



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

Spice Up Your Potential!

Coaching and mentoring in youth organisations

Report of the study session held by
Rural Youth Europe
in co-operation with the
European Youth Centre
of the Council of Europe

European Youth Centre Strasbourg
27th March – 3rd April 2011

This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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- Team: Bastian Küntzel (External trainer), Jari Joutsenvaara (Course Director), Ragnar Kekkonen, Lasma Mencendorfa, Janja Karner
- Experts: Delme Harris, Juan Ratto Nielsen
- Reporters: participants of the study session,
- Editors: Jari Joutsenvaara, Katri Hämeenniemi, Mikko Väitalo and Amanda Hajnal

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Rural Youth Europe
Karjalankatu 2 A
00520 Helsinki, FINLAND
tel: +358 45 234 5629
office@ruralyouth europe.com
www.ruralyouth europe.com

Table of Contents

Executive summary	4
Introduction	5
Aims of the study session	5
Objectives of the study session	5
Profile of Participants	5
Main Outcomes of the study session.....	6
Main results for the organiser of the study session.....	6
Main learning points for participants	6
Description of projects developed during the session.....	7
Follow-up activities	7
Day-by-Day Reports	9

Executive Summary

“Spice Up Your Potential!” study session was organised in the European Youth Centre in Strasbourg, 27th March – 3rd April 2011. It empowered rural young people and their organisations by giving 40 young people skills, knowledge and experience in coaching and peer-to-peer support. These young people will multiply their new knowledge in their sending organisations and communities, allowing new ideas and competences to be distributed across rural areas in Europe.

Rural Youth Europe has worked in co-operation with the Council of Europe for several years and is committed to supporting the work of the Youth Department of the Council of Europe. “Spice Up Your Potential!” built on the themes of our previous youth events funded by the Council of Europe which have focused on the wide-ranging benefits produced by non-formal education, intercultural learning, youth participation and human rights education. “Spice Up Your Potential!” followed up the outcomes of two previous study sessions, “Spice Up Your Youth Club!” (EYCS, September 2008) and “Spice Up Your Leadership!” (EYCB, May 2010). In particular, Rural Youth Europe has been able to grow and develop our Trainers Pool, which was first developed at “Spice Up Your Youth Club!” in 2008.

The study session was a key part of the Rural Youth Europe Plan of Action 2011 and the Development Plan 2011–2013. It was also a key event in the Youth Employment Action (YEA) project of Rural Youth Europe, which aims to improve the access of rural young people to the labour market. The YEA project is supporting European, national and local youth organisations in a positive and constructive way by exploring and developing youth-led solutions to youth unemployment. The project is funded by the Youth in Action programme of the European Union.

This report with its appendices is aimed at youth organisations and young people interested in coaching and peer support. It is also aimed at the participants of this study session as a reminder of the things that were done and issues that were discussed during the week to help them to use the knowledge and experience gained within their own organisations. The report can be used as a resource in organising activities dealing with youth participation. Moreover, the report is also aimed at Council of Europe readers so they get a better understanding of the activities of Rural Youth Europe.



Introduction

“Spice Up Your Potential!” gathered together 40 participants from 20 different European countries. The study session aimed to provide young people from rural and remote areas in Europe with skills in coaching and mentoring other young people. Participants gained practical skills in providing peer support, improving communication skills, setting personal goals and giving feedback to their peers. They also learnt how to train others in their organisations and act as multipliers in their home countries.

Aims of the study session:

- To develop the confidence and motivation of participants in the field of coaching
- To empower participants in order for them to build sustainable strategies for coaching in their organisations

Objectives of the study session:

- To identify key personal characteristics and qualities of coaches and mentors
- To provide practical skills to participants in how to coach and mentor other young people
- To support participants in building confidence in their skills potential and assisting self-development of personal competencies.
- To exchange best practices on coaching and mentoring between youth organisations
- To gain insight into how coaching and mentoring differs between European countries
- To support the planning and follow-up as multipliers in participants’ home organisations
- To develop a series of materials which are made available online and can be used by participants and other young people in their home organisations

Coaching and peer support were explored through a variety of methods and tools. The week started off on the arrival day by focusing on building the group into a team through ice-breakers and trust games. The following day the participants started with a tour around the European Youth Centre and continued through “Welcome Open Space” by introducing themselves, the programme flow, level of their knowledge on the topics of the study session, sharing their fears and expectations and also introducing Rural Youth Europe, the Youth Employment Action (YEA) project and the Council of Europe. A whole afternoon was dedicated for team building exercises.

The week continued by taking a deeper look into youth coaching, mentoring and peer-to-peer education. We continued with different coaching styles and communications skills before going into expert-led learning strands on “Coaching basics”, “Leadership coaching” and “Job coaching”. After the learning strands all knowledge was shared through various presentations methods and participants started working on their follow-up, personal and organisational development plans. As an outcome of this planning stage, several ideas about recruitment of new members, co-operation between organisations and to develop an event or training for members were created.

The intensive working week ended with personal follow-up plans and a very thorough evaluation. Participants truly enjoyed the week and gained information which they can use back home together with this report.

Profile of Participants

Participants represented diverse range of youth organisations across Europe, covering 20 different countries and 22 different youth organisations. These included Armenia, Austria, Bulgaria, Denmark, England (UK), Estonia, Finland, Germany, Hungary, Ireland, Kosovo, Latvia, Northern Ireland (UK), Norway, Romania, Serbia, Slovenia, Spain, Switzerland, and Wales (UK).

All the participants were interested in the study theme and in becoming active in the European level. They were motivated for follow up actions and multiplication of the topics of the seminar. They are multipliers (volunteer or staff members) active at local/regional/national in a (rural) youth organisation and members of Rural Youth, Young Farmers' or 4H Clubs or other youth/minority organisation. Most participants were aged 18–30 with a few participants over 30. All participants had an ability to communicate in English. No previous Rural Youth Europe or international experience was needed for participation.

Main Outcomes of the study session

Main results for Rural Youth Europe

- Realistic project ideas addressing recruitment of new members, organising events or training courses for members and staff of organisations, and the co-operation of two or more rural youth organisations. The international secretariat of RYEurope will follow a number of the projects developed during the study session.
- Network of 22 youth organisations, personal links and contacts, which will hopefully result in future common projects.
- Promotion of the concept of coaching in participants' home organisations.
- Development of practical skills and knowledge that can be used back in participants' communities.
- Intercultural experience and the awareness of the diversity of cultures in Europe – for a number of participants this was the first international experience where they worked and learned together with like-minded people from all over Europe.
- Feeling European – many participants stated that for the first time in their life they feel really European (as normally they are focused on their local communities and isolated from a European level).
- Understanding how RYEurope functions at the international level and what are opportunities for involvement, more information about the Council of Europe and its activities.

Main learning points for participants

With regard to knowledge:

- Council of Europe (CoE), youth sector European Commission
- Rural Youth Europe (RYEurope) and the Youth Employment Action (YEA) project
- Coaching, mentoring and peer-to-peer education: what these are, concepts and approaches; job coaching, leadership coaching and coaching basics
- Sharing best practices from across Europe

With regard to skills:

- Skills in coaching, mentoring and peer-to-peer education
- Coaching skills such as communication, working with groups, motivating, peer support
- Skills to communicate in English, public speaking skills, presentation skills

With regard to attitudes:

- More open minded towards other cultures
- More respect to other cultures
- Valuing diversity



Description of projects developed during the session

Numerous projects were created during the study session. They can be categorised into three subcategories: 1) Recruitment of new members 2) Co-operation between organisations 3) Developing events or training courses for members:

1. Recruitment of new members

Many member and partner organisations of Rural Youth Europe are facing challenges to recruit active members who are willing to keep their organisations running. A number of key challenges identified during project planning include increasing number of competing activities, lack of time, long history of organisations which make changes difficult, names of organisation stating “rural” or “farmers” which makes the urban youth to think it is farming only, and lack of visibility.

Key solutions were to run publicity campaign, organise events for general public and to go to schools and colleges to tell about the possibilities within organisations.

2. Co-operation between organisations

A co-operation plan between three organisations (two partner and one member organisation) was created during the study session. The goal of this co-operation is to organise youth exchanges between co-operating organisations.

Another co-operation plan between two organisations was also created during the study session. The goal of this co-operation is to organise a camp for the members from these organisations. According to the plan, these organisations will first visit national camps in both countries and then start planning a camp organised together.

3. To develop events or training courses for members

A number of events or trainings for members of organisations were planned during study session:

- Training on coaching using experiences gained during the study session
- Training series for 13+ year-olds on international relations
- Training on knowing oneself
- Training on communication skills
- Training on how to be an active participant in an international context
- Trainings for volunteers and staff on coaching and motivating

Follow-up activities

Seminar reports were published in newsletters and websites of many of the sending organisations of participants. Rural Youth Europe is following up this study session with youth events taking place in Slovenia, Spain and Germany in 2011 and in Estonia in 2012.

Furthermore, many projects were created during the seminar and will take place within member organisations on local/regional/national/European level. These projects will also be supported by Rural Youth Europe. Together with the created networks, these should concretely lead to further development and enlargement of Rural Youth Europe's work in the fields of youth employment and coaching.

Rural Youth Europe and the prep team will continue to help participants with follow-up actions including guidance and feedback on new projects, finding partners, raising funds and providing resources and tools. Rural Youth Europe will follow-up with the sending organisations and with the participants themselves to ensure the potential created at the study session will not be lost but will be multiplied within our organisations and the entire rural youth network.

Rural Youth Europe will also encourage participants and their sending organisations to enter the Rural Youth Project of the Year Award, a best practice competition to encourage member organisations to share successful project ideas.



**“Spice Up Your Potential!”
Rural Youth Europe – Study Session
European Youth Centre, Strasbourg
27th March– 3rd April 2011**

Daily Reports

Sunday 27th March 2011

1. GENERAL DESCRIPTION OF THE DAY

Participants arrived at the EYCS throughout the day. After registration, participants found their rooms and had some free time until the welcoming evening started. During the evening we got to know each other, where we come from and how we can work together.

2. OBJECTIVES OF THE DAY

To get to know each other, to feel welcome

3. PROGRAMME OF THE DAY

09:00- 19:00	Registration
21:00	Welcoming evening

4. EVALUATION & RECOMMENDATIONS

Activities chosen for welcoming evening were versatile and gave participants space and time to feel welcome. For the future, welcoming evenings should contain short and easy name games as the "Name Chain" takes a lot of time and requires full concentration of participants for the whole period of the exercise.

Session 1: Welcoming evening

ACTIVITY:

Welcome evening

BRIEF DESCRIPTION:

The participants gathered in the "Austrian" room. The evening started with introduction of the prep team following by technical announcements (including the house rules).

Ice breaking games started with locating oneself on a map of Europe to see from where we are from. Participants were shown the location of Strasbourg and directions (north, south) in the room and they had to locate their land of origin on the map. After everyone had found their place, random participants were asked where they are from and the map was corrected if needed.

We continued then with a name game trying to learn each others' name with an adjective exercise. Each person had to think of a word that describes him/herself as a person. The word had to start with the first letter of their first name. For example, a participant called Fiona may choose to describe herself as 'Funny Fiona'. If Fiona was to start the game, she would turn to the person on her left saying loudly: "Hello! My name is Funny Fiona". The basic idea was that everyone in the circle had to introduce him/herself to the next person in line, and at the same time introduce everyone else (including their chosen adjective!) who had been introduced before him/her. This continued until all of the participants had introduced themselves. The last person in the circle then had to remember everyone's names in order to introduce them all to the person who went first.

After this we did a participant bingo in which participants were to learn more about each other. Each participant had a pre-printed bingo sheet with statements on a matrix and a pencil. Players were free to move in the room and to interact with other participants. Their goal was to find matching statements with other participants and fill in that participant's name. Winners for each line were announced in the group.

The participants were then put to work together on a group exercise in which they had to form a group of specific size and do a given task. After this participants continued with a fun dancing game with an ever-reducing dance floor: participants danced together on papers while music was playing. When the music stopped, the paper had to be folded in half. The music started again and the group had to continue to dance on the folded paper. The process was repeated until the paper was too small to continue.



As it was the grand opening of the study session we made ties out of paper to look fancy enough for the occasion. On the tie there were written two true and one false statement. After the Opening toast we were free for informal discussion with the help of the ties.

List of games and resources used:

GEOGRAPHICAL MAP
ADJECTIVE GAME
PARTICIPANT BINGO
CREATE A GROUP AND MAKE IT WORK
NEWSPAPER DANCE
TOASTING WITH A TIE

See appendix 1 for more details.



Monday 28th March

1. GENERAL DESCRIPTION OF THE DAY

During the morning session we were given a tour around the venue to learn where everything is and what are the house rules. Tour ended at the Welcome Space where participants had the possibility to learn by themselves. Coaching, mentoring and peer-to-peer education were introduced as the themes. During the afternoon we did team building games and shared in reflection groups our organisational biographies – what has brought us here. In the evening we had an international buffet.

2. OBJECTIVES OF THE DAY

- To learn about the study session and the venue it is taking place in
- Definition of coaching, differences between mentoring, coaching and peer-to-peer education
- To build a connection between participants
- To share cultural traditions and its tastes with others

3. PROGRAMME OF THE DAY

09:00- 09:30	Energisers
09:30- 11:00	Session I: Tour around the venue, Welcome Space
11:00-11:30	Break
11:30-13:00	Session II: Coaching, mentoring and peer-education
13:00-15:00	Lunch
15:00-16:30	Session III: Team building activities
16:30-17:00	Break
17:00-18:30	Session IV: Organisational biography
18:30-19:00	Reflection groups
Evening	International buffet

4. EVALUATION & RECOMMENDATIONS

The day was well packed and activities chosen gave participants responsibility to be active. The Welcome Space exercise really guided the participants into being active and to do work to find out more.

