

SECTION. 1. METHODS AND TOOLS OF INDIVIDUAL WORK

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COACHING

Coaching is a process in which the main objective is to strengthen and support the client in making the intended change on his/her own, based on his/her own discoveries, conclusions and resources. Coaching is the answer to the need for improvement and development. Thanks to the individual - and thus extremely precise - work of the coach with the client, the client's self-awareness and motivation increase, her/his strengths and potential develop, due to the identification of ineffective behaviours that make it difficult to achieve goals, as well as to change of habits and beliefs.

A necessary requirement for the success of the coaching process is the involvement of the coached person, who undertakes to work on the planned change and implementation of objectives.

Although there are many definitions of coaching, it is worth highlighting their common elements, namely:

- Coaching is a process;
- The foundation is a partnership relationship based on trust;
- The client's resources and potential are the ground for coaching work;
- The coach supports the client in his/her development, he/she can be a catalyst for change; however, the creator of change is always the client.

Noteworthy is the word *process*, which being an evolutionary path leading to a specific result requires time and commitment of the person coached. When we talk about the coaching process, we usually mean a series of meetings (individual or group sessions), which, step by step, are to lead to the desired change. The result of the coaching process is the achievement of a specific goal in the client's life.

The coaching process increases the self-awareness of the coached person and this allows him/her to discover (appreciate) his/her own potential, increase competence, motivation and determination in action.

Coaching work, during the process and in each session, is work with purpose. The thought of politician and Nobel Prize winner Henry Kissinger: "If you don't know where you are going, all roads lead nowhere" can be a very good motto for any work with purpose.

In coaching, an internal game is played to change habits from those that do not serve the client to those that support her/him, and then to promote and strengthen them.

In a coaching relationship, partnership is an important feature. The role of the coach is to accompany the client in the transition from idea (concept, plan) to action. The coach only stimulates this process, is a kind of catalyst, while it must be strongly emphasised that it is the client who is fully responsible for taking action and personal commitment. This characterisation of the essence of coaching clearly indicates that, contrary to popular opinion, the coaching process cannot be conducted by everyone, even if they have experience in individual work (e.g. teacher, trainer, psychotherapist, priest). A professional coach¹ is required to understand the dynamics of the coaching process, to use adequate "tools", to support the client in focusing on the future and looking for solutions, and above all, the assumption and inner conviction and belief that it is the client who is the expert in the field of his/her own life, that he/she is powerful enough and has all the necessary resources to change what he/she wants to change. Therefore, in coaching there is no space for counselling (this is the domain of consulting), the relation pupil-master (mentoring), providing knowledge (training), psychotherapy or any attempts to "fix" the client. This is not a recovery programme. It is a development programme.

It is a very precise process because it focuses on the individual goal indicated by the client (i.e. the person being coached). A coach conducting a 1:1 process takes into account the needs and goals of that particular client, which may be different from those of another person in the same organisation. It is not difficult to imagine that volunteers working with children may encounter different challenges - one volunteer would like to work on boosting self-confidence, another feels the she needs to....fill in the appropriate. In this situation, a coach working with different volunteers in an organisation pursues the organisation's goal, which is, for example, to increase coping with difficult situations in working with pupils, with one volunteer he/she will work on stress, with another on self-confidence, with another on a decrease in motivation.

STAGES OF THE COACHING PROCESS

The coaching process in an NGO has a lot in common with the process in business, because in both cases we have three actors involved in the coaching relationship:

1. The sponsor - i.e. the NGO that decides to provide coaching for its volunteers,
2. The person coached - a volunteer,
3. A coach who, as a result of a tripartite meeting, must bring about an equal understanding and acceptance of the coaching objective(s) by all parties.

¹The profession of coach has been included in the Polish classification of professions and specialities in 2014.

