willingness to change one's working style and procedures (e.g. commuting to work, do overtime or shifts) according to actual needs
- ⇒ ability to accept new ideas and approaches – an open mind
- ⇒ ability to focus quickly on different tasks
- ⇒ Ability to try out other ways of doing the same thing (different alternatives)

### Flexibility

- ⇒ ability of openness towards new ideas and solutions
- ⇒ alternative view - see things differently, seek unusual and uncommon methods of systematic thinking (notice differences and relations among individual phenomena and problems)

- ⇒ use non-standard methods (application of methods that are considered out-of-the-ordinary for a given task)
- ⇒ test different ways and possibilities (try out different variants)
- ⇒ become inspired and seek inspiration
- ⇒ innovate (create a new product, solution, execution of a task etc.)

### Exercise: Fairy-tales in a new guise

#### **Aim**

On finishing the activity, the participants will have:

- ✓ been acquainted with the competency for flexibility;
- ✓ experienced how to react to changed conditions with flexibility.

#### **Expected timing**

60 minutes

- brainstorming (10 min)
- lecture and discussion (20 min)
- instructions and splitting into groups (2 min)
- group work (15 min)
- presentation of the first fairy tale (4 min)
- presentation of the second fairy tale (4 min)
- evaluation and discussion (5 min)

#### **Resources and Preparation**

- Flipchart
- Markers
- Pens and pencils
- Appendix 1 – Fairy-tale / Group 1
- Appendix 2 – Fairy-tale / Group 2

- Appendix 3 -The Princess and the Pea
- Appendix 4 - The Magic Porridge Pot

### Description

1. The trainer invites the participants to consider what FLEXIBILITY means to them. The trainer charts a very simple diagram of this competency and participants' associations.

[Trainer's resources: a graphic example](#)



2. The trainer continues with a presentation of the competency for flexibility, keeping matching participants' ideas on “adaptation” and “creative approach”
3. The trainer divides the participants into two groups using the selection cards. The Appendices get distributed as follows: the first group receives Appendix 1, the

second Appendix 2, and possibly also the fairy-tales materials (Appendices 3 and 4). The trainer lets groups work for 15 minutes.

4. When the set time is up, the trainer asks the representatives from each group to present, one after the other, the fairy-tale in a new guise.
5. The trainer leads a brief discussion about the activity that just took place.
6. The trainer prompts the participants to note in their Workbooks what they gained from this exercise. She or he may then ask a few of the participants to share their ideas with the others.

## Appendix 1

### FAIRYTALE IN A NEW GUISE THE FIRST FAIRYTALE

We had a wonderful plan for tonight. Movie, a glass of good wine on the way back, then an aromatic half an hour in the bath scented with luscious herbal ingredients, a small bite to eat and finally some pleasant music to transport you to the land of dreams.

But it wasn't meant to be! Problem! Your best friend called to say she really, really urgently needed to have the evening free. You are the only person in the whole world who can save her because her "Sweetie" is willing to survive an evening without his mother only with you. But the best laid plans of mice and men, change is natural so you agreed to it.

Your friend is about to leave when you arrive. You pass her in the door. She manages to give you some brief instructions:

"Sweetie's had dinner, play with him a little, then shower him and make him a cup of cocoa just before putting him to bed. He will drink it whilst you tell him a good night story."

"Alright, I hope I can remember one" you reply.

But your friend's reply surprises you a little:

"He is bored with traditional stories, Sweetie gets angry and screams that it's *booooring*. And when he gets upset, he cannot sleep, poor soul. You have to update the story somehow. To make sure he understands, you have to draw some pictures for him. I promised him The Magic Porridge Pot for tonight, Sweetie loves porridge. Adapt it somehow and don't forget that the moral is very important for Sweetie!"

So, the door shuts and a little voice from the bedroom says:

"Hi, can you draw a story for me?"

**Your task is clear. You have to react promptly and prepare a goodnight story in a new guise for Sweetie. It's lucky you are not alone, your fellow training participants will help you. You will get a flipchart sheet and markers from the trainer. You have 15 minutes to get ready. Then you can tell your story to eager Sweetie.**

## Appendix 2

### FAIRYTALE IN A NEW GUISE THE SECOND FAIRYTALE

We had a wonderful plan for tonight. Movie, a glass of good wine on the way back, then an aromatic half an hour in the bath scented with luscious herbal ingredients, a small bite to eat and finally some pleasant music to transport you to the land of dreams.

But it wasn't meant to be! Problem! Your best friend called to say she really, really urgently needed to have the evening free. You are the only person in the whole world who can save her because her "Sweetie" is willing to survive an evening without his mother only with you. But the best laid plans of mice and men, change is natural so you agreed to it.

Your friend is about to leave when you arrive. You pass her in the door. She manages to give you some brief instructions:

"Sweetie's had dinner, play with him a little, then shower him and make him a cup of cocoa just before putting him to bed. He will drink it whilst you tell him a good night story."

"Alright, I hope I can remember one" you reply.

But your friend's reply surprises you a little:

"He is bored with traditional stories. Sweetie gets angry and screams that it's booooring. And when he gets upset, he cannot sleep, poor soul. You have to update the story somehow. To make sure he understands, you have to draw some pictures for him. I promised him The Princess and the Pie for tonight, Sweetie loves green pie soup. Adapt it somehow and don't forget that the moral is very important for Sweetie!"

So, the door shuts and a little voice from the bedroom says:

"Hi, can you draw a story for me?"

**Your task is clear. You have to react promptly and prepare a goodnight story in a new guise for Sweetie. It's lucky you are not alone, your fellow training participants will help you. You will get a flipchart sheet and markers from the trainer. You have 15 minutes to get ready. Then you can tell your story to eager Sweetie.**

### Appendix 3

#### THE PRINCESS AND THE PEA

Once upon a time there was a prince who wanted to get married. He wanted to marry a real princess. He travelled the world to find one but there was something about each of them he disliked. There were enough princesses but he could not work out whether they were real. Something always appeared that was not quite alright. And so he went back home and felt very sad because a wedding was nowhere to be seen.

One day it was raining cats and dogs. There was thunder and lightning, simply awful. Suddenly somebody knocked on the castle's gate. The old king went to open it. There was a girl standing in front of the gate. She looked terrible in the awful weather. Water was pouring from her hair and clothes, into the tip of her shoe, through the heel and out again. She asked the king to allow her to spend the night in the castle because she was a princess.

"Well, we shall see!" the old queen thought but didn't say a thing. She went in the bedroom, took all the blankets and straw mattresses from the bed and laid a pea at the very bottom of the bed. She then took twenty face-cloths and laid them on the pea and on top of them twenty duvets with soft eiderdown feathers. The princess was to sleep in that bed.

They asked her in the morning how she slept.