Lottery system for international buffet proved to be a good one. As participants were to bring only few pre-chosen ingredients we were able to taste almost everything and amount of leftovers were small.

Session 1 (9:30-11:00): Tour around the venue and Welcome Space

TITLE:

Tour around the venue and welcome space

AIM:

To set a positive participatory tone and empower participants to take ownership of the Study Session.

DESCRIPTION (WHAT HAPPENED?):

After the tour around the venue led by Executive Director of the European Youth Centre Strasbourg, Tina Mulcahy, the participants gathered at the plenary to for the Welcome Space. In the middle of the room there was an info stand from which participants were able to get instructions on what to do:

*“Have a look at the **Programme Flow** space that can give you more information about the objectives of the course and how we plan to achieve them with the programme that we have prepared for you.*

*Visit the **Portrait-Mapping Space** with a person you never met before in your life to paint each other’s portrait and information about yourselves and your life.*

*Find out more, comment, discuss and start the mapping of **concepts** that are relevant to this Training Course.*

*Learn more about the different stakeholders of this study session in the **stakeholder space!***

*Share your **expectations** and previous **experiences!***

The team is here to help you. But it’s all up to you and your initiative! Enjoy!”

The exercise was based on the activity of participants. There were free to move from one point to another or even return to those they already had visited.



EDUCATIONAL METHOD:

Open space.

OUTCOMES (WHAT HAVE YOU LEARNED?):

Who are the stakeholders of this event, where we are from and from which backgrounds we come from, what are the concepts of this study session, how the programme will be flowing, what are our expectations, and last but not least, about each other.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

New exercises, ideas and knowledge of our backgrounds.

RESOURCES USED:

Open space (see appendix 2)

For further reading on Open Space technology see “Additional reading #2”

Session 2 (11:30-13:00): Coaching, mentoring, peer education

TITLE:

Coaching, mentoring and peer education.

AIM:

To introduce participants into concepts of coaching, mentoring and peer education and the difference between them.

DESCRIPTION (WHAT HAPPENED?):

The participants were divided into three groups and worked on three topics: coaching, mentoring and peer education. They discussed the outcomes of the concept mind map created during Welcome Space. Inside the groups we created a definition for coaching, mentoring and peer education. After the group work we had a discussion in which participants explained how they came to that definition and why they chose to formulate it in such a way.

One of the prep team members showed us her definitions for the concepts and then she and the participants discussed these new definitions and how they differed from theirs. After discussion we created a common definition for each topic. Then the main similarities and differences between each topic were presented.

Method of coaching bi-cycle was used to understand what coaching is.

EDUCATIONAL METHOD USED.

Group work, discussions, powerpoint-presentations.

OUTCOMES:

Participants learned about the concepts of coaching, mentoring and peer education and what are their main similarities and differences.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?

Group work and negotiation skills, definitions of coaching, mentoring and peer education.

RESOURCES USED

Coaching bi-cycle (Appendix 3 for more information)



Session 3 (15:00-16:30): Team building games

TITLE:

Team building games

Aim:

To make the participants to feel more comfortable in the group and help them work as a team.

DESCRIPTION:

Participants were divided into teams and they were given instructions for a board game. For each roll of the dice they could move forward on the board. The number the team reached they had to find in the yard of EYCS. Each number corresponded to a task which the team had to solve in order to roll the dice again. Teams were to keep their hands tied together at all times so that all movement had to be done as one team.

EDUCATIONAL METHOD USED (LECTURE, GROUP WORK, DRAMA ETC.):

Group game.

OUTCOMES (WHAT HAVE YOU LEARNED?):

We learnt to work as a team, to feel more secure, to get to know other people. To helped us to bond together as a group.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

Lots of new ideas for team building games. Key information about Rural Youth Europe and the European Youth Centre Strasbourg.

Session 4 (17:00-18:30): Organisational biography

TITLE:

Organisational biography

AIM:

To place the study session in the larger context of participants' lives and reflect on its meaning as an individual.

Spiral

Each participant was asked to draw a spiral on a sheet of paper. The centre symbolises the past and the outside symbolises the present. The facilitator drew attention to the fact that it's wondrous that each one of the participants is at this moment in this place. It is now the time to investigate how this came to be. Each participant was asked to think back to all the moments, people and thoughts that all together contributed to them being here in the study session.

Following this reflection, the participants were asked to look into the future. What are they planning to do after this study session? How can being here, with these people at this time, become meaningful to them? What needs to happen for this to be meaningful? What do they need to be better able to do what they plan to do?

Debriefing the exercise

Participants shared their stories with the other members of their Reflection Group. They shared their path ending up at the Study Session and what they were planning for the future. Afterwards the groups talked about how they can support each other in making sure everyone gets what they need in order to do what they are planning to achieve afterwards.

EDUCATIONAL METHOD USED:

Individual work, small group work in reflection groups.

OUTCOMES:

Understanding how we have come to this point that we are now here taking part in this study session, what we need to do in order to reach our goals. Learning about our goals, how can we help ourselves and also others to reach the position/level where we would like to see ourselves.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?

Reflection tools.

Evening programme: International buffet**ACTIVITY:**

International buffet

AIMS & OBJECTIVES:

- For the participants to have a space to present local products
- Collect stereotypes created by different countries and cultures
- Socialise, have fun, get to know each other more
- Support the participants in building confidence and forming a cohesive group.

DESCRIPTION:

Each participant was given a pre-arrival list of things that she/he should bring to the international buffet. At the buffet evening each table was given short time to present their country and products. This was kept short so people would have had time to discuss in more detail after official round.

**OUTCOMES:**

People were really happy about the buffet and as the amount of food on the tables was limited no one had over-eaten and the amount of food going to waste was also small.

Tuesday 29th March

1. GENERAL DESCRIPTION OF THE DAY

Today we learnt about basic coachings skills and styles. We discussed about what an ideal coach is like and what characteristics are most desirable. A workshop followed where we used the concepts we had discussed.

We learnt a lot about communication: what you should be aware of when you communicate, how to listen actively and how to give effective feedback.

We participated in “the living café” where some of the organisations present at the study session hosted discussions about their experiences with coaching.

We enjoyed the day and got to interact with each other in many different ways. We had a great introduction on coaching, communication skills and each other’s organisations.

2. OBJECTIVES OF THE DAY

- To understand the meaning of coaching and clarify how it works
- To think and speak about the main and necessary coach competencies
- To explore different approaches to coaching
- To discuss differences between our countries and organisations
- To introduce concepts of active listening, verbal and non-verbal communication and giving feedback

We learned the basics of four coaching styles. We learned about the concepts of communication skills including active listening, challenges in listening, and giving feedback. We also had a “living library” where we learned more about coaching styles in different organisations.

3. PROGRAMME OF THE DAY

09:00- 09:30	Energisers
09:30- 11:00	Session I: Coaching styles
11:00-11:30	Break
11:30-13:00	Session II: Coaching competencies - what makes a good coach? Personal qualities of coaches.
13:00-15:00	Lunch
15:00-16:30	Session III: Communication skills - active listening, giving feedback
16:30-17:00	Break
17:00-18:30	Session IV: Living world cafe
18:30-19:00	Reflection groups
Evening	Film night

4. CONCLUSION

We had an informative day where we learned essential concepts for the rest of the seminar. Before Spice Up we knew only the really basic theories about today’s topics. We actively learned through both individual and group work for the various topics.

Session 1 (9:30-11:00): Coaching styles



TITLE:
Coaching styles

AIM:
To help explore participants' 'coaching style' and to identify possible learning and development areas for improvement as well as to better understand the role of a coach within a youth project.

DESCRIPTION:
Coaching Ghost – We gave our response to 40 statements (always, sometimes, never) using the Response table and Score table (see appendix 4). We were able to calculate a score for each of the Coaching Ghost Styles and methods (directive, involved, guiding, participative). We were able to use it as a tool for self-reflection on different coaching styles.

After the self-assessment we divided into 6 groups. We shared our views on different coaching styles and discussed the differences between our countries and organisations. We presented our outcomes to the rest of the group.

EDUCATIONAL METHOD USED:

Lecture, questionnaire, self-reflection, discussion and group-work

OUTCOMES:

We have learned about different coaching styles and how to approach different situations. We also learned what kind of coaches we are ourselves.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

Understanding how best to interact with a group as their coach.

See appendix 4 for guidance and forms.

Session 2 (11:30-13:00): Coaching competencies

TITLE:
Coaching competencies

AIM:
To introduce participants to coaching competences: understanding the meaning of coaching and how it works, thinking about necessary coaching qualities and competencies, finding out differences between coaching & mentoring.

DESCRIPTION (WHAT HAPPENED?):

The session started with a game called "Follow the leader". Everyone stood in a circle, facing inwards. One person left the room for one minute. This person was the guesser for the round. While she/he was gone, the group decided who will be the leader. The leader showed the movements during playing songs, others followed him/her and did everything the leader was doing. The guesser came back in the room and stood on the middle of circle and tried to guess who was the leader of the group.

The game was followed by a 5 min video “How coaching works”. The video can be seen on Youtube <http://www.youtube.com/watch?v=UY75MQte4RU> .

Then we had a short presentation on what coaching is, what it's not and definitions of “competence” and “coach”. After that we started thinking about the most important competencies in a coach by ourselves. Everybody had 5 minutes to write down 10 important competencies for a coach. Then we found a partner and took 5 minutes to write down 5 competencies we agreed on. We then joined up with 2 other groups and chose 3 main coaching competencies and described their components (knowledge, skills and attitudes). We then presented our main findings from our discussion for the whole group, and the most popular competencies were used for the next exercise.

In our groups of 6 we were given 25 minutes to play the “lifeboat game”. Each group was given a different competency to discuss. From 6 people only 3 were allowed to stay on a lifeboat as the boat was sinking. Each group picked a leader who best displayed their chosen competency and presented their ideas why they should stay on the lifeboat.



EDUCATIONAL METHOD USED:

Lecture, discussion, group-work and drama.

OUTCOMES:

We learned the ideal competencies we think a coach should have so a group may have the most effective learning experience they can.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?

How I should interact with a group to get the best results.

See appendices 5 and 6 for handouts.

Session 3 (15:00-16:30): Communication skills

TITLE:

Communication skills

AIM:

To give communication skills to participants including active listening, challenges in listening and understanding and giving feedback.

DESCRIPTION:

The session started with an introduction to communication styles. We discussed challenges in listening and understanding: not only what words are spoken but how they are spoken as well as tone of voice.

Next we did an active listening group exercise called “Chinese whispers”. One group was allowed to discuss with each other, the other was not. Through this exercise we learnt about verbal and non-verbal communication, particularly body language as well as eye contact and personal appearance are important too.

Finally we did an exercise on how to deliver effective and constructive feedback.



EDUCATIONAL METHOD USED (LECTURE, GROUP WORK, DRAMA ETC.):

Lecture, discussion

OUTCOMES (WHAT HAVE YOU LEARNED?):

Its not just what you say, it's how you say it! We learnt good skills in giving feedback.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

How to communicate in an effective way so the group with you will listen and understand successfully. Skills to give feedback.

See appendices 7 and 8 for handouts and exercise with the feedback matrix.

Session 4 (17:00-18:30): Living World Cafe

TITLE:

Living World Cafe

AIM:

To share experiences and good practices between participants.

DESCRIPTION:

All participants were asked before the study session what coaching activities are carried out by their organisations. Six participants were selected as "books". Each book had their own table, other participants were allowed to visit three tables and discuss and learn about the other participants' coaching activities in their organisations. Each discussion took 20 minutes.

EDUCATIONAL METHOD USED:

Group discussion, presentation

OUTCOMES:

We got better knowledge on how other organisations deliver various coaching methods and how they are organised. We learnt about their successes but also the challenges they face.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?

Many new ideas from the various organisations and people we have met and interacted with.

See additional reading #4 and #5 for information about Living Library and World Cafe.

Session 5 (Evening programme): Film night

ACTIVITY:

Film night. Afterwards we played some games and enjoyed socialising.

Wednesday 30th March

1. GENERAL DESCRIPTION OF THE DAY

We started the day with rise and shine. We played a few different games, and it all woke us up ready for the day ahead.

Today we were went into our different learning strands:

- Job Coaching
- Leadership Coaching
- Basic Coaching.

We have all had a good time today, and learnt many new things. We did lots of teamwork and creative activities. We are all looking forward to the last session tomorrow morning, so we can conclude what we have learnt in our learning strand. We spent time in our coffee breaks to exchange between each other what we had learnt.

In the evening we got together again to have a sauna night and social activities. A sports tournament also started!

We have enjoyed our week so far and are looking forward to what else the week has to give.

2. OBJECTIVES OF THE DAY

Each participant chose the learning strand which they were most interested in.

3. PROGRAMME OF THE DAY

09:00- 09:30	Energisers
09:30- 11:00	Session I: Basic Coaching / Job Coaching / Leadership Coaching
11:00-11:30	Break
11:30-13:00	Session II: Basic Coaching / Job Coaching / Leadership Coaching
13:00-15:00	Lunch
15:00-16:30	Session III: Basic Coaching / Job Coaching / Leadership Coaching
16:30-17:00	Break
17:00-18:30	Session IV: Basic Coaching / Job Coaching / Leadership Coaching
18:30-19:00	Reflection groups
Evening	Sauna night

BASIC COACHING

Session 1 (9:30-11:00): Basic Coaching

TITLE:

Basic Coaching I

AIM:

To learn about coaching basics.