How an NGO views its role will determine the preferred approach. We can deal with two concepts:

- The NGO leaves the choice of the goal of coaching work to be agreed between the coach and the volunteer, believing that any developmental goal that is not contrary to the values of the organisation will serve all parties. In this situation, the coach, having agreed on formal issues, proceeds to implement the process bypassing stage one below.
- The NGO wants to participate in defining the purpose and outcome of the coaching process on the assumption that agreeing on common goals: those of the organisation and the volunteer will be the most effective solution. In this case, the coaching process will include all three of the following stages.

I. PRELIMINARY STAGE - SELECTION OF A COACH

The preliminary stage is to select a coach for the non-profit organisation. The most important thing here is that the coach-coachee pairing is well matched. There should be a certain positive energy between them sometimes called 'good vibes'. It is what makes both parties want to work together and feel good and safe in this relationship. However, not only the right choice of coach-volunteer pair is important. The experience of the pilot process carried out by COEDRO teaches that both parties need to be given (mental) space, time and attention for the choice-making process itself. Acting too hastily or superficially can make both coach and volunteer feel uncomfortable, which can put unnecessary strain on the relationship being built at the beginning.

II. STAGE 1

This is the already mentioned tripartite agreement, the omission of which could bring disappointment to all actors involved in the process during the final evaluation of the coaching effects. It is crucial to accurately and correctly define the goal(s) of the coaching process, as well as to make it more specific so that it is understood equally by the sponsor, coach and volunteer. Let us look at these three elements.

1. **Adequately defining the objective** - what is the vision of the objective? What is the most important challenge we face? What is to change from the organisation's point of view? What should change according to the volunteer? Why should it change? How important is this? Why is this important right now? How is the current situation perceived, and what is the desired state? Will e.g. developing non-violent communication skills have a better effect than enhancing self-confidence? It is not uncommon that by exploring the goal defined at the beginning we come to another, deeper, more important goal that emerged during the coach's insightful questions.
2. **Defining the goal correctly** - coaching work is work with a goal. The SMART method is quite commonly used²; here we will use its modification in the acronym POWER by the International Coaching Community. A well-defined goal in coaching should have the following characteristics:
 - **P** - positive and motivating - it seems obvious that a goal should motivate the volunteer to effort and action, but it is worth mentioning because a goal imposed more or less consciously can be sabotaged.

²SMART - an acronym for *S-specific, M-measurable, A-achievable, R-relevant, T-time-bound*.

- **O** – on a time-line (timed) - when planning a specific number of coaching sessions, we decide at the same time when the goal of the process should be achieved. From the point of view of the purpose of the process, the last characteristic (R) must not be forgotten or overlooked.
 - **W** – well-quantified (measurable) - defining indicators, parameters by which everyone (the organisation, the volunteer and the coach) recognises that the objective has in fact been met. So how much? What? Will there be more? Less? What should start? What should end? Indicating on a scale the current point and the target point, etc.
 - **E** – “ecological” (green) - an important feature that will influence motivation. It cannot be neglected when analysing the target. What does the volunteer gain? What will the organisation gain? And what will the pupils gain? Is there anything that the organisation, the volunteer, the pupils might lose as a result of achieving the goal? Who else can gain or lose something?
 - **R** - real, dependent on the person being coached - is this possible? Does the volunteer have an impact on the goal? What can stop her/him from achieving the goal?
3. **Equal understanding of the goal** - once the goal setting process is over, it is extremely important to make sure that the goal is equally understood. Do all the parties involved mean the same thing? Do they expect the same? It is worth revisiting the indicators and parameters at this stage and checking: is this what the organisation and the volunteer want?

During this meeting, the duration of the process (number of sessions, time between sessions), ethical rules and the guarantee of confidentiality should also be agreed. Maintaining complete confidentiality with regard to everything that happens during a coaching session is the foundation of professional coaching. No organisation can require a report on what and about whom the volunteer talks about, how he/she copes and reacts during the session, what answers she/he gives to the questions asked by the coach. In the same way, no professional coach can agree to pass on such information, as they are bound by a code of ethics to maintain confidentiality.