"Terribly!" she lamented. "I hardly shut an eyelid. Goodness knows what was in that bed! I was lying on something hard, I am all bruised. The night was dreadful!"

Everybody knew then that she was a real princess. Who else would be able to feel a pea under twenty duvets and twenty face-cloths?

Without any hesitation the prince asked her to marry him. He knew she was a real princess and that would make him happy. And the pea was displayed in a museum and you can still see it there today if nobody has stolen it.

**Appendix 4****THE MAGIC PORRIDGE POT**

In a small house not far from the village lived a poor widow with her only daughter. The girl worked hard but still they did not have a lot of money so they sold what they could. Eggs, rabbits' skins, milk, apples from the garden, strawberries, raspberries or mushrooms they picked in the forest.

One day the daughter set out to the forest carrying a jug to pick strawberries. She took a slice of bread with her because she had a long and hard day ahead of her. Whilst she was picking the strawberries, her mother went to town to sell a few eggs at the market. It was quiet in the forest and the daughter became very tired so she sat down on a tree stump. Suddenly, out of nowhere, an old woman was standing in front of her, asking: "Oh, dear girl, I haven't had a bite for several days now. Do you have anything to eat?"

"Of course I do", the girl replied and shared her slice of bread with her. The old woman thanked her and ate the bread eagerly and said:

"I can see you have a heart of gold so I will give you something in return", and she took a little pot out of her apron. "When you come home say: Cook, little pot, cook! And it will cook as much porridge as you need. When you want it to stop, you need to say: Stop, little pot, stop! Don't forget what to say!" And the old woman vanished as if she had never been there.

The girl, full of expectations, hurried home. It was afternoon and her mother got back from the market. She didn't get a lot of money for the eggs and was worried about what they were going to eat. Her daughter told her about what happened in the forest and they tried the little pot immediately. And really. The porridge was pouring out of it so quickly they could hardly fill their plates. Then the daughter said: "Stop, little pot, stop!" and the pot stopped making porridge immediately.

The next day the daughter went to market to sell some apples. She was gone for a long time so the mother decided to try the magic pot on her own. She sat at the table, took the magic porridge pot and said: "Cook, little pot, cook!" She filled her plate and wanted the pot to stop cooking but she could not remember what to say. The porridge was pouring all over the table, from the table onto the floor, from the floor into the corridor, from the corridor through the cottage and out onto the road. But it did not stop there either. It was flowing further to the fields. And do you know what happened? Farmers wanted to go that way but the porridge blocked their route. They had to eat their way through it.

Luckily the daughter was returning from the market. She could see from a distance what was happening. She ran in the house and called: "Stop, little pot, stop!" Everybody sighed with relief. The porridge would have flooded the whole village! They were never hungry again in the cottage and everybody enjoyed their tasty porridge.

## 5.2 COMMUNICATION

It seems rather easy to let others know what we need, and to arrange things with them. Despite that, this competency is still one of the most important to employers. Why is this so?

Because we are not always as good at it as we are nowadays required to be. Communication skills are in fact the most complex "soft" skills.

What can be learnt?

### Message uptake

- ⇒ listen to others
- ⇒ ability to give consideration to the reactions of people around you (ability to understand what others are communicating both verbally and non-verbally)
- ⇒ ability to overcome obstacles (barriers and/or "noise") in communication
- ⇒ ability to accept other people's arguments and working with them

### Active communication

- ⇒ expressing oneself clearly and comprehensibly to others
- ⇒ ability of expressing oneself in writing
- ⇒ ability to also express disagreement
- ⇒ ability to communicate with different kinds of people
- ⇒ being capable of self-reflection (ability to adjust one's communication based on reactions of the recipients)

### Ability to give reasons and argue

Readiness and capability to reflect on and systematically evaluate in a business like manner the results of one's own work as well as those of a team – one's own or someone else's, while applying specific criteria, benchmarks, arguments, facts and data, examples:

- ⇒ ability to sum up

- ⇒ ability to adjust one's presentation to the recipient, to choose appropriate
- ⇒ vocabulary and language
- ⇒ ability to persuade and influence others
- ⇒ ability to capture the listener's attention
- ⇒ ability to anticipate reactions of others, and consequently adjusting one's argumentation in the follow-up (to handle anger, disappointment, bitterness)
- ⇒ ability to reign in one's own unconstructive behaviour and its signs (desisting from personal attacks and/or attempts at manipulation)

### Exercise: Crime News Report

#### **Aim**

On finishing the activity, the participants will have:

- ✓ been acquainted with the competency for effective communication;
- ✓ experienced verbal transfer of information as well as information distortion;
- ✓ experienced active listening.

#### **Expected timing**

60 minutes

- brainstorming (10 min)
- lecture and discussion (20 min)
- instructions (2 min)
- group listening (4 min)
- information transfer (10 min)
- discussion (5 min)
- individual work (2 min)
- group work (4 min)
- summary (3 min)

## Resources and Preparation

- Flipchart
- Markers
- Pens and pencils

## Description

1. The trainer invites the participants to consider what EFFECTIVE COMMUNICATION means to them. The trainer charts a very simple diagram of this competency and participants' associations.

### Trainer's resources: a graphic example



2. The trainer continues with a presentation of the competency for effective communication, keeping matching participants' ideas on "message uptake", "active communication" and "ability to reason and argue"
3. The trainer selects four volunteers and sends them out of the classroom, so that they cannot hear what is happening in the room.
4. The trainer asks the rest of the participants to get up and gather around him and reads the following news item:

#### CRIME REPORT

On Tuesday, November 13, the following disturbance took place at a block of flats in the town of Lisbon. A 52-year old, Mr. M, and a 38-year old, Ms. C, were returning home from a local restaurant, both intoxicated, when they knocked over about 20 dustbins and caused considerable damage. Thereafter, they proceeded to mishandle an open fire in their home, causing the curtains as well as other household items to catch fire. The fire advanced so quickly that the man and the woman were forced to jump from a second-floor window of the multi-storey building, suffering bruises and lacerations. The woman had to be hospitalized until the next day. The man received temporary housing at the Salvation Army. Two fire fighting units assisted on the scene. The damage incurred has reached Euro 485,000, and the wiring in the building suffered major damage. As this was not the first incident involving the couple, the matter will be dealt with in the courts. Charges have been filed.