DESCRIPTION:

First thing we did was drawing up a "Contract" for our learning strand – it was signed by all participants. Then we played a team building game where we had a piece of string and we had to make 13 corners from it while we were blindfolded. When the leader tipped us on the shoulder we could not speak so it gave an opportunity for others to speak and keep the more vocal people

quieter. Once the team building game was complete our trainer asked us what we learned from it. We learnt that it is quite hard to do something blindfolded and to organise the event, and you have to work as a group, not just as individuals giving orders. We then had to sit opposite each other and were given two words to have a conversation with each other using one word at a time, forming a story by chaining our words. We found this quite difficult as in your mind you have one story and other person has another story and trying to bring it all together is quite difficult.

We then went on to discuss Analytical Skills (which attitudes, skills and behaviours make process easy?) and Intuition Skills (what attitudes, skills and behaviours slowed or blocked the process?).

We discussed what Coaching should be. We played another team building game called Clap Snap Stomp, which involved co-operation from all team members and great concentration as it was a very hard process. The game showed us you have to remember that there will always be unforeseen circumstances in coaching. Listening and understanding are very important so that you know what is coming next. We also learnt that there are 3 levels in Coaching, 1st level, 2nd level and 3rd level.

After this we had an exercise where one person is blindfolded in front of another person and the blindfolded person had one minute to tell a story and then the other person gave feedback to blindfolded person. It was very interesting to do something through the eyes of a blind person: you take more information in as your eyes are focused in one place. We had to see what level we used the most and it was mostly the second level with a little of level 1.

EDUCATIONAL METHOD USED:

Lecture, team building exercise, one-to-one exercise, group work, discussion, energisers.

OUTCOMES:

We learnt the 3 different levels of coaching. To be a coach is all about listening and not telling your own story which is really hard for some of us.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

Knowledge and experience about coaching.

See additional reading #5 for Perfect shape and other exercises done blindfolded

See additional reading #6 for Clap, Snap, Stomp

See additional reading #7 for the three levels of Coaching

Session 2 (11:30-13:00): Basic Coaching
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TITLE:

Basic Coaching II

AIM:

To learn about Coaching Basics

DESCRIPTION:

First we did an energiser and then we watched a powerpoint presentation on what feedback is. The different ways to describe it were very interesting. Feedback is reflecting, snapshot, gift. We then formed groups of three in which person A gave feedback to person B about his/her performance during the team-building exercise. Person C observed and gave further feedback to both A and B on how the feedback was given and how it was received. We continued in such a matter that we gave feedback from A to B to C to A. It was very interesting to hear what other people thought of you.

EDUCATIONAL METHOD USED:

Presentation, team building exercise, one-to-one exercise, group work, discussion, energisers.

OUTCOMES:

The different ways feedback can be described in such simple words.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

What feedback is exactly.

See additional reading #8 for giving and receiving feedback

Session 3 (15:00-16:30): Basic Coaching
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TITLE:

Basic Coaching III

AIM:

To learn about coaching basics.

DESCRIPTION (WHAT HAPPENED?):

Everybody competed in the Wheel of Life where you had to rate yourself from 1 to 10. The facilitator then asked for a volunteer from the group and coached her in front of us. It was amazing to watch and listen the way a real coach works. We were then informed that coaching is divided into three parts (introduction, question part and summary).

**EDUCATIONAL METHOD USED (LECTURE, GROUP WORK, DRAMA ETC.):**

One on one coaching, discussion.

OUTCOMES (WHAT HAVE YOU LEARNED?):

We got to see how a professional coach works.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

Knowledge and experience about coaching and how a coaching session is structured.

See additional reading #9 for two different types of Wheel of Life exercises

Session 4 (17:00-18:30): Basic Coaching
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TITLE: (THE NAME OR TITLE OF THE SESSIONS/ PROGRAM ELEMENTS)

Basic Coaching IV

AIM (WHY THIS SESSION?) [ASK FOR YOUR REGROUP LEADER FOR ADVICE]:

To learn about coaching basics.

DESCRIPTION (WHAT HAPPENED?):

We did an energiser to warm up our minds. We then had to make eye contact with another person with whom we were going to work with. The task was to go through a coaching scene in pairs, one being the coach and the other being coached by following the coaching conversation model. The topics used were our own challenges waiting us at home. We then moved off to our own locations and completed the given exercise.

It was a good experience to try to be a coach and be coached. For all of us it was the first time trying it. We then left our locations and went back to the plenary room and explained our feelings of what we had just done.

EDUCATIONAL METHOD USED (LECTURE, GROUP WORK, DRAMA ETC.):

One on one coaching, discussion.

OUTCOMES (WHAT HAVE YOU LEARNED?):

To see what it is like to be a real coach and coachee.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

Coaching skills.

For additional reading about Coaching conversation models see additional reading #10 and #11.

JOB COACHING

Session 1 (9:30-11:00): Job Coaching

TITLE:

Job Coaching I

AIM:

To identify group and individual needs, expectations and objectives in job coaching both for coaches and coachees.

DESCRIPTION:

The goals of this session were to identify individual needs, expectations and objectives in this learning strand. We shared our expectations of what we wanted from the workshop and also what we could bring to the workshop.

Participants were then asked to reflect on what a job coach is and relate it to their personal experience in job searching or coaching other people. We designed a group mandala served as a mind map focusing on the positive aspects of coaching such as responsiveness, enthusiasm, humour, tolerance, etc. We all discussed what coaching meant to us and came up with a theme for our mandala.

EDUCATIONAL METHOD USED:

Creative methods – drawing, team work. Discussion.

OUTCOMES:

We learnt what the main words of job coaching were and what they meant to us. Participants were able assess their own skills and become aware of their objectives. They took the first steps to recognise their strong points, sources of motivations and professional goals to write a CV.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

We can take home the 7 important things associated with a good coach, and also what they mean to other people.

See appendices:

#9 One Page Personal Profile

#10 for Coaching readiness questionnaire

#11 for Characteristics of an good coach

See additional material #12 for more in depth information about Mandala.

Session 2 (11:30-13:00): Job Coaching

TITLE:

Job Coaching II

AIM:

To discover and reflect about what participants do in their jobs and how it effects their personal and professional development.

DESCRIPTION:

Participants were asked to focus on individual objectives as potential coaches/coachees. We worked in pairs and interviewed each other to create a “one-page personal profile” (as first-step for making a CV) that provides information about motivations, strong points and professional objectives (templates of OPPP were provided). We asked each other questions like what good qualities do you have, why do you enjoy your job, what facilities do you need, what can be given and received, etc. We learnt about the basic qualities needed for different roles. We then completed a questionnaire on what our coaching style was, and reviewed that at the end of the session.



In addition, Europass and 5 types of CVs are introduced - functional, chronological, combined, targeted and creative. We started working on a first draft of our CVs

EDUCATIONAL METHOD USED:

Games, interviews, presentation, team work.

OUTCOMES:

Different jobs require different skills and qualities. Participants got to know their own and others' strong points to gain self-confidence. We became aware of those competences to gain self-assurance when delivering public presentations about themselves and others.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

Self-awareness about our strong points. Interviewing skills.

Session 3 (15:00-16:30): Job Coaching

TITLE:

Job Coaching III

AIM:

To envision attainable scenarios for the development of professional goals in a positive way.

DESCRIPTION:

In this session, participants were asked to envision what we want to attain professionally in the future according to the processes and experiences that have proved successful (referring to the previous session).

We did a Castle Simulation activity: there is a noble that needs to fill a number of posts in her/his castle. Participants had to choose one character (jester, warrior, wizard, peasant, blacksmith, etc.) and tell how he or she looks like – (draw a picture) and what characteristics/competences should they have. Finally, we had to prepare a job application letter according to the character’s objectives to apply for one of the positions. They were encouraged to work on the character that was closer to their own objectives and expectations or the one that they feel more comfortable with. There was a debriefing followed by introduction to job application letters.

EDUCATIONAL METHOD USED:

Individual work.

OUTCOMES:

There was reflection and self-awareness about our strengths and potential. It helped us find out what works well for each person and why. We focused on the positive aspects to further develop and reach our true professional and personal potential.

We got to know the main features of a job profile and created one suited our skills, objectives and expectations. This was complemented by the preparation of job application letters to match job requirements and applicants’ profiles.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

Knowledge of how to create a job profile from the employer’s point of view. To be able to identify what is important for a certain position and if we can meet the profile requirements.

See appendix 12 for Cover letter outlines.

Session 4 (17:00-18:30): Job Coaching
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TITLE:

Job Coaching IV

AIM:

To make our own road map for our professional life. To construct a plan for success based on individual career goals using our current and potential skills.

DESCRIPTION:

Participants started planning for the coming job interviews with the material they have prepared in the previous sessions. We identified our career goals and constructed a plan for success. Participants were asked to draw our professional “road-maps” and present them to the others. We worked on individual road-maps to place the different products they have created during the day and to recognise their goals, present situations, competencies, and future developments in order to attain the goals.

In the end, we created a holistic view of ourselves so as to understand our individual potentials vis-à-vis feasible goals. We closed the session and day with debriefing, presentation of roadmaps and intro to dynamic consultation for job interviews.

EDUCATIONAL METHOD USED:

Creativity, visual aids, presentations

OUTCOMES:

We thought about our life, and about where we wish to go in the future, and also that you have to have a goal at all times. Participants capitalised on the different competences each person has developed throughout the day and designed a professional career path in accordance with their present assets and potential skill and goals. This session also served as a preparation for the job interviews by providing self-confidence and a strong fundament on the participants’ assets.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

We got to learn about other people’s goals and dreams, and the similarities we also have. We found out that there is a path both in a personal and professional dimension. Those dimensions may match or not.

See appendices 13 for CV formats and 14 for Interview types

See additional information #13 for more information about the road map exercise

LEADERSHIP COACHING

Session 1 (9:30-11:00): Leadership Coaching

TITLE:

Leadership coaching I

AIM:

To find out what kind of personal qualities leaders should have to help build confidence in leading and coaching others.

DESCRIPTION:

We discussed firstly who we admire as leaders with a wide variety of public leaders being mentioned as well as personal leaders in our own lives.

The body of a leader exercise was used where we were drew a body on large flipcharts and highlighted the attributes a good leader needed. We compared the results of the different groups and agreed altogether on the key attributes needed to be a good leader and in particular what would help with coaching team members. We then discussed 5 weaknesses leaders can posses that would have least impact on their leadership skills.

EDUCATIONAL METHOD USED:

Group work, verbal discussion and negotiation.

OUTCOMES :

What kinds of qualities a leader should have, what we already have and what we need to improve in ourselves.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY:

Knowledge about what kinds of skills we need as good leaders and also what we need to do to improve our skills in leadership.



Session 2 (11:30-13:00): Leadership Coaching

TITLE:

Leadership coaching II

AIM:

To find out what kind of qualities help in negotiation.

DESCRIPTION:

The group had to decide on the top 5 qualities a leader needs to have and also choose from a list of 5 weaknesses the one they felt would least affect the leader's role.

EDUCATIONAL METHOD USED:

Group work and negotiation.

OUTCOMES:

We learned what kind of characteristics we need in negotiation, how to successfully negotiate and in particular what is needed in international negotiation.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

New ideas and knowledge about negotiation.

Session 3 (15:00-16:30): Leadership coaching**TITLE:**

Leadership coaching III

AIM:

To find out how to motivate other people and ourselves.

DESCRIPTION:

We tested our motivation by filling in a self-motivation questionnaire and the conclusion was that we all are highly motivated. We also discussed the 9 tips of improving self motivation. We were introduced to music as a motivator and chose our motivational songs. Taking a different approach as a motivator was also discussed and we all chose to do something different the next morning to our normal routines.

EDUCATIONAL METHOD USED:

Lecture, discussion, music.

OUTCOMES:

We learned how to boost up our and other's motivation even if it's very low.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

Knowledge and new experience in how to test and boost motivation. Ideas for motivational music and people who we look up to and who can motivate us with the task of reading an autobiography/biography or watch a film relating to our motivator's life.

Session 4 (17:00-18:30): Leadership Coaching**TITLE:**

Leadership coaching IV

AIM:

To improve our speaking skills in leadership and coaching situations.

DESCRIPTION:

Our facilitator gave us good examples on how to give a speech and what are the biggest mistakes you can make. Discussion on how to make a guest speaker at ease and introduce them to a group was also a valuable learning point. We were then given an exercise where we had to introduce a speaker using the speaking skills we had learnt.

EDUCATIONAL METHOD USED:

Lecture, group work.

OUTCOMES:

What are the biggest mistakes which people make in their speeches, how to make a good speech.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

New experience on how to prepare ourselves for public speaking.

Session 5 (Evening programme): Sauna Night

ACTIVITY: Sauna Night

PROVIDE A BRIEF DESCRIPTION:

Girls went first, then boys, and then it was mixed. Everybody had great fun and loads of sweat was lost!

Thursday 31st March

1. GENERAL DESCRIPTION OF THE DAY

To finalise the ongoing learning strands and sum up all the things we have learnt and experienced so far. The afternoon and the evening were reserved for visiting the Council of Europe building and for free time in Strasbourg. In the evening we had a dinner out and tasted some traditional French cooking.

2. OBJECTIVES OF THE DAY

We continued in the same coaching learning strand, we did a mid-week evaluation of the study session, received an overview of the Council of Europe, and some free time to enjoy Strasbourg's culture and city centre.

3. PROGRAMME OF THE DAY

09:00- 09:30	Energisers
09:30- 11:00	Session I: Leadership Coaching / Job Coaching / Coaching Basics
11:00-11:30	Break
11:30-13:00	Session II: Mid term evaluation
13:00	Lunch
Afternoon	Visit to Council of Europe building & free afternoon
Evening	Dinner in Strasbourg centre

Session 1 (9:30-11:00): Coaching Basics

TITLE:

Coaching basics V

AIM:

To practice with others from the group so that we could build and develop coaching skills.