III. STAGE 2

The main work with the volunteer may start with coaching sessions or be preceded by a diagnosis. Individual coaches may be authorised to conduct specific psychometric tests, but these are generally paid tools, which severely limits their use in NGOs. However, many experienced coaches develop their own diagnostic tools to support the identification of strengths and areas for development. At COEDRO, one such tool is the targeted confidential interview, which has been adapted in this manual to work with the volunteer (page 16). If a diagnosis is carried out, the core coaching process will look as follows:

1. Feedback session - giving detailed feedback to the volunteer discussing strengths and areas for development. Identify coaching objectives for sessions in the context of the survey results. The goal for the process has already been agreed in stage I, in this session it is worthwhile (using the coaching method, i.e. through questions asked by the coach) looking at how the volunteer's strengths will support him/her in achieving his/her goal? Which areas for development could be inhibiting factors? Where to start? Which topic will have a leverage effect, become a catalyst for change in other areas so it's worth starting with it?
2. Coaching sessions - second and subsequent.

IV. FINAL STAGE

The final concluding session - analysis of the effects of the coaching process on the basis of selected indicators, the scope of change and drawing up an action plan aimed at maintaining the effects of coaching and motivation for further development.

An excellent solution is to arrange a tripartite meeting (as in stage I) and ask the organisation to give feedback to the volunteer. The role of the meeting moderator is played by a coach who introduces the NGO leader/coordinator to the principles of such feedback. The obvious starting point is the objectives defined at the beginning of the process. The NGO representative should refer to their implementation indicators: What has changed? How has it changed? Has the objective been achieved? To what extent? What change did the organisation notice in the volunteer's behaviour/conduct? What impact does he/she see on his/her pupils? What recommendations does the organisation have for the volunteer? What does the organisation want to commit to? etc. The role of the coach is to ensure that the feedback relates to what was agreed upon when the goal was defined.

If it is not possible to arrange such a meeting, there is no other option than summarising the results of the process only with the volunteer in this way.

COACHING INTERVENTION VERSUS COACHING PROCESS

The question arises whether it is always necessary to conduct several (dozen) coaching sessions comprising a process that often lasts several months? Are there situations and problems that can be dealt with in one, maximum two sessions? Of course there are. The solution to an identified problem in one or two meetings is called a coaching intervention, provided that the method chosen for this intervention is a coaching approach. Its intrinsic characteristics are: working with a purpose (i.e. not advice or criticism of actions), analysis of facts (i.e. based on facts and not on interpretation, beliefs or prejudices), testing the available options (both those that have been tested and did not work and those that have not yet been tested but might work), and finally the acceptance by the volunteer of commitment and responsibility for the action taken.

While it is better to entrust the individual or group coaching process to a professional coach, the scheme described above (called the GROW model) can be used by a trainer, a mentor or an organisation leader. We strongly recommend that the NGO leader gets preparation in holding conversations and interventions using the GROW model. It is a tool that will help with a rapid correction of activities, but above all it is an excellent tool for conducting periodic interviews, during which the evaluation is replaced by a jointly agreed development programme for the volunteer. The implementation of coaching-style management skills or at least coaching-style interviewing by NGO leaders will benefit everyone: the volunteer, the organisation and its beneficiaries.

What topics can be the subject of intervention? Basically any that is included in the modular units in this handbook. It may be that a single coaching conversation is all it takes to understand what is causing e.g. communication problem with the pupil's parent, or to realise that the perceived overload is due to a lack of assertiveness appropriate to the situation or to giving important and unimportant matters the same priority. A coaching conversation can also be useful when a volunteer needs to see the picture from a perspective other than her/his own, or simply to change the way they do things.

THE MOST COMMON AREAS FOR COACHING VOLUNTEERS WORKING WITH CHILDREN

- Building self-awareness and self-confidence (in one's talents and potential)
- Motivation to act
- Showing initiative and involvement in NGO activities
- Openness to new challenges
- Good communication with others (the organisation, other volunteers, pupils and their parents)
- Setting realistic goals
- Good organisation of work

MENTORING

Just as Odysseus' friend and counsellor Mentor is a symbol of an experienced advisor and life guide, mentoring is based on a master-student relationship, often informal, intended as a long-term process with the ultimate goal of acquiring the desired skills and competences of the mentee, developing his/her potential and increasing his/her independence in professional action.