5. Having read the news item, the trainer asks the participants to return to their seats and she/he explains the next steps:

*"I will now bring back one of the participants from behind the doors. This person will select one of you to tell her or him the content of what we just heard here. I will ask the rest of you to refrain from any comments or talking so that we can all listen carefully. You will need to take notes on how the process of conveying information works so that you can report on this later."*

6. The trainer leaves the room and explains the following to the participants waiting behind the door:

*"You will now be going one by one back to the classroom. The first one of you will select a person who will relay to you the story that the others have just heard. After that, the second one of you will be called into the room, and the first one of*

*you will relay the gathered information to her or him. The same will be repeated over and over until the fourth one of you will tell everyone what she or he learned.”*

7. The trainer returns to the classroom with the first participant. Things happen as described above. The trainer does not get involved or provide advice, and makes sure the others do not provide any help, either. The participants take notes. When the last participant re-tells the story to the others, the trainer reads the whole text of the news report again

8. The trainer asks those who were listeners to share their observations on how the process went, what information was lost, distorted, etc. The trainer closes the discussion along these lines:

*“What we’ve just witnessed was a common process of relaying information between people. With your own eyes you observed how during the information transfer the content can be distorted to the point that it may not be recognizable. It is important to be aware of this danger of distortion of information, so that we can strive to prevent it. Let’s now get back to our specific story. Try to think about what would have helped you to remember the story better and to relay it in a better way. You have two minutes to write down your ideas. As a reminder, this is for you to note what you yourself could have done better, not to provide advice to the actual enactors.”*

9. Next, the trainer divides the participants into two groups and prompts each to think about the individual ideas. Each group should then write a few suggestions on what would help to remember and relay the story better. The trainer asks groups one by one to call out loud one particular idea to be written on the flipchart. The groups alternate until all the ideas are written up. The participants should be reminded to take notes on the shared know-how in their workbooks.

10. The trainer thanks the participants for their cooperation and reminds all that this is a mere drop in a bucket in terms of competency for effective communication.

## Risks and Recommendations

- ✓ **Feedback** (suggested reminders, possible solutions, additional examples, etc.)
- ✓ Do **helpful questions**, such as
  - ⇒ What do you see as potential links between what you just went through and the competency for effective communication?
  - ⇒ What skills related to this competency did you need to use?
  - ⇒ What other skills did you need to use?

## 5.3 EMOTIONAL INTELLIGENCE

### Salovey & Mayer Model

EI as “...the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions (Salovey & Mayer 1890).”

The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

1. Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts, including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible;
2. Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand. Example of skills are:
  - ✓ Flexible planning
  - ✓ Creative thinking
  - ✓ Redirected attention
  - ✓ Motivation
3. Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.

4. Managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

### Goleman Model

Goleman's definition of emotional intelligence proposes four broad domains of EQ which consist of 19 competencies:

#### Self-Awareness

- ✓ Emotional self-awareness: Reading one's own emotions and recognizing their impact
- ✓ Accurate self-assessment; knowing one's strengths and limits
- ✓ Self-confidence; a sound sense of one's self-worth and capabilities

#### Self-Management

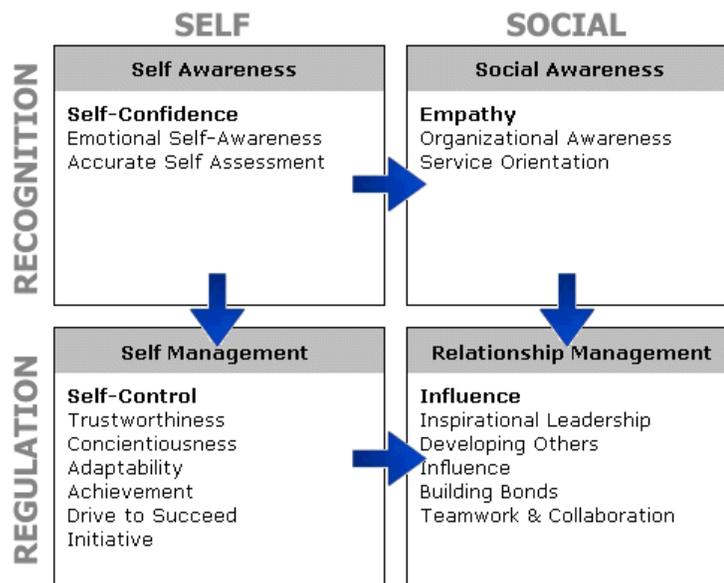
- ✓ Emotional self-control: Keeping disruptive emotions and impulses under control
- ✓ Transparency: Displaying honesty and integrity; trustworthiness
- ✓ Adaptability: Flexibility in adapting to changing situations or overcoming obstacles
- ✓ Achievement: The drive to improve performance to meet inner standards of excellence
- ✓ Initiative: Readiness to act and seize opportunities
- ✓ Optimism: Seeing the upside in events

#### Social Awareness

- ✓ Empathy: Sensing others' emotions, understanding their perspective, and taking active interest in their concerns
- ✓ Organizational awareness: Reading the currents, decision networks, and politics at the organizational level
- ✓ Service: Recognizing and meeting follower, client, or customer needs

Relationship Management

- ✓ Inspirational leadership: Guiding and motivating with a compelling vision
- ✓ Influence: Wielding a range of tactics for persuasion
- ✓ Developing others: Boosting others' abilities through feedback and guidance
- ✓ Change catalyst: Initiating, managing, and leading in a new direction
- ✓ Conflict management: Resolving disagreements
- ✓ Building bonds: Cultivating and maintaining a web of relationships
- ✓ Teamwork and collaboration: Cooperation and team building



Exercise: Perceptual Positions

**Aim**

Often, it is useful to assess an event or outcome from several different perspectives: From our own perspective, from the perspective of another person and from the perspective of an independent observer.

Perceptual positions provide a balanced approach to thinking about an event or outcome. In situations where there is little or no understanding or progress, they can provide a way of developing new understandings and creating new choices. The three perceptual positions are:

- I. Seeing, hearing and feeling the situation through your own eyes, ears and feelings. You think in terms of what you feel, what is important to you, what you want to achieve.
- II. Stepping into the shoes of the other person and experiencing (seeing, hearing and feeling) the situation as if you were them. You think in terms of how this situation would appear or be interpreted by the other person. You've heard the expression: "Before criticizing someone, walk a mile in their shoes."
- III. Standing back from a situation and experiencing it as if you were a detached observer. In your mind, you are able to feel, see and hear yourself and the other person, as if you were a third person. You think in terms of what is opinion, observations or advice would someone offer who is not involved. You need to be in a strong resourceful state and take an objective view of your own behaviour and look for opportunities to respond differently in order to achieve a different and more positive outcome.

Sometimes we get stuck in one of these positions:

- Someone who lives his/her life in first position would tend to focus on his/her needs rather than the needs of others -- a "self-centred" attitude. We could say that addicts tend to see the world from first position.
- Someone, who lives their life primarily in second position, is always thinking about the other person at the expense of their own needs. Co-dependents or enablers in a dysfunctional or addiction situation would fit this description. A saying about co-dependents is: "When a co-dependent dies, someone else's life flashes before their eyes, rather than their own".
- Someone, who lives in third position, would be seen as rather aloof and a disinterested observer of life - always on the outside looking in.

