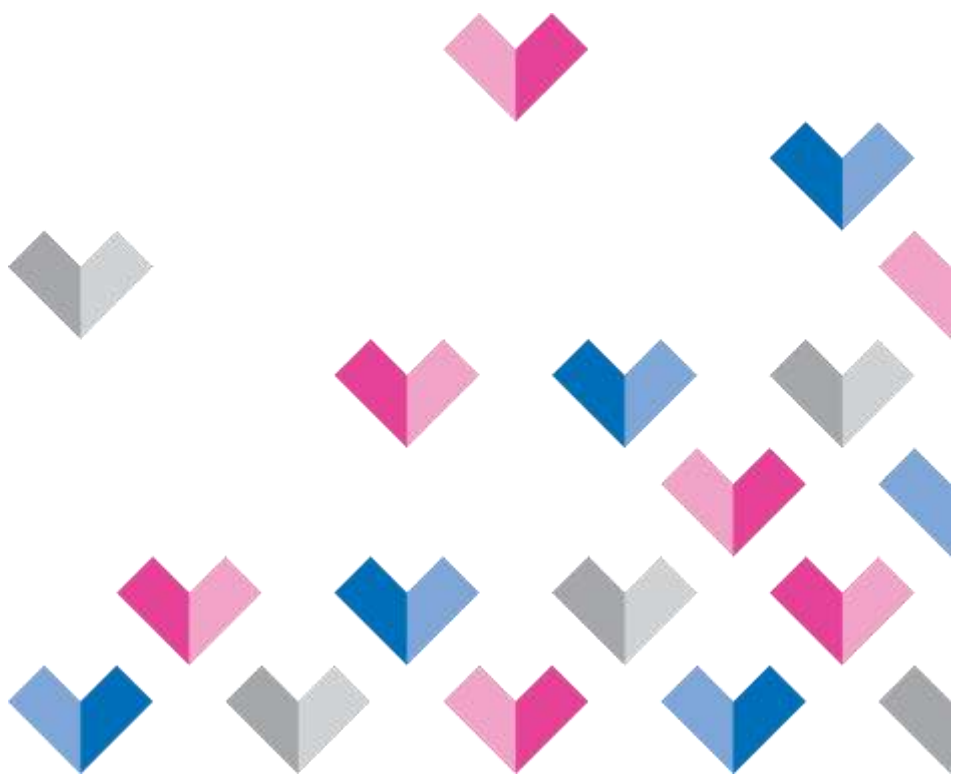




COACHING STUDENTS IN VOCATIONAL EDUCATION AND TRAINING

A handbook for teachers and trainers



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1. Forewords

This Coaching Handbook was produced in an ERASMUS+ KA2 funded project Creative Minds – service designed sustainable startups. The project period was 1.9.2019 – 31.12.2021, and due to Covid19 pandemic, the period was extended until June 2022. The background for the project was to offer motivating and meaningful learning paths for VET students with different backgrounds, experiences, know-how and dreams. It was also an attempt to find new solutions for using eLearning during the project with groups of international students from Finland, Netherlands, Spain, and Germany. The groups created a business idea, prepared products, and sold them in a webstore. During their learning process they were coached by teachers and company mentors.

The target group of this handbook is teachers in vocational education and training. In VET there is a demand for new approaches in learning. This material is intended to help teachers in adapting coaching mindset and methods in VET, and to give them practical tools how to successfully coach their students. It is good to keep in mind, that a professional coach and a teacher using coaching methods as part of his teaching, are not the same thing. Becoming an accredited coach demands 60-hours of coach-specific training and an extensive coaching experience.

Coach Academy model for supporting VET teachers during the project was created by Ms Tarja Mykrä and Ms Minna Vidgrén from Mercuria Business College, Finland. Teachers, who coached their own teams of international students during the project, participated in Coach Academy for one year, mostly virtually. This handbook is the end product of Coach Academy, and it is free for use to anyone. We hope it is useful for VET teachers, who are interested in coaching!

September 2021

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2. What is Coaching?

Before we start our learning journey of coaching, let's define it shortly.

There are numerous definitions about coaching, but for this handbook we chose the definition of Bachkirova:

“Coaching can be defined as a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for the benefit of the coachee.”

Coaching has the focus on short-term skills or performance. The main focus is on how the coach can help the coachee to perform better. In other words, coaching is strongly related to learning and change. The duration of coaching is usually between four and six sessions, and each session usually lasts one hour. When coaching is part of VET studies, the duration can be shorter, or with a group, longer.