The fact that in non-profit organisations a mentor performs his/her work free of charge seems natural, nevertheless it is worth mentioning in passing, that even in business mentoring often takes place within internal volunteer programmes dedicated to young talents. This is probably due to the fact that mentoring is a process of exchanging knowledge and experience as well as values between master and student. In return for caring about the development of the mentee's potential, the mentor receives loyalty, respect, increased prestige and also a sense of personal satisfaction - as researchers of the impact of mentoring on the involvement of volunteers in non-profit organisations accurately point out³.

During the mentoring process, mentors help to see and understand the key values and beliefs that support or inhibit a person's engagement in certain activities, and then focus on those that strengthen such engagement. As R. Dilts notes⁴, values and beliefs shape the answer to the fundamental question: *Why do I do what I do? What good reason do I see for my commitment (or lack thereof)? What drives me to action and perseverance?*

Mentoring involves both the transfer of knowledge and experience of the mentor and the development of the mentee's potential using techniques which are often the same as those used by a coach.

There are many similarities between coaching and mentoring, such as goal setting or developing the potential of the person supported. The mentor's work with the mentee similarly takes place in the form of cyclical meetings during which the mentor sets tasks, gives feedback, asks questions, provokes and encourages the mentee to get out of his/her own comfort zone.

As stated before, the work of master and apprentice takes place in the course of a planned process in which - just like in coaching - goals are set, similar tools and techniques are used, but in this relationship the mentor shares his/her rich experience and serves as an example.

When an organisation decides to implement mentoring, it has two choices:

1. Internal mentoring

In addition to knowledge and experience, an internal mentor has knowledge of the specifics of the non-profit organisation. This set of qualities and competences allows her/him to lead in areas concerning the development of the volunteer's competences and potential, to show the volunteer the ropes of working with the third sector and to motivate him/her to take up challenges and long-term commitment. A person with many years of experience of working with NGOs usually have experiences various successes and failures, including a decrease in

³J. Stankiewicz, H. Bortnowska, B. Seiler, *Activating and developing volunteer commitment in nonprofit organisations through mentoring*, ORGANISATION AND MANAGEMENT - No. 4 / 2018 (183)

⁴Robert Dilts, Suzi Smith, Tim Hallbom, *Beliefs. Pathways to Health and Well-Being*, Crown House Publishing 2012.

motivation and commitment, the emergence of doubts when faced with difficult situations, which she/he him-/herself have had to overcome in the past. These experiences make mentor's advice a valuable and reliable source of knowledge and inspiration.

The role of the internal mentor can cover the formal and technical aspects of a volunteer's good introduction to tasks, and end when the volunteer becomes independent. On a broader level, a mentor can take care of a volunteer for a longer period of time, giving him/her regular feedback, stimulating the development of his/her soft skills, such as assertiveness, coping with stress, decrease of motivation, or the ability to organise own work well.