DESCRIPTION:

Participants were divided into groups of three so that each person had 20 minutes to be coached. One group member had to share his/her struggle with the other two, who were his/her coaches. The person wasn't supposed to answer to their questions but to evaluate them – what impact the questions had on him/herself, were they asked in an appropriate way or time and did they lead to a new direction of thinking.

EDUCATIONAL METHOD USED:

Plenary work, peer-to-peer work.

OUTCOMES:

Each person gained experience in coaching and giving feedback.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

- Knowledge of two level thinking
- Different ways to ask questions
- How to receive and evaluate the received feedback

Session 1 (9:30-11:00): Job Coaching**TITLE:**

Job Coaching V

AIM:

To practice job coaching

DESCRIPTION:

The participants were interviewed by the facilitators in mock interviews. The facilitators used the appreciative inquiry technique in the interviews. We had previously chosen one occupation and written a job application letter for an opening at the castle. The situation was organised in such a way that the two facilitators were interviewing one of us and the rest of us were divided into observers and feedbackers. Their task was to evaluate the interviewee and give feedback on how they performed, their level of confidence, voice, manners, etc. At the end of the session a group discussion was held to reflect the learning strand.

**EDUCATIONAL METHOD USED:**

Discussion, group work and handouts, visually presented information via PowerPoint

OUTCOMES:

Each participant received a better understanding about job interview situations. We gained more confidence in approaching interviews and the tools to succeed.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

Guidelines of how to behave and appear to an interview. How to give feedback in a proper manner. Knowledge to pass on to fellow members.

See appendix 15 for appreciative inquiry

Session 1 (9:30-11:00): Leadership Coaching**TITLE:**

Leadership coaching V

AIM:

To develop leadership skills to build self-confidence as leaders, negotiators and motivators.

DESCRIPTION:

Firstly we were given a brief introduction to change management and how to react to change and how to coach others through change. The change curve was introduced and we discussed how people react to change and how through time their reaction changes. We then presented our final tasks where we had to introduce our guest speaker who had to give a presentation on their topic in the style of a famous leader. The task was to make us feel confident in ourselves, to teach us how to speak in front of other people, and how to focus on not making common mistakes that will reveal our emotions. This was followed by an open feedback session where we gave positive feedback to each other and were taught different styles of open feedback.

EDUCATIONAL METHOD USED:

Flipchart, group works, presentations, hand outs.

OUTCOMES:

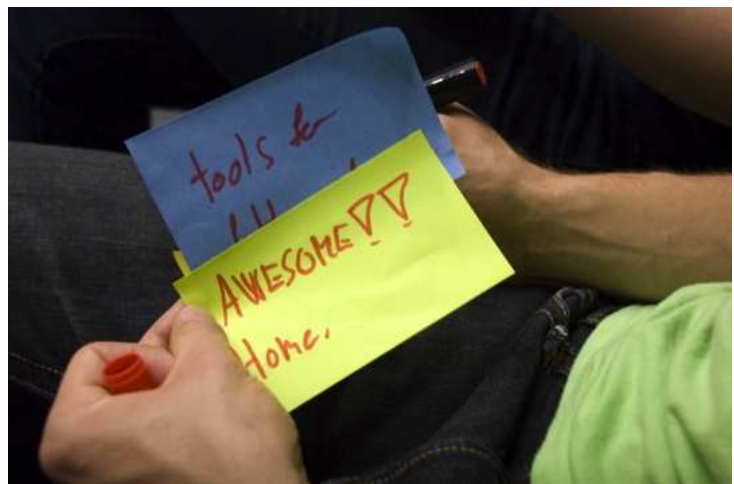
How important motivation is for a leader, how to feel confident in making public presentations and how necessary it is to give positive feedback.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

The importance of motivation: we learnt why a leader should be motivated in his/her work and how a leader can motivate the members of their team. Confidence and the ability to speak in public. How, when and why is it necessary to give feedback to the team members.

Session II (11:30-13:00): Mid term evaluation

We were asked to look back on the day of arrival, the first day and all the activities until this point. During the first day we collected what we could bring to this study session and the other participants, what we want to get from them, and what were our levels of knowledge and expertise on the topics of this study session.



Reflecting back we had a chance to check if our “gives and gets”, “dones and not yets”, “very experienced and no experiences” have changed or if new things had arisen.

It was a good opportunity to see what we have already done and learned and to reflect of the study session.

Free afternoon and evening in Strasbourg

We were given instructions on logistics and soon let loose with our lunch packages.

First we had a tour of the Council of Europe. A presentation on their work and value to Europe was provided.

The rest of the afternoon was free for our own adventures. We visited attractions like “Little France” and the Cathedral, did some shopping, and sightseeing.

We met up at a French restaurant in the evening and enjoyed a typical French dinner.

Friday 1 April

1. GENERAL DESCRIPTION OF THE DAY

We acted out our learning strands in the style of television programmes to demonstrate what we had learnt. Afterwards we discussed tasks that we could implement at home when we get back. We were introduced to SWOT analysis and in larger groups we analysed our ideas using this method. We did the same for analysing ourselves and discussed the results in our groups.

A fun task to end the day was to write descriptive words on each others' backs to express our positive opinions of one another.

It was a hard but effective day. We had to focus a lot and communicate between each other in detail. We explored cultures and organisations in great depth which was very rewarding.

2. OBJECTIVES OF THE DAY

- Share knowledge about the three learning strands in a creative way
- Consider how we will transfer knowledge from here to home
- Look to the future

3. PROGRAMME OF THE DAY

09:00- 09:30	Energisers
09:30- 11:00	Microwaving our learning strands
11:00-11:30	Break
11:30-13:00	Frying up some follow-up tasks
13:00-15:00	Lunch
15:00-16:30	Analysis of follow up using SWOT and group discussion
16:30-17:00	Break
17:00-18:30	Self-assessment
18:30-19:00	Reflection groups
Evening	Karaoke

4. CONCLUSION

We learnt today:

- How to do a SWOT Analysis. New skills and knowledge about SWOT and making self-assessments
- About other organisations and their everyday work

It was a good day and maybe one of the best so far. We had to do less listening than earlier in the week and more talking about our actions to take forward from this seminar.

Session 1 (9:30-11:00): Microwaving our learning strands

TITLE:

Microwaving our learning strands

AIM:

To show the other groups what we had learnt in our learning strand and reinforce the topics in our minds.

DESCRIPTION:

Each learning strand group split into two and had a limited time to create a 5 minute show in the form of a television show, horror movie, children's TV show, etc. to present to the others and

answer questions. Presentations were really versatile and funny. For example, versions of Teletubbies and James Bond movies were seen.

EDUCATIONAL METHOD USED:

Drama / group work

OUTCOMES:

We expressed ideas in a creative way, provided entertainment and had fun. We also got a chance to see what was done in other learning strands.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

A fun way to share knowledge.

Session 2 (11:30-13:00): Follow up planning

TITLE:

Follow up planning

AIM:

To plan how to transfer knowledge learnt this week to our home organisations. To plan future actions in our home organisations.

DESCRIPTION:

We chose small groups to work in as many participants had similar problems waiting for solutions to be found in our home organisations. Within these small groups we shared our challenges in our organisations and started to work through ideas on how to overcome these challenges by using the concept of coaching. The prep team helped us discuss with us about our plans and ideas.

EDUCATIONAL METHOD USED:

Group work.

OUTCOMES:

During this process we learnt about the current situation in each other's organisations and possible ways to overcome the challenges.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

Creative ways, brand new ideas and solutions for our problems.

Session 3 (15:00-16:30): SWOT analysis of follow up ideas

TITLE:

SWOT analysis of follow up ideas

AIM:

To evaluate our organisation(s) and follow up proposals.

DESCRIPTION:

A presentation about SWOT analysis was provided and we were given the task of doing a SWOT analysis on our proposals. We then presented these to larger groups and discussed further.

EDUCATIONAL METHOD USED:

Group work, presentation, discussion.

OUTCOMES:

More information about other organisations, how to make and use SWOT analysis.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

A plan of action for taking back home, new project ideas, stronger contacts.

See appendix 16 for powerpoint handouts

See additional reading #13 for more on SWOT- analysis

Session 4 (17:00-18:30): Self-assessment

TITLE:

Self-assessment

AIM:

To find out about our personal qualities as coaches.

DESCRIPTION:

Everyone did a SWOT analysis of themselves and discussed these in our follow up task groups. We then taped a piece of paper on each others' backs and wrote positive comments on it.

EDUCATIONAL METHOD USED:

Group work, SWOT analysis, creative feedback method.

OUTCOMES:

We learnt about ourselves and perceptions of ourselves by others.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

Positive feelings, better self-understanding.

Session 5 (Evening programme): Karaoke

Everyone chose a song and had great FUN!

Saturday 2 April

1. GENERAL DESCRIPTION OF THE DAY

In the first session we played an evolution game, which put emphasis on change. We watched a short movie about evolution and we filled in sheets which outlined the challenges we face and the goals, realities, opportunities & celebration of our organisations. Afterwards we thought about how we need to change and how our organisations need to change. We put together an action plan which we then presented in groups. We wrote letters to our organisations which outlined what was needed to be successful. We "closed the suitcase" with letters to ourselves. Finally we evaluated the study session and had our final reflection groups.

The day was very reflective and gave us a good chance to be able to look at ourselves as people and also our organisations which was a very enlightening and positive experience for everyone.

2. OBJECTIVES OF THE DAY

The general objectives of the day were to reflect on the whole week and make decisions on what we are going to do within our organisations to make them better.

A key objective was to learn that change (like evolution) is necessary to move forward and to become bigger and better. By talking to others we can learn from them and improve our organisations and how we do things. The writing of letters taught us that we shouldn't be content with the same thing but we should reflect, re-evaluate, look for new opportunities and move forward again.

3. PROGRAMME OF THE DAY

09:00- 09:30	Energisers
09:30- 11:00	Session I: Personal Self-Development Plan
11:00-11:30	Break
11:30-13:00	Session II: Organisational Development
13:00-15:00	Lunch
15:00-16:30	Session III: Closing the Suitcase
16:30-17:00	Break
17:00-18:30	Session IV: Evaluation
18:30-19:00	Reflection groups and final evaluation
Evening	Certificates & Final Party

4. CONCLUSION

Today was a good chance to look back on everything we have done throughout the week but also look towards the future and move forward. Everyone was very happy with the “Closing the Suitcase” activity as we think it will be interesting for us to re-evaluate our activities/lives within our organisations in five months time. It was also good to be able to write letters to our organisations to make our voices heard. The evaluation exercise was a good opportunity to tell the prep team exactly how we felt about the week and in a friendly relaxed manner. Overall it was a very good day for reflection and self-evaluation.

Session 1 (9:30-11:00): Self-development plan

TITLE:

Self-development plan

AIM:

To check our SWOT analyses and look within ourselves, set personal goals and think about changes in life.

DESCRIPTION:

The session started by a game called “Evolution game”. The game was followed by a 12 minute video “Who moved my cheese?”. The video can be seen on Youtube:

http://www.youtube.com/watch?v=LhOuz7PK_2s



The session continued with discussion about events in the video, changes in life, and how to be flexible. After it participants started to do individual work with the IGROWC model.

EDUCATIONAL METHOD USED:

Individual work, video, discussion.

OUTCOMES:

We understand how important is to look forward in future, be ready for changes, be flexible and change ourselves.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY:

An outline of what we need to do in our organisations to make change in a positive way.

Session 2 (11:30-13:00): Organisational development

TITLE:

Organisational development

AIM:

To discuss how to improve our organisations.

DESCRIPTION:

Blue and pink sheets of paper were handed out and we had to list what we would like to change in and how we will use coaching skills in our organisations. Action plans for our organisations were drawn up. We had the opportunity to meet individually with a prep team member to discuss the action plan.

EDUCATIONAL METHOD USED:

Individual work on ourselves and our organisations. In the action plan we worked in groups and got feedback from facilitator and other prep team members.

OUTCOMES:

We listed what we need to change in our organisations and made a concrete action plan to implement the changes.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY:

Concrete action plans to implement in our organisations.

Session 3 (15:00-16:30): Closing the suitcase**TITLE:**

Closing the suitcase

AIM:

To make a concrete follow-up plan to ensure coaching skills are used within our organisations.

DESCRIPTION:

We wrote letters to our organisations to tell them what we wanted to change in them and we wrote a letter to ourselves to be sent for us in 5 months to see if any changes have been made.

EDUCATIONAL METHOD USED:

Individual work.

OUTCOMES:

We learned how to collect and put our ideas together, dream about changes in our lives and in our organisations after 5 months. This task enabled us to think about what we can contribute to our organisations and how to implement our action plans.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

We can look forward to get our letters back and see how much has come true in the next 5 months.

Session 4 (17:00-18:30): Evaluation**TITLE:**

Evaluation

AIM:

To give feedback to our prep team and the participants, share our emotions and opinions about this week.

DESCRIPTION:

The first part of the evaluation took place outside on the lawn. Sheets of paper were placed on the ground showing the numbers one to ten, where one indicated very poor and ten indicated excellent. We were asked questions about all aspects of the week, for example, food, accommodation, workshops, etc. We indicated our answer by standing in a spot with our grade on that 1-10 line.

After this, the words “agree” and “disagree” were written on two sheets of paper and placed on the lawn. We were again asked questions about our week. Again we needed to indicate our opinion by standing in a right place. We also discussed our opinions to see if shared the same views or if they were different.