All three positions are of equal importance and it is useful to consciously or unconsciously cycle through these positions as we go about our daily activities.

### Expected timing

- Position I (15 min)
- Position II (15 min)
- Position III (15 min)
- Reflection (15 min)

### Resources and Preparation

- None

### Description

To illustrate the usefulness of perceptual positions, consider the following exercise, which you can do alone or have someone guide you through the steps. Think of a conversation, discussion or disagreement that you had recently with another person that did not go as well as you had hoped and the situation remains unresolved. For ease of discussion, I will assume the other person is a male.

1. Are you prepared to explore this situation to find other ways to handle it, should a similar situation occur in the future? This is an important question. If you are committed to holding the other person as wrong and not prepared to learn from your experiences, no matter what, then it is not worth your time proceeding for this particular situation. Pick another situation.
2. Assuming you answered, “yes” to the first question, get yourself into a comfortable position, close your eyes and go back to that event looking through your own eyes seeing what you saw, hearing what you heard and feeling what you felt during that interaction. You can do this quickly, as the purpose here is mainly to remind you of the event and what you experienced. Here you are experiencing the event from first position. When you are finished, open your eyes, look around the room, stand, stretch your body - this is called a break state and the intention is to clear your mind of the internal representations of the event.

3. Again make yourself comfortable, close your eyes and this time put yourself into the other person's body, take on his physiology looking through his eyes, seeing what he saw, hearing what he heard, and to the best of your ability experiencing how he felt being to be in a conversation with the person that looks and acts like you! From this other perspective, notice the facial expressions, body language, hand gestures, tone of voice and words that are used by this person that looks, behaves and sounds like you. Does this give you some understanding of why he reacted the way he did? If you were to give the person that looks like you some advice, from this perspective, on how to handle the situation differently, what would that advice be? When you are ready, open your eyes, look around the room, stand up and stretch. Did you learn something about yourself and how you could handle it differently next time with potentially a different result? Often people do and sometimes, they learn even more in the next step.
4. Make yourself comfortable, close your eyes and this time look at the event as if you were a fly on the wall. Some distance in front of you, you can see a person that looks, behaves and sounds like you and the other person(s). From this other perspective, notice the facial expressions, body language, hand gestures, tone of voice and words that that this person who looks, behaves and sounds like you is using. Can you give this person some advice on how the situation could be handled differently and just maybe achieve a different, more positive result? When you are ready, open your eyes, look around the room, stand up and stretch. How about this time, did you learn something about yourself?
5. Repeat steps 2 to 5. This time use the new behaviors and resources that you identified in steps 3 and 4. Did you notice anything different this time? Perhaps, an opportunity to achieve a different more positive result?

You can use perceptual positions to review an event in the past or to prepare for an event in the future.

## 5.4 AUTONOMY

Every day we come across a number of situations when we have to act with autonomy. Being independent means being responsible for what we do, focusing on our tasks and handling them in an orderly, consistent way. It also means we should plan and organise our work so as to avoid excessive stress and overstretching ourselves. An independent person is capable of handling situations that are completely new to him/her. It is not necessary to know everything; what is important is the ability to obtain information relevant for the task and finding solutions, evaluating and implementing them.

An individual knows his/her strengths and weaknesses. He/she can take responsibility for their actions and work in a planned, straightforward and sustained manner. He/she does not have to be checked frequently.

Most employers see this competency as the most important one!

### Autonomy

- ⇒ ability to work systematically with full concentration
- ⇒ ability to independently obtain information and formulate solutions, evaluate and implement them
- ⇒ self-reflection
- ⇒ self-management (internal discipline)
- ⇒ ability to express one's own views and sustain them
- ⇒ ability to deal with uncertainty
- ⇒ appropriate willingness to seek help, opinion, and advice
- ⇒ ability to make independent decisions based on experience and judgement
- ⇒ ability to resist group-thinking, manipulation, suggestively presented data and misinformation
- ⇒ ability to judge one's own capabilities (knowing one's limits)

**Exercise: “Playing one’s part”**

**Aim**

On finishing the activity, the participants will have:

- ✓ been acquainted with the competency for independence;
- ✓ used their independence;
- ✓ tried their ability to decide independently.

**Expected timing**

60 minutes

- brainstorming (10 min)
- lecture and discussion (20 min)
- placing the prepared flipchart sheets and setting the task (5 min)
- individual work (10 min)
- discussion and analysis (15 min)