2. External mentoring

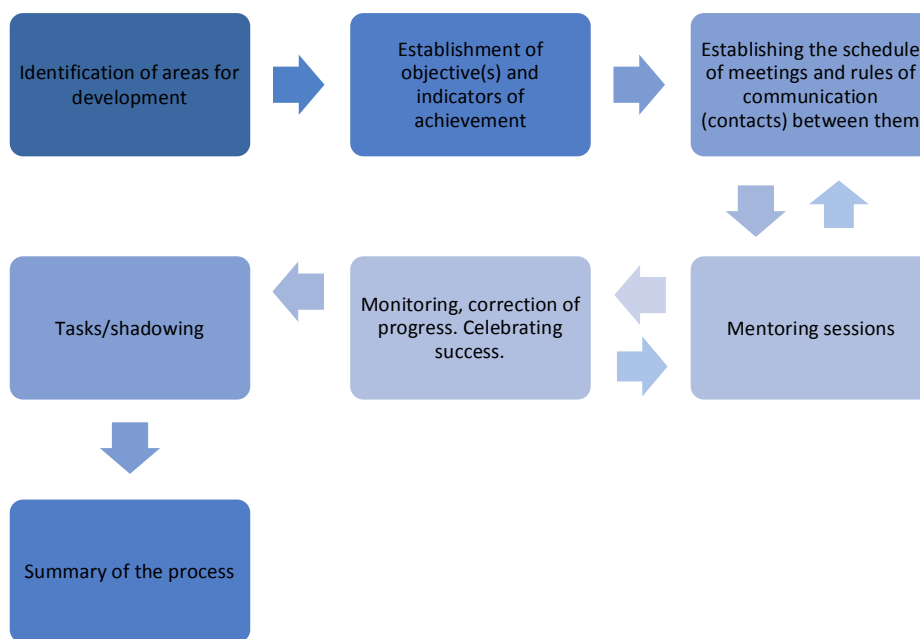
It can be a mentoring that goes beyond the scope of the organisation, during which potential in the field of competences (e.g., communication, stress management, positive influence, etc.) is developed. However, this requires a project approach within the organisation, identifying the potential and competence gaps of the volunteers involved, proposing an individual development programme as part of a longer cooperation, and above all carrying out the whole process of getting mentors for the organisation. Sources may include experienced managers from other NGOs, but they may be difficult to recruit. It may be an interesting venture to involve experienced managers from business who, having achieved much success, are now looking for areas of self-fulfilment.

The mentoring process also has its stages. The first of these is the selection of the pupil-master pair, which will be different in internal mentoring and different when we recruit external mentors for a mentoring project in a non-profit organisation.

The selection of a mentor for a volunteer will be influenced by:

- the gap between the desired and actual behaviours, skills and competences of the volunteer,
- the expertise and potential of the mentor to close the gap.

In any individual work, the first condition for success is to establish trust between the two parties and a safe space for cooperation making the relationship open and fruitful. In mentoring, the student-master relationship additionally requires the mentor to be an example, support and advice and to be an expert in the field in which the volunteer wants to develop. The availability of mentoring in non-profit organisations is not an obvious and natural issue.



IDENTIFICATION OF AREAS FOR DEVELOPMENT

At this stage in the interview the mentor explores what challenges the volunteer is facing, in which areas he/she feels less effective or lacks motivation. The mentor asks questions (mainly open-ended), carries out an analysis (e.g. of strengths and weaknesses), assesses the level of competence (in relation to the expectations of the organisation, which should however be discussed/agreed upon in advance with the NGO coordinator/leader). The mentor gives feedback to the student before moving on to the next stage. This stage may require more than one meeting, preceded by the preparation of the mentee on the basis of guidelines, questions, tasks to be worked on provided by the mentor.

ESTABLISHMENT OF OBJECTIVE(S) AND INDICATORS OF ACHIEVEMENT

The course of this stage does not differ in principle from the principle of setting goals and measures of success in the coaching process. The POWER model described on page 3-4 also applies to the correct setting of mentoring objectives. A well-articulated, measurable goal makes it possible to set a so-called “milestones” - i.e. key checkpoints to verify progress.

MEETING SCHEDULE AND COMMUNICATION PRINCIPLES

The joint development of the schedule includes:

- agreeing deadlines and tasks/topics,
- graphical representation of the action plan and milestones,
- agreeing whether contact between meetings should have e.g., be limited to providing information only, or there may also be additional telephone sessions, tasks recommended and settled by email, etc.

- define how mentor and volunteer are supposed to meet - only in person, online, by phone, hybrid?

MENTORING SESSIONS -> MONITORING -> SHADOWING

The scheduled rhythm of the meetings is a cycle of experiential learning, reflection, correction of actions, and celebration of partial successes along the way. A master observing the progress of a student can use the shadowing method in this cycle, where (like a shadow) she/he observes the student in action and then gives him/her feedback. If there is space and time for this (usually dependant on the availability of the mentor) the process can be repeated. The mentor has a wide range of techniques and tools at his/her disposal during the mentoring sessions: from teaching, experimenting, to coaching or consulting.