EDUCATIONAL METHOD USED:

Interactive group work.

OUTCOMES:

We learned the value of feedback.

WHAT CAN YOU BRING BACK HOME FROM THIS DAY?:

We learnt some effective tools for evaluation.

Session 5 (Evening programme): Final party

We received certificates and enjoyed the final party.

Thank you to all the participants, to the European Youth Centre Strasbourg and the prep team for a wonderful week!

Materials and sources used for Spice Up Your Potential

List of Appendices

1. List of participants
2. Ice breaking games
3. Welcome Space
4. Coaching, mentoring, peer education
5. Coaching ghost
6. Coaching competences handouts
7. Coaching competences exercises
8. Communications skills handouts
9. Feedback matrix exercise
10. One Page Personal Profile
11. Coaching readiness questionnaire
12. Characteristics of a good coach
13. Cover letter outlines
14. Different types of CVs
15. Different types of interviews
16. Appreciative inquiry
17. Self-assessment strengths & weaknesses

Additional reading material

1. Coaching youth initiatives -Guide for supporting youth participation
<http://www.salto-youth.net/downloads/4-17-1531/coaching%20guide%202008.pdf>
2. Open space- technology
<http://www.peopleandparticipation.net/display/Methods/Open+Space>
3. Living library
<http://humanlibrary.org/assets/files/guides/Living%20Lib%20Organisers%20Guide.pdf>
<http://humanlibrary.org/assets/files/marketing/Guidelines%20for%20readers.pdf>
4. World café
<http://www.kstoolkit.org/The+World+Cafe>
5. Perfect shapes and other activities done blindfolded
<http://www.blindfoldgames.co.uk/>
6. Clap, Snap, Stomp and other ice breakers
http://www.ehow.com/video_2387850_playing-clap-snap-stomp-improv.html
7. Three levels of Coaching
http://www.newventureswest.com/assets/three_levels.pdf
8. Giving and receiving feedback
<http://www.trainingsolutions.com/pdf/feedback.pdf>
9. Example of Wheel of life
<http://www.appliedhappiness.org/mediaz/wol.pdf>
10. Coaching conversation model FRAME
<http://www.ggci.com/Articles/ASTD%20January%202005.pdf>
11. Coaching conversation model GROW
<http://www.personal-coaching-information.com/grow-coaching-model.html>
12. Mandala - introducing an idea through concept mapping
<http://www.salto-youth.net/downloads/17-108-749/Mandala%20of%20the%20Perfect%20Volunteer-%20Tool%20analysis%20and%20Presentation.pdf>
<http://www.salto-youth.net/tools/toolbox/find-a-tool/1163.html>
13. SWOT analysis
http://www.mindtools.com/pages/article/newTMC_05.htm
<http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/780/Team-Building-Exercise-Guess-Who-is-the-Leader.aspx>

APPENDIX 1
List of participants
Rural Youth Europe Study Session “Spice Up Your Potential!”
27th March – 3rd April 2011, EYC Strasbourg

Mr/Ms	First name	Surname	Organisation	Country
Mr	Aghasi	Mkoyan	Armenian Rural Youth	Armenia
Mr	Levon	Movsisyan	Armenian Rural Youth	Armenia
Mr	Anton	Fitzthum	Rural Youth Austria	Austria
Ms	Bettina	Hofer	Rural Youth Austria	Austria
Ms	Svetlana	Ivanova	National Association of Young Farmers in Bulgaria	Bulgaria
Ms	Rikke	Nielsen	Danish 4H	Denmark
Mr	Tobias	Madsen	Danish 4H	Denmark
Mr	Russell	Carrington	National Federation of YFC	England (UK)
Ms	Katie	Lyons	National Federation of YFC	England (UK)
Ms	Ave	Kongo	Estonian 4H	Estonia
Ms	Kadri	Peterson	Estonian 4H	Estonia
Ms	Katja	Manninen	Finnish 4H	Finland
Mr	Mikko	Välitalo	Finnish 4H	Finland
Ms	Sini	Kivinen	Finnish 4H	Finland
Ms	Emma	Jorpes	Finlands svenska 4H	Finland
Ms	Amanda	Svärd	Finlands svenska 4H	Finland
Ms	Eike Ulrike	Lipkowski	IAEA Germany	Germany
Ms	Beata	Boros	AGRYA	Hungary
Mr	Sean	Doorley	Macra na Feirme	Ireland
Ms	Yvonne	Daly	Macra na Feirme	Ireland
Mr	Vetim	Ramadani	Kosovo Young Farmers Clubs	Kosovo
Mr	Janis	Krivtezs	Latvian 4H	Latvia
Ms	Lolita	Hercoga	Latvian 4H	Latvia
Mr	Andris	Pastars	Latvian YFC	Latvia
Ms	Ruth	Blackburn	YFCU	Northern Ireland (UK)
Ms	Birgitte	Steinsland	Norwegian 4H	Norway
Ms	Daniela	Coman	IMPLICA-TE!	Romania
Mr	Valentina	Stikovic	Serbian YFC	Serbia
Ms	Tatjana	Babić	Serbian YFC	Serbia
Ms	Mateja	Gramc	Slovenian Rural Youth	Slovenia
Mr	Gregor	Širovnik	Slovenian Rural Youth	Slovenia
Mr	Aleš	Plut	Slovenian Rural Youth	Slovenia
Mr	David	Martos Porras	Youth group of Villanueva de Algaidas	Spain
Mr	Lukas	Helfenstein	Schweizerische Landjugendvereinigung	Switzerland
Ms	Rachel	Mathias	Wales Young Farmers' Clubs	Wales (UK)
Ms	Lucy	Stonebridge	Wales Young Farmers' Clubs	Wales (UK)

Prep team

Mr	Jari	Joutsenvaara	Finnish 4H	Finland
Ms	Lasma	Mencendorfa	Latvian 4H	Latvia
Mr	Ragnar	Kekkonen	Estonian 4H	Estonia
Ms	Janja	Karner	Slovenian Rural Youth	Slovenia
Mr	Bastian	Küntzel	Council of Europe	Germany
Mr	Delme	Harries	Wales Young Farmers' Clubs	Wales (UK)
Mr	Juan	Ratto Nielsen	INTER-ACCION	Spain

APPENDIX 2: LIST OF ICE BREAKING GAMES

GEOGRAPHICAL MAP

Participants are shown a location of Strasbourg and directions (north, south) in the room and they now have to locate their land of origin on the map. After everyone has found their place random participants are asked where they are from and correct the map if needed. Closure.

ADJECTIVE GAME

Summary: This game is an effective icebreaker that helps people to introduce themselves in front of a group. It is a lot easier to learn new names by using adjectives.

Time: 15–30 minutes.

Materials: A positive attitude.

How to play: Players are arranged so that they are standing or sitting in a circle and everyone can hear each other speak. Each person must think of a word that describes him/herself as a person. The word must start with the first letter of their first name. For example, a participant called Fiona may choose to describe herself as 'Funny Fiona'. Normally the game begins with the facilitator, who is also in the circle. If Fiona was the facilitator, she would start the game by turning to the person on her left and saying loudly: "Hello! My name is Funny Fiona". The person whom Fiona has just introduced herself to (let's call him Sam) must then turn to the person on his left and introduce both Fiona and himself by saying: "Hello! This is Funny Fiona and I am Sympathetic Sam". The third person must then turn to the fourth and say: "Hello, This is Funny Fiona, this is Sympathetic Sam and I am Courageous Connie".

The basic idea is that everyone in the circle has to introduce him/herself to the next person in line, and at the same time introduce everyone else (including their chosen adjective!) who have been introduced before him/her. This continues until all of the participants have introduced themselves. The last person, facilitator, in the circle then has to remember everyone's names in order to introduce them all to the person who went first.

Pre-activity before starting this game: do one quick round of names. After everyone is finished then everyone shouts his/her name at the same time.

PARTICIPANT BINGO

Summary: This game helps people to get acquainted with others while asking questions from random participants.

Time: 10 minutes.

Materials: Each participant gets a pre-printed bingo sheet with statements on a matrix (4x4 or 5x5) and a pencil.

How to play: Players are free to move in the room and to interact with other participants. Their goal is to find participants matching statements on their sheets and fill in that participant's name to make a row or a line on their paper. The game ends when half of the group has reached bingo.

CREATE A GROUP AND MAKE IT WORK

Summary: This game works as an ice breaking game.

Time: 15 minutes.

Materials: None.

How to play: Facilitator instructs participants to create groups of specific sizes and when the group is formed a task is given to the groups. The group who finished the task fastest wins that round. It is important sizes of groups are chosen well that no one is left outside. If we have 36 participants then we go with the following sequence: 6, 4, 12, 9.

Some examples of group tasks:

- Form groups of 6 persons
 - o Task: How many different nationalities are inside the group? What are they?
- Form groups of 4
 - o Task: 2 feet, 3 hands
- Form groups of 18

- Task: Form a line according to birthday, without words
- Form groups of 9
 - Find three things you have in common with each other

NEWSPAPER DANCE

Summary: This game makes people get close to one another.

Group size: Best played in pairs but can be played in bigger groups as well

Time: 10 minutes.

Materials: Newspapers or other large pieces of paper and music.

How to play: Players are put on groups of nine and each group is given a large sheet of paper (4xFlipchart). Players put the paper on the floor and dance together on top of it while music is playing. When the music stops, the paper must be folded in half. The music starts again and the pair must continue to dance on the now folded paper. The process is repeated until the paper is too small to continue.

TOASTING with a TIE

Participants are given ties and pens to write two true statements and one false. Toasts are handed after writing. After the toast participants are free for informal discussion with the help of ties.

APPENDIX 3: Welcome Space

Welcome Space is an open and participant-centred method that requires extensive preparation before the implementation and then very unstructured facilitation during the exercise.

Participants enter the “Welcome Space” (plenary room). There are chairs and tables but they are arranged either to suit a ‘space’ or pushed to the side of the room. The team members are all at their ‘space’ ready to help and/or explain or facilitate. Soft music is playing.

In the middle of the room is an ‘Info-Point’ – a flip-chart that says:

“Welcome in this Space. It is for you and your curiosity to explore. We encourage you to use it to find out what will happen in the next week, to get to know new people and to start discussing the topics of our Study Session. You have to your disposal many different spaces:

*Have a look at the **Programme Flow space** that can give you more information about the objectives of the course and how we plan to achieve them with the programme that we have prepared for you.*

*Visit the **Portrait-Mapping Space** with a person you never met before in your life to paint each other’s portrait and information about yourselves and your life.*

*Find out more, comment, discuss and start the **mapping of concepts** that are relevant to this study session.*

*Learn more about the different stakeholders of this study session in the **stakeholder space**.*

*Share your **expectations** and **previous experiences**.*

The team is here to help you. But it’s all up to you and your initiative! Enjoy!”

Programme Flow Space:

The programme is displayed on a wall as a river where symbols show the flow of the programme together with the Study Session’s objectives. The river indicates how different programme elements are designed to support achieving those objectives. A team member is at this ‘space’ to explain to participants and answer possible questions. Participants are encouraged to put questions and comments on post-its and place them on the programme flow.

Portrait-Mapping Space:

Participants are asked to come here in pairs. They find material to draw each other’s portraits on a piece of paper. While they draw, they should find out more about each other and include that information on the portrait. Following this, participants should stick their portraits next to a big map of Europe and link it with a piece of string to their place of residence.

Concept Space:

On one wall are beginnings of mind-maps about different concepts: Coaching, Mentoring, Peer-Education. One mind-map (on the topic of mind map) is completed, explaining how a mind-map works. The others show only the central topic and are open for participants to elaborate. There are many empty pieces of paper, marker and tape. The facilitator encourages participants to add descriptors, put questions, comment on the concepts.

Expectations Space:

On a piece of the wall is a grid with two columns and two rows that has GIVE and GET as their two columns. The upper row is labelled DONE and the lower row is labelled NOT YET. Participants are asked to note on green post-it notes what they would like to give and what they would like to get during the week. If they have not yet have a chance to give or get it, it should be in the ‘not yet’

row. Using red post-it notes, participants should note down what they do not want to experience during the week. During the week the group should re-examine their post-its and see if their position might have changed.

Experience Sharing:

On a piece of paper on the wall there are several horizontal lines, indicating continuums between 'no experience' and 'very experienced'. Participants should write their name on post-it notes and indicate where they see themselves on those lines. The topics of these continuums are on: coaching, project planning, project management, international events, non-formal education

Stakeholders space:

On a separate location there were presentations about the stakeholders of the study session, namely Rural Youth Europe and Council of Europe. Participants were asked to arrive in small groups.