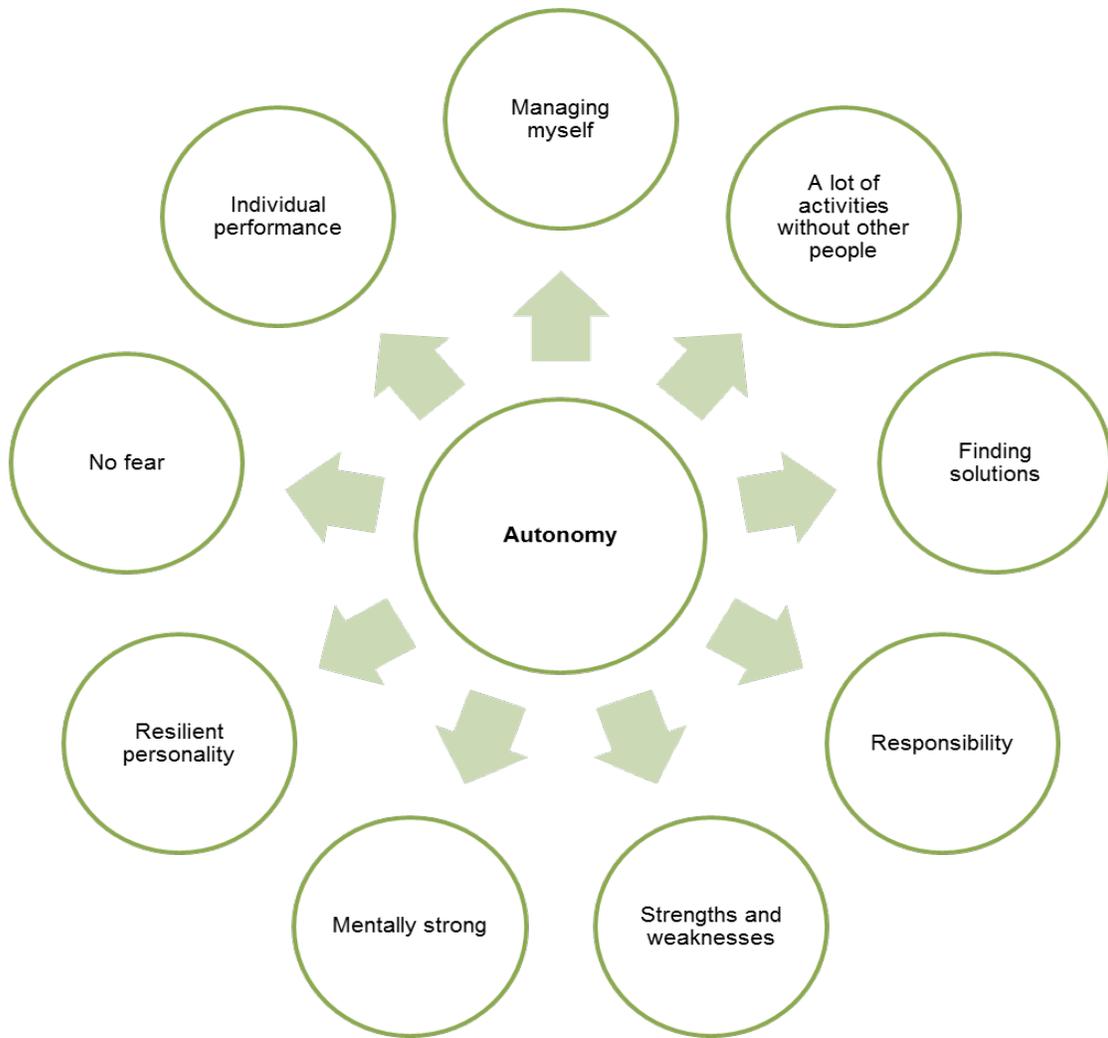
**Resources and Preparation**

- Flipchart
- Markers
- Pens and pencils
- Appendix 1 - What to take
- Appendix 2 - What to take / Pictures
- World Atlas

**Description**

1. The trainer invites the participants to consider what AUTONOMY means to them. The trainer charts a very simple diagram of this competency and participants' associations.

Trainer's resources: a graphic example



2. The trainer continues with a presentation of the competency for independence. He keeps comparing participants' ideas.

3. Before commencing the exercise the trainer needs to prepare the following four flipchart sheets :

Flipchart 1	Flipchart 2	Flipchart 3	Flipchart 4
<p><b>Objects weighing up to 100g</b></p> <p>coffee, map, chocolate, piece of wire, small mirror, compass, pocket knife, piece of string, box of matches, stuffed crocodile, favourite CD</p>	<p><b>Objects weighing up to 500g</b></p> <p>two half-litre bottles of water, transmitter, Spanish dictionary, torch, sandwich, purse and documents, bottle of alcohol, a ham, signal rocket, stove</p>	<p><b>Objects weighing up to 1kg</b></p> <p>revolver, blanket 2 x 2 m, black box from a plane, bottle of combustible oil, wooden sculpture with primeval motifs</p>	<p><b>Objects weighing up to 1,5kg</b></p> <p>battery powered search-light, megaphone, sleeping bag, tent, machete, first aid kit, camera Canon with unique and valuable pictures</p>

4. The trainer places all four flipchart sheets on the walls. A world atlas is on the trainer’s desk (make sure it is detailed enough to show given geographical locations). The trainer hands out copies of Appendix 1 and sets the task:

*“Imagine that you set out on your own in a small observation plane from Lisbon to Amazonia, situated 55 degrees west longitude and 20 degrees south latitude. Your plane crashed. Your flight was not reported. The transmitter is broken. You need to get to a native village 15 km distant, which you noticed when flying over. It’s 4 pm, it will be dark in 218 minutes. You broke your arm during the fall. You put it in a sling around your neck. You are only wearing shorts and a T-shirt. You will need one free hand during your trip to the village because the terrain is demanding at times. If you want to take anything with you, your only option is to put everything into a small plastic bag that you found in your pocket. It can hold up to 2 kilos, and you can carry such weight with your broken arm. Decide whether you stay or go and find help. If you decide to look for help, you have to get your things ready. You now have 10 minutes to choose those things you will be taking with you. There are four flipchart sheets on the walls where subjects are divided by their weight.”*

5. The trainer asks the participants if they have any questions or if they need any clarification. If anybody asks, the trainer repeats the details from the setting of the task. If anybody asks about anything else, the trainer just says he does not know the answer. The trainer asks the participants not to speak to one another during the exercise – they should fully imagine being on their own. The trainer makes sure this rule is followed during the task.
6. The participants look at the flipchart sheets selecting objects to take. The trainer stops them after 10 minutes. The trainer invites the participants to disclose what they have noted down, and the overall weight. The exercise continues with discussion about the meaning and importance of each object and then with analysis of the experience.
7. The trainer invites the participants to write what they experienced from this exercise. The trainer can ask some the participants to share their notes with others. The trainer thanks the participants for active co-operation.

### Risks and Recommendations

- ✓ There can be pictures of the individual objects on the flipchart sheets instead of words. Appendix 2 can serve as inspiration.
- ✓ Suggestions for evaluating the importance of the individual objects:

#### Objects weighing up to about 100g

- map – yes, necessary for orientation and finding the way to the village
- chocolate – yes, to fortify yourself (with a quick sugar boost)
- compass – yes, for orientation and to help read the map
- pocket knife – not necessary
- piece of string – no reason
- box of matches – since you are wearing shorts, it is probably warm and 15 km can be managed before dusk. If not, then you would not freeze anyway. There is no mention of any dangerous animals
- piece of wire – no reason
- coffee – useless

- small mirror – in the open space you can signal your location up to several kilometres, however a more demanding terrain and short distance are mentioned, it is therefore not necessary
- stuffed crocodile – useless
- favourite CD – useless

### Objects weighing up to about 500g

- two half-litre bottles of water – drink one on the spot, take one with you
- sandwich – eat immediately
- transmitter – broken
- purse and documents - definitely
- signal rocket – not much use, you are moving on, nobody is looking for you yet
- stove – unnecessary burden
- a ham – useless, eat a bit but not take with you, gets spoiled in the warmth
- bottle of alcohol – drinking alcohol is not advised – loss of orientation, lesser mobility, too heavy as a disinfectant, no mention of an open fracture
- torch – no reason, you should get there before dark, in the worst case you can pass the night there
- Spanish dictionary – no, Portuguese is spoken in Brazil

### Objects weighing up to about 1 kg

- revolver – no mention of any danger, useless burden, you probably can't use it
- blanket 2x2 m – useless, too bulky and it is warm
- bottle of combustible oil – useless
- black box from the plane – useless, no reason
- wooden sculpture with primeval motifs – useless

### Objects weighing up to about 1.5 kg

- battery powered search-light – useless, too heavy
- megaphone – no reason
- sleeping bag – you can sleep without one if necessary, it is warm

- tent – it is warm, not necessary
  - machete – useless burden, a demanding terrain is mentioned, not a jungle
  - first aid kit – treat any wounds on the spot, perhaps a few small items, otherwise useless burden
  - camera Canon with unique and valuable pictures – take out the card, camera is a useless burden, weighs 1.2 kg without accessories
- ✓ List of helpful questions:
- What was the most difficult part of the test – not being able to talk or that you only had minimal information and some was completely useless, just confusing you?
  - What do you see as links between what you just went through and the competency for independence?
  - What skills related to this competency did you need to use?
  - What other skills did you need to use?
  - What is your impression from this activity; did it give you any new knowledge?