SUMMARY OF THE PROCESS

An integral part of summarising the mentee's achievements is the mentee's own self-reflection. Did he/she meet the targets? How does she/he recognise this? What has he/she achieved? What is she/he happy with? What would he/she have done differently? What does she/he leave the world with after completing her/his journey with her/his mentor? At this stage there is room for feedback from the master, for reminding and summarising what strengthens, motivates and maintains the volunteer's commitment.

The summary closes a stage, the mentee is prepared to work independently. It is also a great opportunity to celebrate successes, both by the volunteer and the mentor. Well conducted mentoring raises the student to a higher level of competence and independence, which gives the mentor satisfaction and a sense of fulfilment in his role as a master.

The above description of the stages of the mentoring process shows that it is hard work also for the mentor, requiring preparation for meetings, thinking through the tasks and exercises he/she wants to propose to the mentee, monitoring progress, commitment, devoting time. The foundation of effective mentoring is inspiration and building on strengths and core values.

EXAMPLES OF TOOLS IN INDIVIDUAL WORK

Every professional coach, mentor or trainer has his/her own set of tools and exercises, sometimes own-designed, that they use in work.

In individual work, exercises and tools such as:

1. Wheel of life
2. Working with beliefs
3. Dilts neurological levels
4. Recognising talents (according to Gallup) and developing them
5. Reframing
6. Strong questions
7. Working with archetypes
8. Kübler-Ross Change Curve

and many, many more.

The examples included here are some of the many that can be used by trainers, coaches, mentors and also coordinators of non-profit organisations, either when working individually with a volunteer or as part of a group training or workshop. Some of them can be suggested for individual work (as a homework assignment, for example).

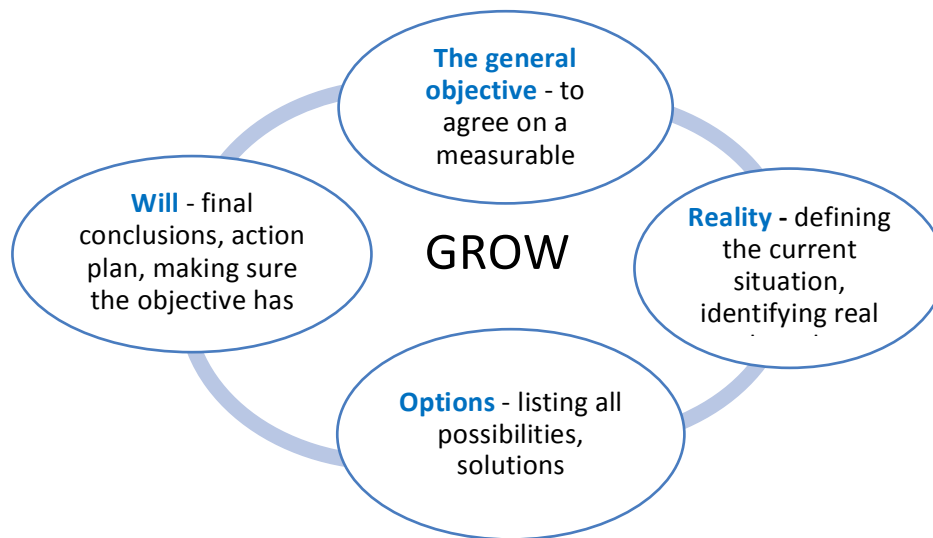
THE GROW MODEL OF A COACHING CONVERSATION

G - GOAL

R - REALITY

O - OPTIONS

W - WILL, willingness to commit and implement



GOAL

A well formulated goal for coaching has already been mentioned (page 3), the same rules apply when an NGO leader wants to use the above tool to work with volunteers, implementing an extremely valuable and effective coaching style of work.