APPENDIX 4: COACHING, MENTORING, PEER EDUCATION

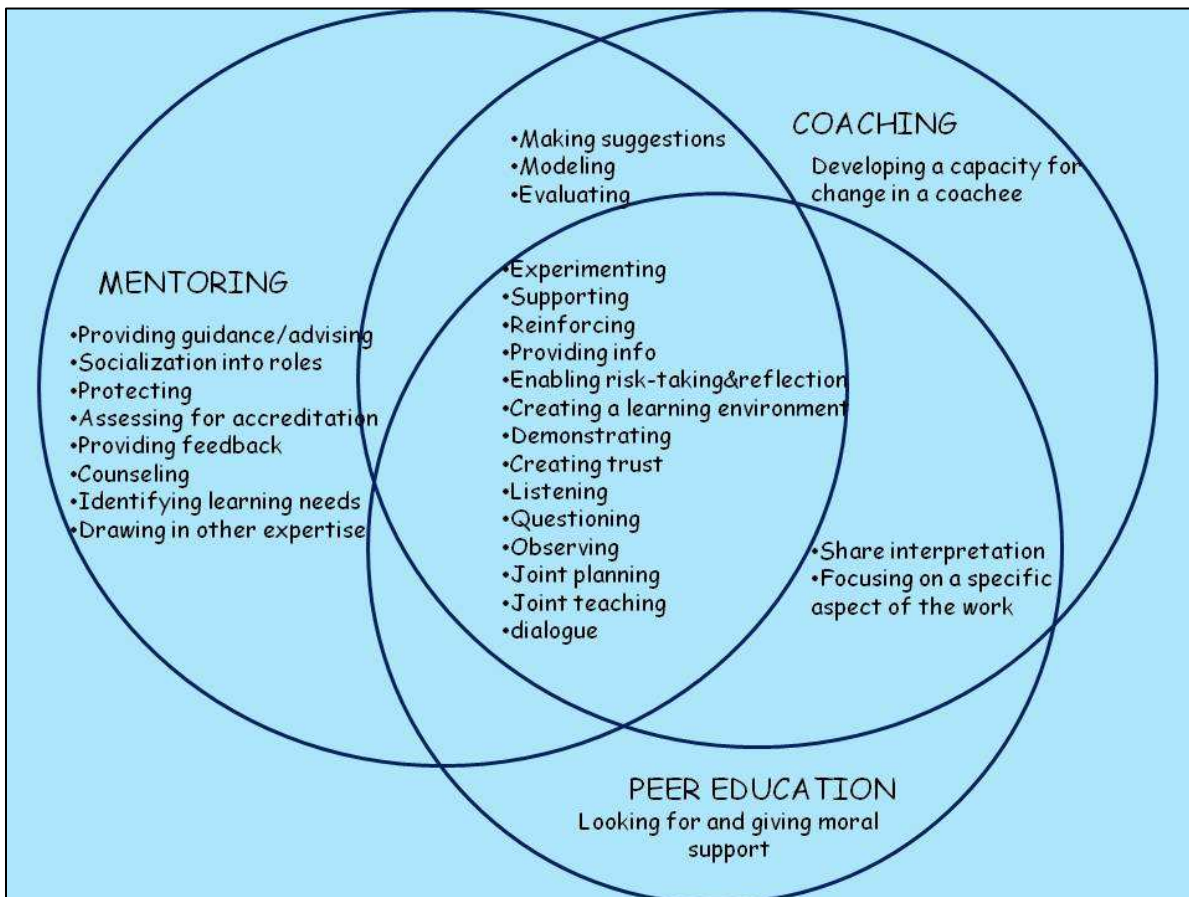
COACHING

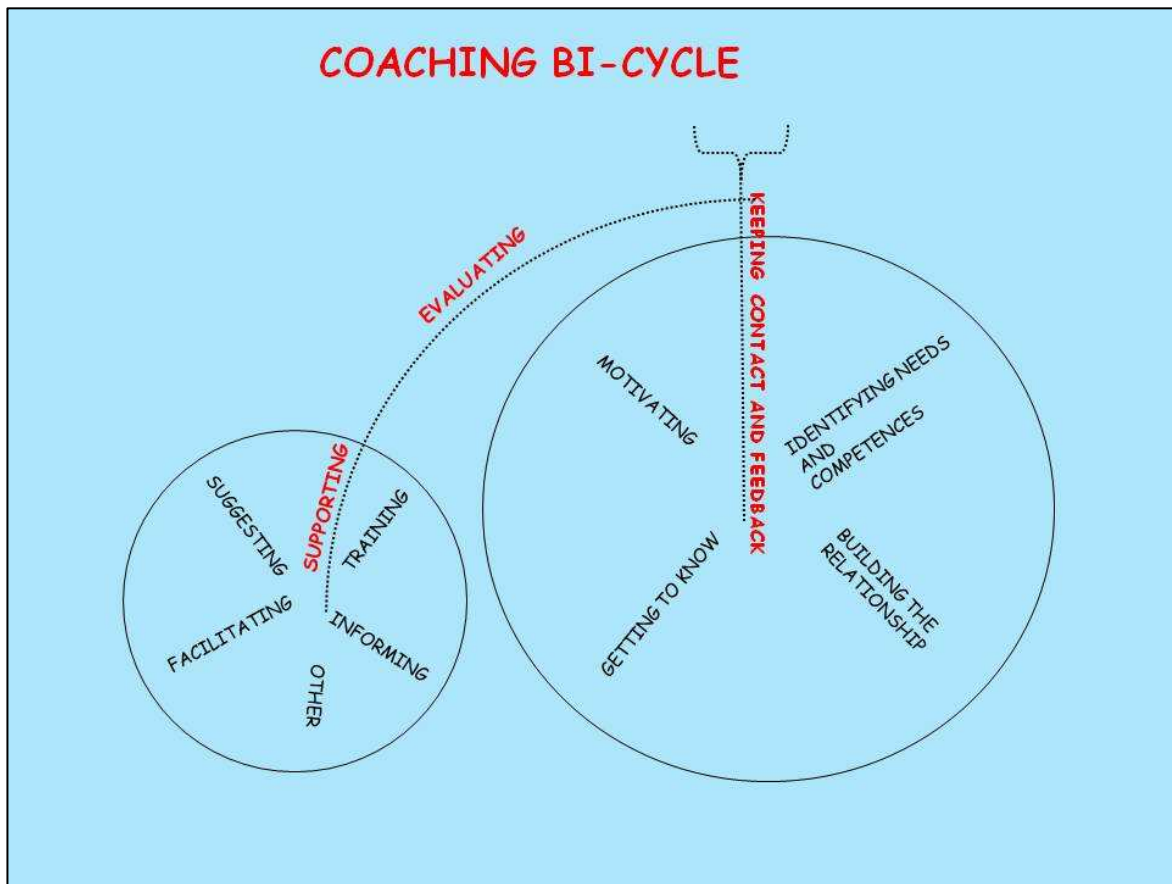
refers to a more systematic process where one person takes another through an experiential learning cycle, with the intention of unlocking the individual's potential to maximise their own performance.

MENTORING

is generally used to refer to a process by which a respected and competent individual provides guidance and advice, in order to assist someone less experienced develop in their work

Reference: Robbins, 1991





'COACHING NUGGETS'

“Coaching is not about learning the right way, but is about helping lead an individual to find their best way.”

“Authentic coaching is the practice of emotional intelligent behavior”

“Our performance equals our potential minus our internal interference, of which lack of self belief is the greatest. Coaching does not therefore seek to add anything but rather to remove any internal obstacles to performance, learning and enjoyment.”

“Coaching is a means of helping people to uncover and bring out the best in themselves, their pupils and the teams they work with”

“I am always ready to learn. I am not always ready to be taught.” (Winston Churchill)

Coaching is about helping people to learn.

APPENDIX 5: COACHING GHOST

<i>Coaching Ghost</i>	
<i>Directions:</i>	Circle your response for each statement on the response form provided.
<i>Responses:</i>	To what extent do each of the 40 coaching inventory statements describe your behaviour, values or attitude? Circle the appropriate letter for each statement using the following key: A = Always S = Sometimes N = Never Note: you can only circle one response per statement.

Coaching Inventory Statements

1. The responsibility of learning and development always lie with the coach.
2. As a coach I like to share my skills and knowledge by being involved.
3. Coaching is about showing people the way.
4. People learn best when they take responsibility and get involved.
5. People need coaches to facilitate learning and for directing them to success.
6. Learning through doing with others is essential for the coach and the learners.
7. Coaches are essential if expertise and knowledge are to be transferred.
8. It is important for everyone to be involved through the whole process.
9. A coach is there to ensure people stay focussed and on track.
10. A coach's participation is an important part of any team.
11. The responsibility of learning is that of the participants, the coach is there just to support.
12. Facilitating the opportunity to fully get involved is that of the coach.
13. Coaching is another friendlier term for a manager.
14. As a coach I find it difficult not to get involved.
15. If people are the vehicles and drivers, the coach is the map.
16. A coach has to be able to creatively engage all participants.
17. The coach reminds the participants of the agreed aims and objectives.
18. The coach can motivate and ensure the group achieves more through seeing themselves as part of the group.
19. The coach is there to hold the hands of the participants.
20. When a group is functioning effectively the coach isn't needed.
21. A coach will have more experience and knowledge than the participants.
22. Being totally part of the group allows the coach to fully understand the group dynamics and learning process.
23. A coach will encourage and motivate the group to identify forward strategies.
24. A coach should allow the group to review and evaluate their own activities.
25. A coach should not allow the group to deviate from its goals.
26. The ideas input of the coach is just as important as the participants.
27. A coach is there to manage the groups dynamic not the group activities.
28. The coach will ensure everyone in the group has equal opportunity to give their views.
29. A coach will make sure meetings move on a good pace.
30. A group cannot meet if the coach isn't there.
31. A coach can make suggestions about the process but the group will make the decisions about the direction and activity.
32. The process is more important than the product.
33. A coach can firstly show the group how tasks can be accomplished before allowing them to attempt it.
34. A coaches needs are just as important as the groups.
35. A coach will support the group in reflecting to ensure the group learn from the experience of participating.
36. The group chooses its own direction and tasks.
37. A coach should encourage the group to think outside of the box, to be creative when approaching a challenge.
38. Problem solving is the responsibility of the coach and the learners together.
39. The coach will ensure there is a safe and productive learning environment.
40. The role of the coach is to be like 'a fly on the wall' and just observe.

Coaching Ghost Inventory – Response Form

Directions: Circle your response for each statement on the response form table below.

Responses: To what extent do each of the 40 coaching Inventory statements describe your behaviour, values or attitude? Circle the appropriate letter for each statement using the following key:
 A = Always S = Sometimes N = Never

Note: you can only circle one response per statement

<u>1</u> A S N	<u>2</u> A S N	<u>3</u> A S N	<u>4</u> A S N
<u>5</u> A S N	<u>6</u> A S N	<u>7</u> A S N	<u>8</u> A S N
<u>9</u> A S N	<u>10</u> A S N	<u>11</u> A S N	<u>12</u> A S N
<u>13</u> A S N	<u>14</u> A S N	<u>15</u> A S N	<u>16</u> A S N
<u>17</u> A S N	<u>18</u> A S N	<u>19</u> A S N	<u>20</u> A S N
<u>21</u> A S N	<u>22</u> A S N	<u>23</u> A S N	<u>24</u> A S N
<u>25</u> A S N	<u>26</u> A S N	<u>27</u> A S N	<u>28</u> A S N
<u>29</u> A S N	<u>30</u> A S N	<u>31</u> A S N	<u>32</u> A S N
<u>33</u> A S N	<u>34</u> A S N	<u>35</u> A S N	<u>36</u> A S N
<u>37</u> A S N	<u>38</u> A S N	<u>39</u> A S N	<u>40</u> A S N

Coaching Ghost Inventory – Scoring Form

Circle your scores corresponding to the Response Form. The circles on your *Response Form* should be in exactly the same place on the *Scoring Form*.

<u>1</u> 2 3 1	<u>2</u> 3 2 1	<u>3</u> 3 2 1	<u>4</u> 3 2 1
<u>5</u> 2 3 1	<u>6</u> 3 2 1	<u>7</u> 2 3 1	<u>8</u> 2 3 1
<u>9</u> 1 3 2	<u>10</u> 1 2 3	<u>11</u> 3 2 1	<u>12</u> 2 3 1
<u>13</u> 3 2 1	<u>14</u> 3 2 1	<u>15</u> 2 3 1	<u>16</u> 2 3 1
<u>17</u> 2 3 1	<u>18</u> 2 3 1	<u>19</u> 1 3 2	<u>20</u> 1 3 2
<u>21</u> 1 3 2	<u>22</u> 1 2 3	<u>23</u> 3 2 1	<u>24</u> 3 2 1
<u>25</u> 2 3 1	<u>26</u> 1 2 3	<u>27</u> 2 3 1	<u>28</u> 2 3 1
<u>29</u> 2 3 1	<u>30</u> 1 2 3	<u>31</u> 3 2 1	<u>32</u> 3 2 1
<u>33</u> 2 3 1	<u>34</u> 1 2 3	<u>35</u> 2 3 1	<u>36</u> 3 2 1
<u>37</u> 3 2 1	<u>38</u> 2 3 1	<u>39</u> 3 2 1	<u>40</u> 2 3 1
Total:	Total:	Total:	Total:
Directive	Involved	Guiding	Participative

Grand Total:

<i>Directions:</i>	Add each column (down) and place totals in the boxes provided. Then also add all the columns together to give you your grand total.
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Plotting Your Results

To obtain a more graphic illustration of your Coaching Ghost results, transfer your column totals from the scoring form to the table below. Use different colours and fill the columns to create a graph.

30				
25				
20				
15				
10				
5				
	Directive	Involved	Guiding	Participative

Coaching Ghost Interpretation

The Coaching Ghost Inventory is a self-reflective assessment model to be used as a guide for supporting and challenging your development as a Coach.

The maximum score on this Coaching Ghost Inventory is 120 points. Any score above 100 will usually mean that you use a balanced combination of coaching methods styles and have broad and advanced understanding of coaching methods and techniques. You are aware of the importance of coaching and that different learners and groups all can have different learning needs and approaches. If your score is in the range of 60 – 100, this could mean you have a good understanding of coaching methods and techniques and you may be slightly experienced but not a regular coaching practitioner. In time with some self-reflection, training and further experiences of coaching you are well on your way to improving your practice and understanding of coaching. If your score is below 60 this could mean that you are a coaching novice. Your understanding of the term and your experience of coaching might be relatively new. Completing the Coaching Ghost Inventory could be your first positive step to becoming and understanding the roles of a coach.