## Appendix 1

You set out on your own in a small observation plane from Lisbon to Amazonia, situated 55 degrees west longitude and 20 degrees south latitude. Your plane crashed. Your flight was not reported. The transmitter is broken. You need to get to a native village 15 km distant which you noticed when flying over. It's 4 pm, it will be dark in 218 minutes. You broke your arm during the fall. You put it in a sling around your neck. You are only wearing shorts and a t-shirt. You will need one free hand during your trip to the village because the terrain is demanding at times. If you want to take anything with you, your only option is to put everything into a small plastic bag that you found in your pocket. It can hold up to 2 kilos, and you can carry such weight with your broken arm. Decide whether you stay or you go and find help. If you decide to look for help you have to get your things ready. You now have 10 minutes to choose those things you will be taking with you.

**Appendix 2**

**Pictures - things up to 500 g**



## 6. COMPLEMENTARY COACHING TOOLS

### 6.1 SPAGHETTI TOWER

#### Objective

Build a 1 meter high support structure that can hold a raw egg for 1 minute

#### Time

15 minutes planning and 15 minutes for construction

#### Resources

- Scotch tape
- 1 package of spaghetti for each group of 5/6 people
- Half a dozen eggs
- Measuring tape

## 6.2 KINGDMON OF THE BLIND

### Objective

The task consists of collecting all the cans, placed in a restricted area.

### Time

15 minutes

### Rules

The team will have to respect the following rules:

1. Before initiating the exercise, the following “roles” will have to be attributed to each element of the team:

- ✓ Blind operators
- ✓ Dumb supervisors
- ✓ Communicators

2. The papers cannot be changed during the activity

3. The Operators will remain blindfolded during the entire activity

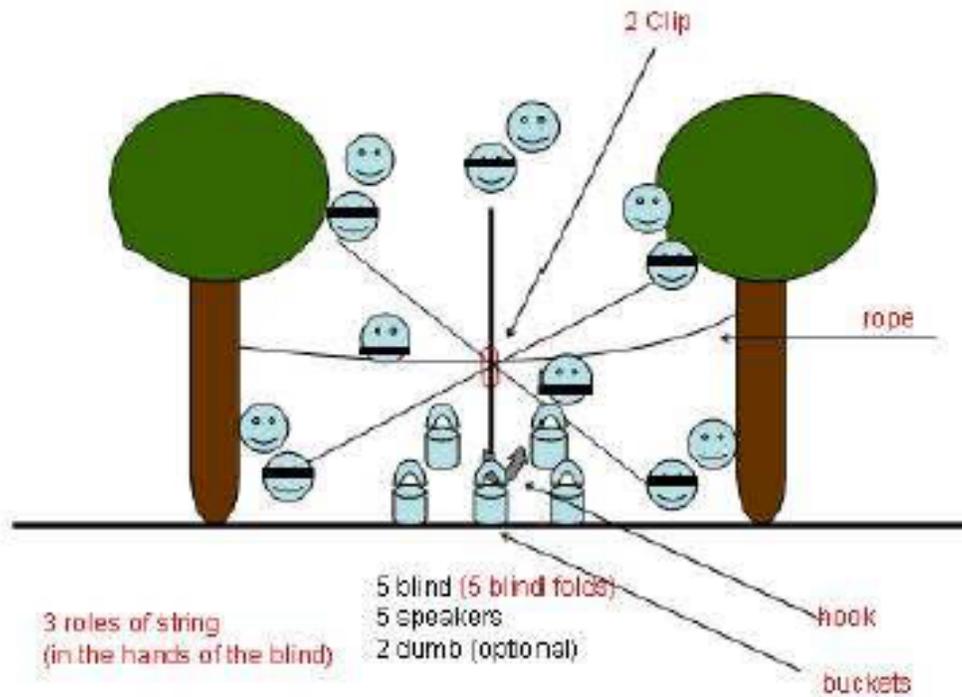
4. The equipment for the accomplishment of the activity, will not in any case be reconfigured, moved or adapted

5. Only the Operators, five elements, will be able to work with the equipment. Nobody else will be able to touch in any part of the equipment

6. Supervisors will only be able to enter in the restricted area. The Supervisors remain dumb during the entire activity

7. The Communicators will have, during the entire activity, to remain in the places indicated by the trainer
8. One of the cans contains a supplemental gain.

### Schematics



## 6.3 GOLF

### Objective

Design and construction of a launch structure for a golf ball. In the end, each team presents their structure to verify which structure moved the ball further.

### Time

45 Minutes

### Resources

- Copy of the instruction sheet
- 1 flipchart sheet and a marker
- Four sheets of paper
- Wire hank
- Three garden canes with a meter and a half each
- Three canes of 1 meter
- A golf ball
- 20 rubber bands
- 1 scissor
- 1 Measuring tape (in the hand of the facilitator)

### Rules

The task is to carry the golf ball as far as possible, through the use of a structure constructed only with the materials that are distributed.

### Limitations

1. The golf ball has to be launched from the top of the structure

2. To construct a valid attempt, the structure must measure not less than 75 cm from the ground and it cannot be higher than 1,5 m.
3. The ball must be launched by the team's tallest element, using his left hand and with his back toward the direction of the ball
4. Once it is launched, the ball cannot be touched by anyone
5. The team has three attempts; only the best attempt will count, receiving 2 points for each centimetre travelled

## 6.4 DERRICK

### Objective

Construction of a Derrick capable of lifting a predetermined weight. The objective is that the team wins the most number of points according to the previously established criteria (see Points Table).

### Time

45 Minutes

### Resources:

- Copy of the instruction sheet
- 1 flipchart sheet and a marker
- 20 wooden rods with 30 cm each
- Scotch-tape
- 2 meters of wire
- Three canes with 1 meter
- A water bottle (1,5 litter, of plastic)

### Rules

Use the delivered materials to design and construct a Derrick. You have 45 minutes to design and construct it.

There are no restrictions: it can be autonomous, hung from the ceiling or fixed to the wall. Once concluded, the derrick will be evaluated according to the following criteria:

- ✓ Height: the height the derrick can lift the load from the ground. Each centimetre is worth 2 points.

- ✓ Weight: if the derrick can lift one weight over 1,5 kg it receives 20 points bonus.