So, leaders, when approaching a volunteer, keep the following principles in mind:

1. Formulate the goal positively - say what you want, not what you want to avoid
2. Set stimulating and realistic goals
3. Influence the outcome directly
4. Show how you'll measure progress
5. Check resources
6. Estimate the cost (not only in financial terms)
7. Agree on an action plan

REALITY

This stage requires many open, clarifying, inquiring questions as well as focusing on facts, rejecting all judgements, beliefs.

1. Encourage free speech and self-assessment,
2. Choose open-ended questions,

3. Use precise, detailed questions, avoid general statements and generalisations,
4. Help analyse the situation by referring to facts and events rather than assumptions,
5. Do not assume anything in advance.

OPTIONS

Don't be tempted to be happy with the first solution. You will gain more creativity and commitment if ideas and solutions are the result of your interlocutor's own discoveries.

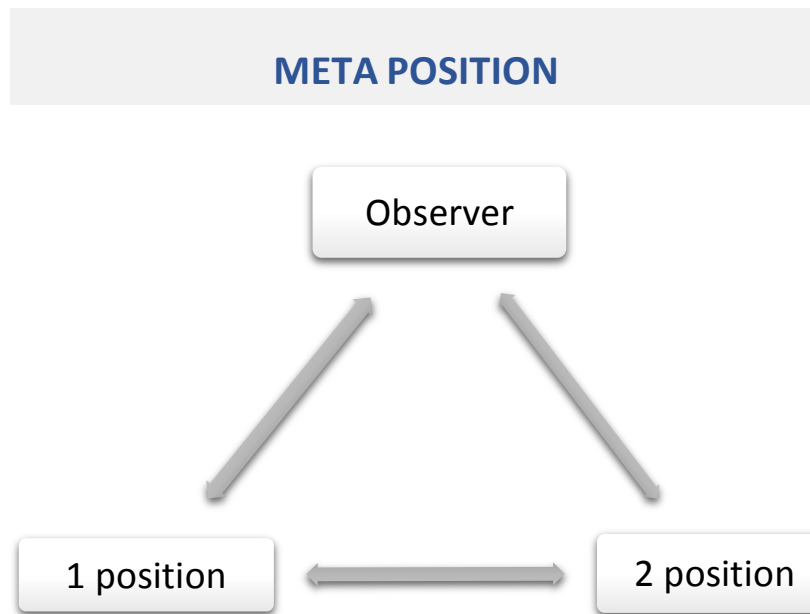
1. Consider all possible options before you make your final choice,
2. Play brainstorming with your interlocutor,
3. Ask a follow-up question: "Why X and not Y?", "What happens if you choose Z?",
4. Check if the volunteer has adopted your point of view, if he/she is looking for new solutions of his/her own,
5. Be far-sighted, don't accept to implement solutions that you won't be able to support later,
6. Believe (really, not declaratively) in the potential of the volunteer.

IMPLEMENTATION

Does the adopted solution lead to achieving the objective? Is it practical, implementable? Have you identified all the obstacles that may arise? Are you able to support the goal? These questions need to be asked again, before finally formulating an action plan.

Therefore

1. Check the objective and criteria for achieving it;
2. Discuss the action plan, timetable, deadlines;
3. Plan actions (plan B) in case obstacles arise;
4. Believe in the potential of the volunteer;
5. Get involved.



1. The first item is the point of view of "I". Own reality, values, beliefs, opinions, feelings.
2. Second position - the other person's point of view. It is the basis of empathy and allows us to understand the motives, intentions and values of the person with whom we are interacting.
3. The third position is the observer's point of view, i.e. insight from a position from which the interaction of two parties can be watched. Adopting this perspective makes it possible to see subtle differences in beliefs and values, as well as the motives that drive the person in the "I" position and the person taking the opposite point of view.
4. Meta position - is a view from the point of view of the whole system, e.g. a non-profit organisation. It helps to understand what values, intentions and beliefs of those in the relationship correspond with the organisation's vision and mission.