The column with the highest score can mean it is this approach you feel most comfortable and familiar with. It is important to look closer at those areas where you scored a low score to identify possible learning and development areas for you as a coach. Remember a good coach will always use a variety of techniques and methods depending on needs. A well-balanced coach will have column scores that are close and similar.

DIRECTIVE	This style and method of coaching is very much based on the coach offering direction and sometimes steering the group in a certain or desired direction. The coach acts as a signpost through identifying possible routes and opportunities and occasionally will try and persuade the group to choose a particular route. The coach is clear and fully understands that this slightly manipulative approach is necessary at that particular time.
INVOLVED	This style and method is where the coach sees themselves as a member and part of the group. This is more aligned to a peer approach. The coach will usually feel they have the same amount of investment as the group and therefore deserve same amount of the reward. This is where the coach is immersed in the whole group process, they are involved yet at the same time they are the coach. The coach here may only be identified by having more experience, skills and understanding in the topic area.
GUIDING	This style and method is where the coach focuses on supporting the group or individuals. The coach is there to ensure the participants wellbeing by ensuring a safe learning environment and the group process is well managed. This is where the coach supports the group at every level, almost handholding the group and making sure they don't experience potential hazards.
PARTICIPATIVE	This style and method is where the coach allows the group to find its own way and individuals are self-directive. The coach will ensure the group have ownership and autonomy of the projects and activities. The coach here acts more of sounding board and can offer suggestions but the participants ultimately make the final decision and choose their own direction.

APPENDIX 6: COACHING COMPETENCES

Coaching is ...

- helping somebody to learn
- personal growth training
- bringing out the best in others

Coaching is not ...

- teaching - the transfer of knowledge
- therapy - process of recovery from an emotional injury
- mentoring - the transfer of expertise or experience

A coach is...

Someone who helps the other person become better based on their individual strengths and goals

Competence is...

- a combination of necessary knowledge, skills and behavior
- the quality of being able to do something really good

Coaching competences include...

- self-management
- communicating
- establishing
- abiding
- supporting
- concluding
- diagnosing
- planning
- monitoring

Exercise: Good competences of a coach

1. Individuals - write down 10 competences (5 minutes)
2. Pairs – agree on 5 competences (5 minutes)
3. Group of 6 persons (3 pairs) – agree on 3 main competences (10 minutes)
4. Presenting 3 competences

Exercise: Coaching Lifeboat (see Appendix 7)

- 6 groups
- 1 team leader
- 30 minutes to decide who will stay on the lifeboat
- Conclusion

APPENDIX 7: COACHING LIFEBOAT

Dear participants, find a comfortable place where you can sit and feel free for doing the task.

Your group's competence is _____

Task:

Each group has to think about one important person – a good leader who best characterises your competence. It can be a historical figure like Napoleon (purposeful), a film hero like Braveheart (courageous) or a book character like the Little Prince (imaginative).

After discussion, your group has to think about a common mark as your group's "brand" (for example, clapping with hands; same colour clothes; singing; dancing etc.). You will need this to show your brand during the presentation at the end of the exercise.

Description of situation:

"Imagine that you all are on a cruise trip in the Caribbean islands. There is a huge storm, strong winds and the ship has an accident. There is not enough space for all of you. The life boat is full and could sink. To survive, you should throw out three groups.

Each group has to make a self-defence speech to survive - why their group's selected character has the strongest competence and why it is most important for coaching and how the competence can be useful for the other groups in the life boat. The purpose of the group speech is to stay in the boat. Only the best ones will survive!

Every group will present and tell their self-defence speech for 1 minute (without comments from other groups).

After the speeches of all groups, participants have to vote, which are the 3 most important competences for "perfect coach".

You have 25 minutes to prepare this task.

Start now! =>

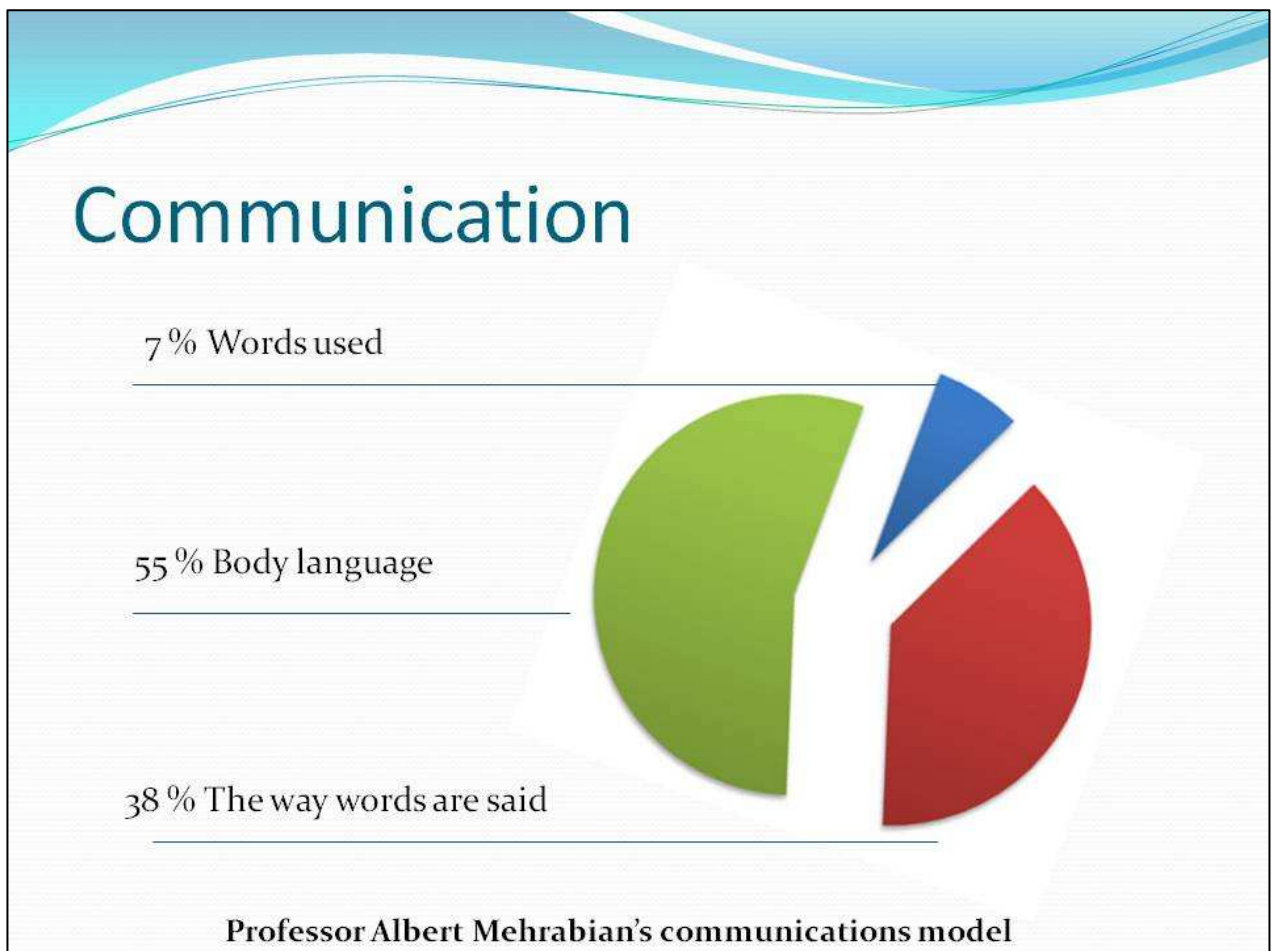
APPENDIX 8: COMMUNICATION SKILLS

Contents

- Communication
- Challenges in communication
- Active listening
- Non-verbal communication
- Giving and receiving feedback

Communication

- What is communication?
- How do we communicate with each other?
- What is delivered in communications?



Challenges in communication

Delivering the communication

- Voice volume.
- Message too complex
- Getting lost, forgetting your point or the purpose of the interaction.
- Body language giving different signals than the message
- Using a very unique method
- Culture and space

Challenges in communication

Communication is a two way street
- communicator <- -> communicatee

Blaa
blaa
blaa bla

Oh, I had
fun
yesterday
...

Does a falling tree make a sound if there is no one to listen?

Sources of Difficulty for the Listener

- Being preoccupied and not listening.
- Being so interested in what you have to say
- Listening to your own personal beliefs
- Evaluating and making judgments about the speaker or the message.
- Not asking for clarification when you know that you do not understand.

Active listening

Giver: Communication



Receiver: Message



Communication received and understood



Feedback

Active listening

Question techniques

- Open and Closed Questions
- Probing Questions
- Leading Questions
- Rhetorical Questions
- Funnel Questions

Question techniques as a tool

- Learning: Ask open and closed questions, probing questioning.
- Relationship building: Open question
- Managing and coaching: Rhetorical and leading questions
- Avoiding misunderstandings: Use probing questions to seek clarification,
- De-fusing a heated situation: Use funnel questions
- Persuading people: Series of open questions

Non- verbal communication

The body- language

- **First impressions and confidence**



Non- verbal communication

Body language

- Posture
- Eye contact
- Gestures with hand and arms
- Speech
- Tone of voice

Feedback

- What is feedback?
- How do you react to feedback?
- How to give feedback?

Feedback

Giving feedback effectively

Try to make it positive process and experience

For Example

POSITIVE

SUBJECT OF FEEDBACK

POSITIVE

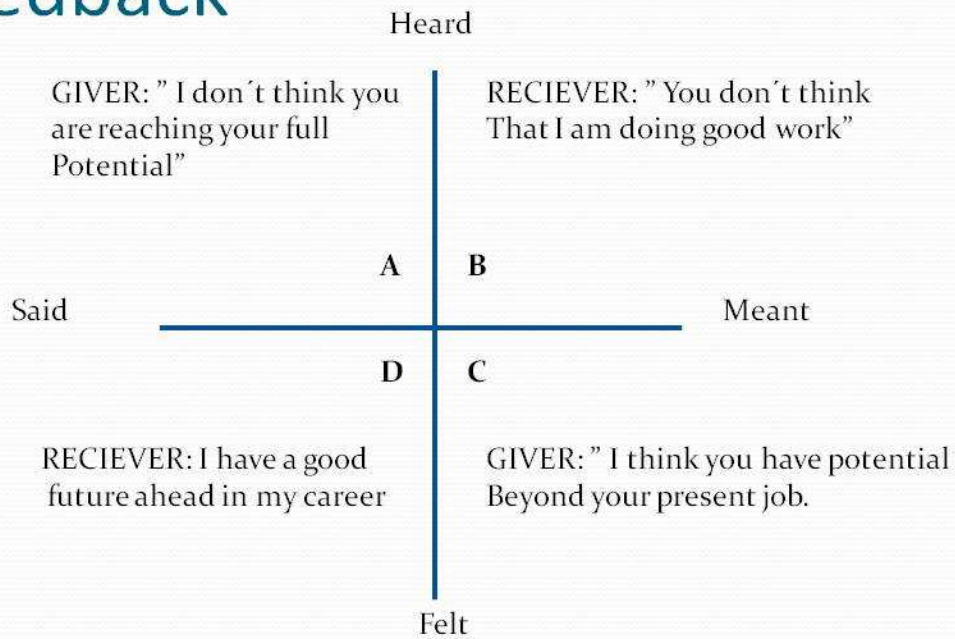
Giving feedback effectively

- Be timely
- Make it regular
- Emphasize the positive
- Be specific
- Focus on behavior instead of person
- Be descriptive
- Provide specific suggestions.
- Own the feedback – "I"

Receiving feedback effectively

- Ask for periodical feedback
- Listen actively
- Don't obsess.
- Ask for examples.
- Avoid debates.
- Process the feedback in your own time.

Feedback



Conclusion

- Regarding coaching, mentoring and peer-2-peer education, the importance of communication cannot be underestimated.
- Communication is not just words, it is the whole package coming with them
- In order to delivery your communications to others and to receive communication from others effectively you need communication skills
- In everyday life it is important to able to give and receive feedback properly

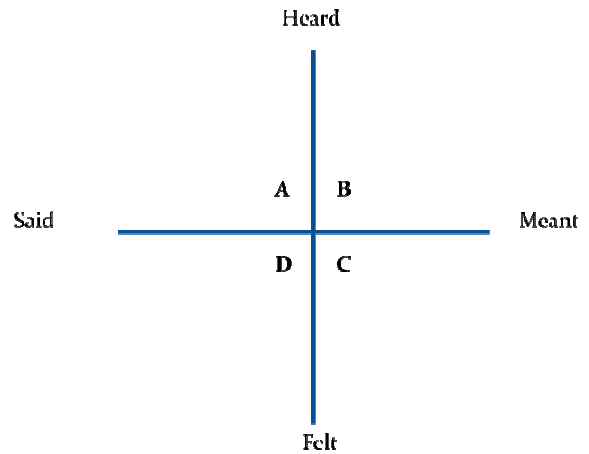
APPENDIX 8: EXERCISE WITH THE FEEDBACK MATRIX

CASE #1 Situation at work

Use sequence a-b-c-d

R[B]: You have finally finished a long project. You have done lots of work, but you are not sure how the project really went. You see that your boss comes in and wants to talk to you. You are prepared for the worst.

Take the feedback negatively “there must be something hidden behind those nice words” Write down your thoughts on section B.



R[D]: Your boss tries to explain what he/ she meant. Write down how do you feel now about the given feedback share your thoughts

CASE #2 Situation at your organisation

G[A]: Think about a situation in your home organisation where a group you are working with has not done their tasks on time. Come up with a feedback to give to the group. Use the feedback sandwich- model (positive, subject of feed back – positive/how to improve).