And still according with the following table:

<b>Criteria</b>	<b>Points</b>
<b>Wire</b>	<b>6 points for each 20cm less</b>
<b>Cane</b>	<b>10 point for each one not used</b>
<b>Rods</b>	<b>5 point for each one not used</b>

## 6.5 ROLE-PLAY ROLES

### Characters for a role-play

#### ANABELA - Promotion

You have been responsible for your sector for 5 years. Your superior keeps saying that you are the best of all the 5 sector managers included in the Operations and Production Services. The list of promotions was made public and surprisingly you saw yourself in the same position as you were. Your boss had warned you about the possibility of you not being promoted in the next 2 years.

Two days have gone by and no one has talked to you, neither your superior nor someone from the Human Resources Department. You can see in your colleague's faces some mocking and scornful expressions. You go to the director.....

#### ANA – Resigning

The worker in which you invested more in training and support just informed you that she will be leaving the company in 1 month time. It will take 6 months until her replacement can do the same work with the same quality. The person who is resigning is going to get paid the same but she will work 100 meters from her house and therefore she can give more support to her three children with ages from 1 to 7 years old. At the time of her last raise you had a feeling that this could happen. You gave her a 10% raise instead of a 5% one.

#### JOHN – Late arrival

John is a young man who has about 1 year experience in the company. He belongs to your team and currently the remaining team is unhappy with John's constant delays. You are having a meeting with the objective of changing his behaviour.

In your company, team leaders/managers are not a good role model for being on time.

### PETER – Evaluation interview

You were responsible for the management of a 6 months project. The result was very positive. The client stayed satisfied, the terms were fulfilled and the rate of the project was very good.

The moment arrived to perform individual evaluation meetings with each one of the persons in your team.

You are going to meet Albino, admitted in the company almost 7 years ago.

Albino was the only worker that had a less positive behaviour. Not only because he did not always fulfil the terms of his activities, but because he had little sensibility for Team Work (did not share information with the colleagues / did not share knowledge about the business with his less experienced colleagues).

### PROJECT DELAY– DANTAS (PROGRAMMER)

The team reasonably fulfilled the terms related to the project of the ZMW Shops. They need about 4 weeks for their conclusion and at the moment you already should be doing tests in the application. The client, aware of these delays, held a meeting with you to speak about the matter. When you left the meeting you decided to rectify the work of the team. That led you to speak with Dantas (programmer) that was delayed in his assignment therefore delaying the start of the tests phase. This programmer has only half his work complete and he only communicated his delay the day before, which complicated any kind of reaction from the project management and the relationship with the client. You are arriving at the company's headquarters where Dantas is waiting for you to have a short meeting. You have urgency in starting the application tests phase!

## 6.6 WHEEL OF LIFE

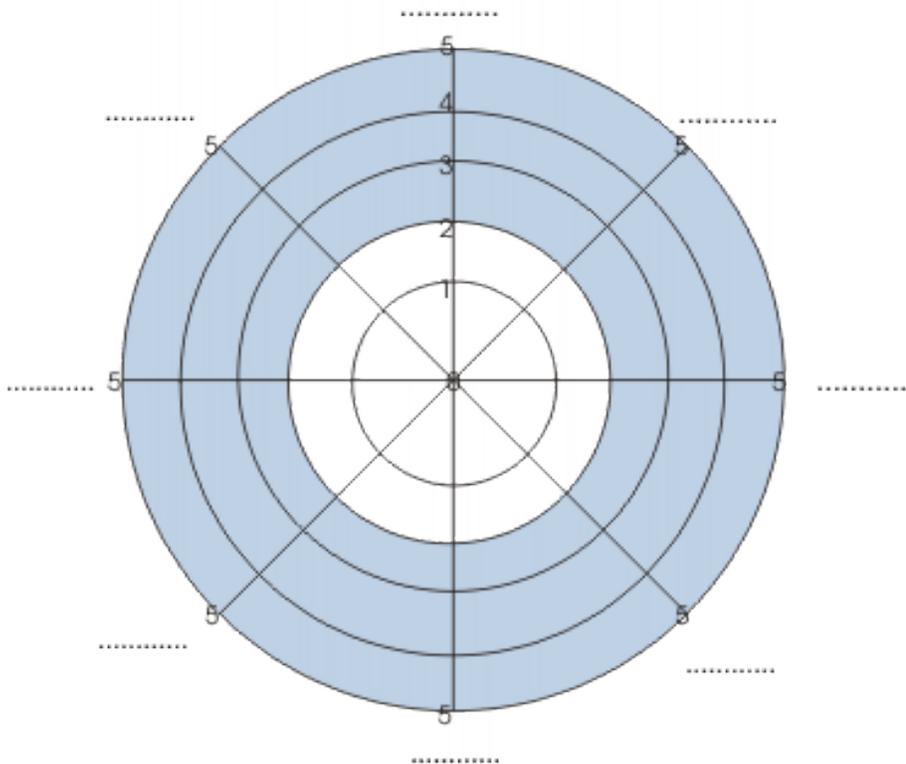
### Objective

To create the coachee' Wheel of Life and assess his balance (the blank model allows the coachee define his own dimensions)