Working with the four perspectives helps to go beyond 1 position and allows to see a panoramic view of the problem. It can be used equally well in workshops as part of training on communication or conflict resolution. Taking a person through all the perceptual positions allows for a deeper understanding of perspectives other than just one's own, to gain distance and a so-called big picture perspective.

CARTESIAN QUESTIONS METHOD

Examples

1. In relation to the objective:

	What I want	What I don't want
What I have	<i>What do I want to keep, to retain? (status quo)</i>	<i>What do I want to eliminate? (elimination, change)</i>
What I don't have	<i>What do I want to achieve? (desire, change)</i>	<i>What do I want to avoid? (fear, concern)</i>

2. Exploring the effects of change

	Profit	Loss
Maintaining the status quo	<i>What do I gain by maintaining the status quo without changing anything?</i>	<i>What am I losing by maintaining the status quo without changing anything?</i>
Change	<i>What do I gain by making the change?</i>	<i>What will I lose by making the change?</i>

TARGETED CONFIDENTIAL INTERVIEW

This is an interview conducted by a coach with 5-6 people playing key roles in the volunteer's environment. The process is activated by the volunteer him-/herself by appointing people worth talking to. It is recommended that interviewees include the leader of the organisation involving the volunteer, other volunteers of the organisation and even the parent(s) of the pupils. The volunteer should tell the interviewees in advance that the coach/mentor would contact them.

The interview should contain three maximum four (open-ended) questions.

The advantage of this method is that:

- feedback is received from the volunteer's environment, who has the opportunity to watch his/her daily behaviour or interacts with him/her frequently,
- minimal involvement of interviewees (they do not have to e.g. fill in dozens of questionnaires, which in some cases might not be doable),
- it very specifically refers to the context and role that the volunteer plays in the organisation.

A very important requirement is to guarantee full confidentiality for all individuals and to ensure that the source of any opinion remains anonymous. The coach/mentor puts the obtained answers to the questions into three categories of remarks, from which a picture of strengths and the area for development should emerge. The analysis carried out in this way is subject to feedback and discussion with the volunteer.

Questions:

1. What should a volunteer do to succeed in this role at organisation X?
2. Which of these things does he/she do really well?
3. What could she/he do better (in a different way, more of, less of)?

These questions, especially the first one, make it clear that the organisation and the volunteer, as well as the beneficiaries (in this case the parents of the pupils), should know what the expectations towards the volunteer are.

EXAMPLES OF COACHING QUESTIONS IN SITUATIONS OF RESISTANCE, DEADLOCK OR PROBLEMS WITH MANAGING OF EMOTIONS

Both the coach and mentor working with the volunteer may encounter resistance or deadlocks during the process. These are important signals that the problem is important, but requires the volunteer to step out of his/her so-called comfort zone. These sample questions may help you move further:

1. How important is ... to you REALLY?
2. What benefit do you get from being stuck? (there must be some benefit, otherwise it wouldn't have stuck)
3. What if you lowered your expectations and thus moved on?
4. Who will be the winners and losers if you achieve your goal? (checking what may be an obstacle)
5. What happens if you continue with your current behaviour?
6. What do you gain by having this difficulty?
7. What are you avoiding? Then ask:
 8. How does this 'avoidance' affect your life?
9. What do you not see or recognise?
10. Imagine for a moment that your problem has been solved. How did you get there?
11. What are you prepared to change?
12. What are you NOT ready to change?
13. What would you do if you didn't have to live with the consequences?
14. Name the person who did what you want. What would she do ... if she were in your position?
15. Who can you spend time with so that achieving your goals becomes natural?
16. Who is taking away your energy and you feel is draining you?
17. How do you teach people how to treat you? In case of conflict: "Thinking about ... (a particular situation), what is the positive intention of your behaviour? Then ask: What might be the positive intentions of their behaviour?"
18. What do your emotions say?
19. Anger is a reaction to the experience of loss or injustice - what is behind your anger?
20. What is your body saying? Close your eyes for a moment and focus your attention on the sensations in your body. What do you feel? What does this mean?
21. How does it ... serve you?

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