G[C]: You see that the group didn't get your point about the feedback. Explain again to them that they performed poorly but end the explanation again with a positive thing (we can learn from this/ you can improve here and here to perform better). Use your own words.

G: Close the situation

APPENDIX 9: ONE PAGE PROFILE FOR WORK

Write or draw the answers to the following questions on a piece of paper:

- What people like and admire about me at work?
- What is important to me about my work?
- Good support for me at work
- Picture of me working

What does it mean?

- **What people like and admire about me at work?**

This section is about the person's personality and their gifts and skills:

What is great about this person?
What can they do really well?
What gifts do they have to offer to an employer?
What gifts do they bring to their workmates?
What gifts do they bring to customers?

- **What is important to me about my work?**

What does this person want from their job?
What are the things that really matter to this person about their work?
What kind of work does the person want?
What motivates this person to get out of bed and go to work?

Tip: Use Good Day/Bad Day to think about what makes a really good day at work for this person.

- **Good support for me at work**

What needs to be present so that this person can do a good job?
What helps this person contribute and work well?
What do we know works for this person and their colleagues to be healthy and safe at work?
What support does the person need from managers to do their job well? What support do they need from colleagues?

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APPENDIX 10: COACHING READINESS SELF-ASSESSMENT

This form will help you determine your strengths and the things you can work on to improve your success as a coach.

On the scales below, circle the number that reflects how difficult you think each task will be for you. Circle 1 for “very challenging” and 6 for very easy”.

	Challenging					Easy
Box 1						
Prepare for each coaching session.	1	2	3	4	5	6
Teach tasks according to company standards.	1	2	3	4	5	6
Check for trainee understanding.	1	2	3	4	5	6

Box 2						
Answer many questions from a trainee.	1	2	3	4	5	6
Be interested in the success of a new trainee.	1	2	3	4	5	6
Ask the trainee questions to direct the learning process.	1	2	3	4	5	6

Box 3						
Show a trainee what I like about the job.	1	2	3	4	5	6
Be excited about coaching.	1	2	3	4	5	6
Avoid making negative comments.	1	2	3	4	5	6

Box 4						
Laugh when training doesn't go according to plan.	1	2	3	4	5	6
Share stories about things I've learned the hard way.	1	2	3	4	5	6

Box 5						
Admit to a trainee when I don't know the answer.	1	2	3	4	5	6
Address a trainee's concerns about the job.	1	2	3	4	5	6

Box 6						
Adapt lessons to the abilities of a trainee.	1	2	3	4	5	6
Change coaching sessions to meet new constraints.	1	2	3	4	5	6

Box 7						
Listen to a trainee's opinions about doing a job.	1	2	3	4	5	6
Be open to negative comments.	1	2	3	4	5	6
Work with a trainee who is not like me.	1	2	3	4	5	6

Box 8						
Participate in training to improve my coaching skills.	1	2	3	4	5	6
Use my supervisor's reviews to improve my coaching skills.	1	2	3	4	5	6
Take my position as a coach seriously.	1	2	3	4	5	6

See the “Characteristics of a Good Coach” discussion to learn more about the topics in each box.

APPENDIX 11: CHARACTERISTICS OF A GOOD COACH

Even the best coaches can improve with training and practice. The coaching readiness self-assessment was designed to help you identify areas where you can improve your coaching skills. The statements on the assessment and the related information in each box define the characteristics of good coaches (adapted from Leach, 1996).

Box 1: Desire

Successful coaches want to coach. They take pride in sharing what they know. Improving their teaching skills is important to them. A successful on-the-job training (OJT) programme will have coaches training jobs in standardised ways with an emphasis on safety.

Box 2: Responsiveness

Successful coaches encourage trainees. Their listening and communication skills are key to conveying the right information. Questions can be used to direct the learning process. Successful coaches understand that learning will increase when trainees are comfortable and ask questions.

Box 3: Enthusiasm

Successful coaching takes energy. OJT sessions take time to prepare and commitment to conducting them. Coaches who feel good about their jobs will pass on those feelings.

Box 4: Humour

Successful coaches have a good sense of humour. Things don't always go according to plan. Everyone has done something the hard way. Laughing about things that have gone wrong sends the important message that messing up while learning is OK.

Box 5: Sincerity/Honesty

Successful coaches don't fake it. They truly care about the success of their trainees and deal with them in a straightforward manner. Trainees will respect a coach who admits not knowing something and then goes and finds the answer for both of them.

Box 6: Flexibility

Successful coaches are adaptable. They know when to eliminate, adjust, or change what they are teaching to match the capabilities of the trainee or outside constraints.

Box 7: Tolerance

Successful coaches are open to the opinions of others. They recognise and accept differences in personalities. They are interested in what others have to say, even when they don't agree, and accept negative feedback as a tool for improvement.

Box 8: Commitment

Successful coaches improve over time. Training, practice, and honest reviews help coaches develop and refine their skills. Formal certification programs provide a public statement of support from the company. Successful coaches take their coaching duties seriously.

Look back over your answers to the coaching readiness self-assessment. Boxes with more high numbers circled show areas where you are most confident. These qualities will help you be an effective coach. Boxes with lower numbers circled show what you can work on to improve your coaching. You can be trained to incorporate these qualities effectively into your coaching even if they do not come naturally to you.

Every coach is different.

Capitalise on your strengths and work to improve other areas.

APPENDIX 12: COVERING LETTER OUTLINE

Name
Address
City, State
Phone Number
Email Address

Date

Employer Contact Information (if you have it)

Name
Title
Company
Address
City, State

Salutation

Dear Mr/Ms Last Name, (use Dear Sir/Madam if you don't have a contact person)

Body of Cover Letter

The body of your cover letter lets the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

First Paragraph

The first paragraph of your covering letter should include information on why you are applying. Mention where you found the job listing. Include the name of a mutual contact, if you have one.

Middle Paragraph(s)

The next section of your covering letter should describe what you have to offer the employer. Mention specifically how your qualifications match the job you are applying for. Remember, you are interpreting your CV, not repeating it.

Final Paragraph

Conclude your covering letter by thanking the employer for considering you for the position. Include information on how you will follow-up.

Complimentary Close

Yours sincerely,

Signature

Handwritten Signature (for a letter)

Typed Signature (for an email)

APPENDIX 13: CV FORMATS

5 CV Formats Compared

Which one is right for you? Here is our advice to help you choose the most appropriate CV for you circumstances.

Chronological CV

The Chronological CV is the most familiar format for employers and is a good way to show career development and to showcase your experience from today, backwards. If your recent job titles are the same or similar to the job you're applying for, your recent employer is a respected name in the industry and you have a strong educational record then the chronological format is for you. As it places emphasis on career progression, it doesn't work so well if you have had career breaks or gaps in your employment history. If your recent achievements and positions aren't relevant to the job you're applying for then recruiters might assume you are unqualified for the job before reading on further to uncover how qualified you really are.

Functional CV

The Functional CV format can be used to draw attention to your skills, strengths and achievements relevant to a specific job/industry. This format tends to be used for highly skilled professionals (e.g. Engineers and IT), new graduates, job hoppers or career changers. It gives you the chance to describe yourself through what you can do, rather than jobs you have had. You should include in your CV a short profile which will introduce you and what you have to offer. Your skills and achievements should be listed under four to six functional headings which will be relevant to you job sector and experience. It could be a good idea to check the job description so you can try to match these headings to the skills required for the job. Include a brief career history with names of your employers and your job title. This type of CV might create concerns from an employers' point of view as it can be used as a way of "getting around" common issues.

Combination CV

As the name suggests, this format is a cross between the chronological and functional CV. The combination CV doesn't waste recruiters' time as it begins with a summary of qualifications and ends with a chronological summary of education and employment. It usually leads with two or three skills headings and a longer career history than the functional CV. The danger with this type of CV is that it can easily become too long if you include too much detail. The flow of the combination CV includes:

1. a personal statement
2. a summary of qualifications
3. special skills
4. educational history
5. employment background
6. references

Targeted CV

A targeted CV aims to clearly target a specific role or career by emphasising relevant skills, qualities and capabilities. It is particularly useful for people who have a number of different skill sets which they would like to use to target different job sectors. This type of CV is best presented as a one-page format so remember to keep it brief.

It should consist of:

1. a profile, focused on your achievements and experience within your targeted sector
2. a bullet point list of skills for the position you are applying for
3. career history
4. education
5. personal details, and references

Creative CV

Finally, a creative CV uses a portfolio to present evidence of previous work. This type of CV is used for creative professions such as artists, photographers, graphic designers and fashion. It gives you the opportunity to show skills and qualities through visual representation. While the format is dependent on your experience and goals, you still need to ensure you include your core elements like:

1. your name and contact details
2. a career profile
3. key achievements
4. skills or work history
5. education and professional qualifications

APPENDIX 14: TYPES OF JOB INTERVIEWS

Here are the three most common types of interviews and how to prepare:

1. TELEPHONE INTERVIEW

Telephone interviews are used as the first stage in a selection process. Due to the volume of candidates some jobs attract, telephone interviews works like a filter, finding the best candidates. The good news is that your application was good enough to get you an interview.

How to shine:

1. Interviewers want to hear about specific challenges or problems you faced in the workplace, the specific actions you took and the measurable results you achieved.
2. Don't speak too quickly, use slang, interrupt or talk over the recruiter. Matching your speaking rate and pitch to that of the interviewer will help you to establish rapport. Don't "um" and "err" too much! Your voice is the only sales tool you have!
3. Use the interviewer's name regularly throughout the conversation and also use the company name a few times.
4. Be succinct. For most questions a 2–4 minute answer is a good target. Time is an issue with telephone interviews and you're wasting your own time if you stray off the subject.
5. Try smiling while you are talking. Studies have shown that this has a positive effect on the person who is listening. It is also a good idea to stand during a telephone interview as this makes you sound more confident and helps project a positive and professional image.

2. COMPETENCE BASED INTERVIEW

When you are asked competence based interview questions, the interviewer is looking for specific examples of how you have handled situations or resolved problems in the past. The thinking is that if you have specific examples of what you have done for previous employers, you will be able to replicate your behaviour in a new job.

How to shine:

1. Say "I" a lot when describing your experience. Talk about what you did, not "the team" or "they". Interviewers want to know what your specific role was in achieving results.
2. Read the job description and look for competencies in the person specification. Ensure you have prepared an example for each competence and responsibility.
3. Describe the results you achieved, for example, money saved, improved processes, happy customer. Be specific.
4. Keep your answers succinct, to-the-point and don't ramble. The best way to do this is to prepare and practice your interview answers beforehand.
5. Be prepared to answer a negative question. If you have made a mistake, what did you learn from it?

3. PANEL INTERVIEW

Panel or Group: allows many individuals to interview you at once. Imagine having two, three or even more people interviewing you all at once. It efficiently provides the employer with multiple

opinions about you. Your best strategy here is to rehearse your answers and physical presentation beforehand, concentrating on concise, meaningful responses that speak to the multiple decision makers.

How to shine:

1. Find out who is on the panel and their job titles in advance. Do a profile search on them on their corporate website to try to get a sense of what exactly they do.
2. Greet each interviewer individually. Shake hands with each person. Repeat their names as you are introduced. It will help you to remember them!
3. Focus your attention on the interviewer asking the question and glance at the other panel members to include them.
4. Cross reference your answer to a question with one that has been asked by a different panel member to reinforce your strengths. For example: "To expand on the answer I gave to Fiona, my experience also includes..."
5. Bring a list of prepared questions to the panel interview. There should be questions that you can address to members of the panel relevant to their different roles.

APPENDIX 15: APPRECIATIVE INQUIRY JOB INTERVIEW

1. Take a minute to think about your most outstanding, significant professional achievement. Invite the interviewee to share their story.
2. Ask the interviewee, "What about you made this achievement possible?" (Be patient, honour the time it takes the interviewee to be comfortable with sharing their story, encourage confidence, even boldness about how they describe themselves and, above all, listen.)
3. What do you value deeply? How are those values reflected in your work? Give the interviewee sufficient time to formulate an answer.
4. We all seem to have events in our lives that turn us in a new positive direction. Sometimes they are the things that make us go "a ha!" What was one of the most memorable experiences for you? What were you doing, and what about this experience made it so special?
5. As a result of that experience, what would you bring to our organisation?
6. Tell me about a time when you were a member of a group who collaborated to achieve amazing results perhaps even in the face of many challenges.
7. What allowed you to work together so elegantly even in the difficult times?
8. I would like to hear about the most memorable experience you had as a customer. Can you tell me where it was? What were you doing, and what about this experience made it so special?
9. Now you can share with me the most satisfying experience that you had serving someone else? Where were you working? Who was the customer? What were they buying/looking for? How did you help them?
10. As a result of those experiences, what would you bring to our organisation?

Tom Gourley

tgourleyrodpc@comcast.net

APPENDIX 16: SELF – ASSESSMENT STRENGTHS & WEAKNESSES

What is SWOT analysis?



Why we do we need SWOT ?

- Simple and cost-effective
- Generates new ideas to help take advantage of an organisation's strengths and defends against threats.
- Awareness of threats which allow an organisation to have response plans prepared.

Strengths

- attributes of the organisation that help achieve the project objective.
- What advantages does your organisations have?
- What do you do better than anyone else?
- What do people in your organisations see as your strengths?

Weaknesses

- attributes of the organisation that stop achievement of the project objective.
- What could you improve?
- What should you avoid?
- What are people in your organisations likely to see as weaknesses?

Opportunities

- external conditions that help achieve the project objective.
- What good opportunities can you spot?
- What interesting trends are you aware of?

Threats

- external conditions that could damage the project.
- What obstacles do you face?
- Could any of your weaknesses seriously threaten your project idea?