### Time

30 Minutes

### Resources



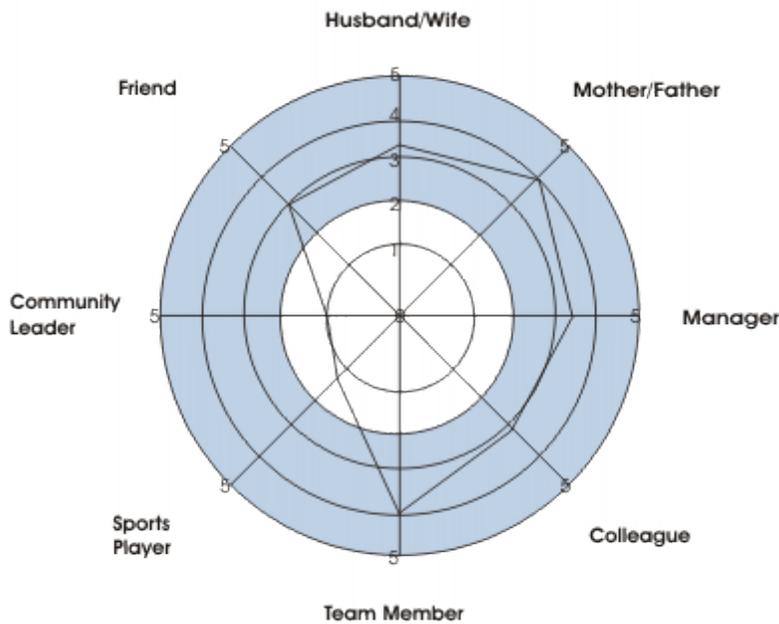
## Instructions

1. Start by brainstorming the 6 to 8 dimensions of your life that are important for you. Different approaches to this are:
  - The roles you play in life for example: husband/wife, father/mother, manager, colleague, team member, sports player, community leader, or friend.
  - Areas of life that are important to you for example: artistic expression, positive attitude, career, education, family, friends, financial freedom, physical challenge, pleasure, or public service
  - Your own combination of these (or different) things, reflecting the things that are your priorities in life.
2. Write down these dimensions on the Wheel of Life diagram, one on each spoke of the life wheel
3. This approach assumes that you will be happy and fulfilled if you can find the right balance of attention for each of these dimensions. And different areas of your life will need different levels of attention at different times. So the next step is to assess the amount of attention you're currently devoting to each area.
4. Consider each dimension in turn, and on a scale of 0 (low) to 5 (high), write down the amount of attention you're devoting to that area of your life. Mark each score on the appropriate spoke of your Life Wheel.
5. Now join up the marks around the circle. Does your life wheel look and feel balanced?
6. Next it's time to consider your ideal level in each area of your life. A balanced life does not mean getting 5 in each life area: some areas need more attention and focus than others at any time. And inevitably you will need to make choices and compromises, as your time and energy are not in unlimited supply!  
 So the question is, what would the ideal level of attention be for you in each life area?  
 Plot the "ideal" scores around your life wheel too
7. Now you have a visual representation of your current life balance and your ideal life balance. What are the gaps? These are the areas of your life that need attention.  
 And remember that gaps can go both ways. There are almost certainly areas that are not getting as much attention as you'd like. However there may also be areas where

you're putting in more effort than you'd ideally like. These areas are sapping energy and enthusiasm that may better be directed elsewhere.

8. Once you have identified the areas that need attention, it's time to plan the actions needed to work on regaining balance. Starting with the neglected areas, what things do you need to start doing to regain balance? In the areas that currently sap your energy and time, what can you STOP doing or reprioritize or delegate to someone else? Make a commitment to these actions by writing them on your worksheet.

**Example**



## 6.7 PERSONAL SWOT ANALYSIS

### Objective

To identify coachee's strengths and weaknesses and analyze the opportunities and threats that flow from them? SWOT Analysis is a useful technique that helps to do this.

### Time

60 Minutes

### Resources

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

### Instructions

#### Strengths

- What advantages do you have that others don't have (for example, skills, certifications, education, or connections)?
- What do you do better than anyone else?
- What personal resources can you access?
- What do other people (and your boss, in particular) see as your strengths?

- Which of your achievements are you most proud of?
- What values do you believe in that others fail to exhibit?
- Are you part of a network that no one else is involved in? If so, what connections do you have with influential people?

Consider this from your own perspective, and from the point of view of the people around you. And don't be modest or shy – be as objective as you can.

And if you have any difficulty with this, write down a list of your personal characteristics. Some of these will hopefully be strengths! You can also learn more about identifying your strengths in our article on "Your Reflected Best Self™".

➤ Tip:

Think about your strengths in relation to the people around you. For example, if you're a great mathematician and the people around you are also great at math, then this is not likely to be a strength in your current role – it may be a necessity.

### Weaknesses

- What tasks do you usually avoid because you don't feel confident doing them?
- What will the people around you see as your weaknesses?
- Are you completely confident in your education and skills training? If not, where are you weakest?
- What are your negative work habits (for example, are you often late, are you disorganized, do you have a short temper, or are you poor at handling stress)?
- Do you have personality traits that hold you back in your field? For instance, if you have to conduct meetings on a regular basis, a fear of public speaking would be a major weakness.

Again, consider this from a personal/internal perspective and an external perspective. Do other people see weaknesses that you don't see? Do co-workers consistently outperform you in key areas? Be realistic – it's best to face any unpleasant truths as soon as possible.

### Opportunities

- What new technology can help you? Or can you get help from others or from people via the Internet?
- Is your industry growing? If so, how can you take advantage of the current market?
- Do you have a network of strategic contacts to help you, or offer good advice?
- What trends (management or otherwise) do you see in your company, and how can you take advantage of them?
- Are any of your competitors failing to do something important? If so, can you take advantage of their mistakes?
- Is there a need in your company or industry that no one is filling?
- Do your customers or vendors complain about something in your company? If so, could you create an opportunity by offering a solution?

You might find useful opportunities in the following:

- ✓ Networking events, educational classes, or conferences.
- ✓ A colleague going on an extended leave. Could you take on some of this person's projects to gain experience?
- ✓ A new role or project that forces you to learn new skills, like public speaking or international relations.
- ✓ A company expansion or acquisition. Do you have specific skills (like a second language) that could help with the process?

Also, importantly, look at your strengths, and ask yourself whether these open up any opportunities – and look at your weaknesses, and ask yourself whether you could open up opportunities by eliminating those weaknesses.

### Threats

- What obstacles do you currently face at work?
- Are any of your colleagues competing with you for projects or roles?
- Is your job (or the demand for the things you do) changing?
- Does changing technology threaten your position?

- Could any of your weaknesses lead to threats?

Performing this analysis will often provide key information – it can point out what needs to be done and put problems into perspective.

### Example

What would a personal SWOT assessment look like? Review this SWOT analysis for Carol, an advertising manager.

#### Strengths

- I'm very creative. I often impressing clients with a new perspective on their brands.
- I communicate well with my clients and team.
- I have the ability to ask key questions to find just the right marketing angle.
- I'm completely committed to the success of a client's brand.

#### Weaknesses

- I have a strong, compulsive need to do things quickly and remove them from my "to do" list, and sometimes the quality of my work suffers as a result.
- This same need to get things done also causes me stress when I have too many tasks.
- I get nervous when presenting ideas to clients, and this fear of public speaking often takes the passion out of my presentations.

#### Opportunities

- One of our major competitors has developed a reputation for treating their smaller clients poorly.
- I'm attending a major marketing conference next month. This will allow for strategic networking, and also offer some great training seminars.
- Our art director will go on maternity leave soon. Covering her duties while she's away would be a great career development opportunity for me.

#### Threats

- Simon, one of my colleagues, is a much stronger speaker than I am, and he's competing with me for the art director position.

- Due to recent staff shortages, I'm often overworked, and this negatively impacts my creativity.
- The current economic climate has resulted in slow growth for the marketing industry. Many firms have laid off staff members, and our company is considering further cutbacks.

As a result of performing this analysis, Carol takes the bold step of approaching her colleague Simon about the art director's maternity leave. Carol proposes that both she and Simon cover the job's duties, working together and each using his or her strengths. To her surprise, Simon likes the idea. He knows he presents very well, but he admits that he's usually impressed by Carol's creative ideas, which he feels are far better than most of his.

By working as a team, they have a chance to make their smaller clients feel even better about the service they're getting. This takes advantage of their competitor's weakness in this area.