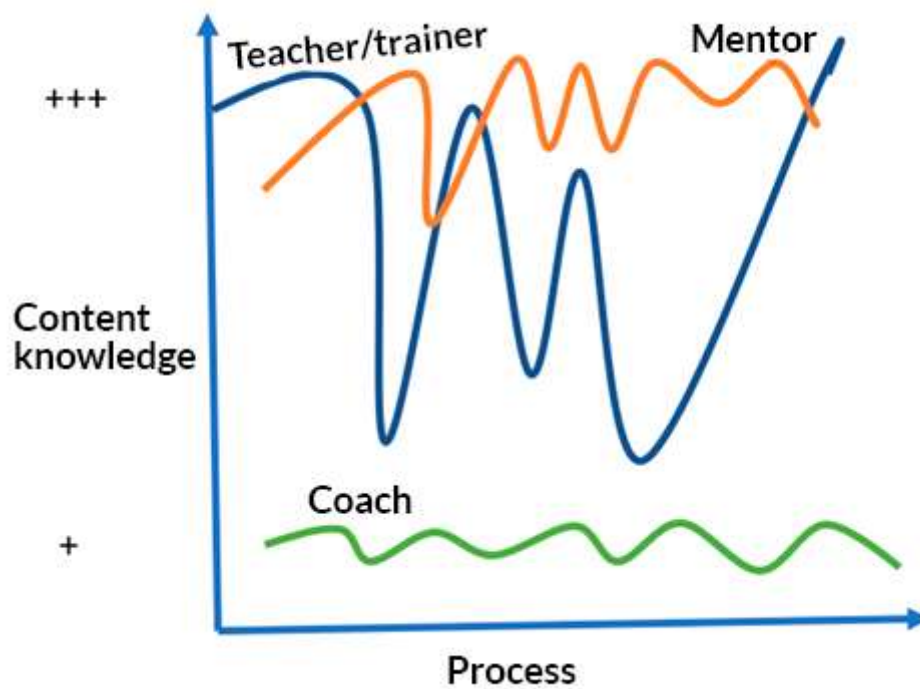
Coaching is always solution-oriented, and it supports the strengths, potential and insights of the coachee. The coaching mindset aims to encourage a coach to be open, curious, flexible, non-judgmental and client centered.

In this handbook we outline what coaching can be in vocational education. At first, we introduce the versatile roles a VET teacher has in a learning process. Next, we introduce some useful perspectives to understand the beauty and effectiveness of coaching. We spotlight the importance of core competencies of coaching and provide information about the most common tool to facilitate coaching sessions. We also bring out some challenging situations a coach might encounter. Finally, we provide some more useful tools to use in coaching.

In the text the terms student and coachee are both used. In VET teachers has many roles in the learning process, and so do students. Sometimes they are in a role of a student, and sometimes in a role of a coachee.

3. Teacher's Versatile Roles in a Learning Process

In this chapter we focus on the different roles a VET teacher has in a learning process; a teacher/trainer, mentor, and coach. How to help students to learn in the best possible ways? Sometimes it is difficult for a teacher to make a difference between these different roles during a learning process. The most important thing for a teacher is to identify the needs and a learning style of a student to adapt the right role in a right moment in the learning process. Picture 1 shows, how a teacher moves in between these roles, when it comes to content and knowledge of learning, and the learning process itself.



Picture 1: The Roles of a Teacher/Trainer, Mentor and Coach in a Learning Process

1.1 Teacher / Trainer

A teacher or trainer helps students to acquire knowledge and competencies, that are formulated as learning goals or outcomes in a curriculum. Teacher is a representative of an education provider, and as he evaluates the learning outcomes, he always has a role of an authority for students. The role of a teacher or trainer in a learning process is

suitable for situations, where understanding of a new content or knowledge must be ensured, or when learning outcomes are evaluated. Picture 1 shows, how the role of a teacher/trainer is more attached to the content and knowledge to be learned and is the most prevalent in the beginning and at the end of the learning process.

1.2 Mentor

A mentorship is a relationship, in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. A mentor may be older or younger than the person being mentored, but he must have a certain area of expertise. A mentor helps someone to learn and develop faster than they would otherwise do. Mentor can also give straight advice for a student, instead of challenging him to find answers himself, like a teacher/trainer or especially a coach mostly do.

When we compare mentoring and coaching, mentoring uses more guidance and coaching more facilitation during the process. The process itself is more structured in coaching. In VET a workplace counsellor is typically in a role of a mentor for a student, but judiciously a teacher can adapt that role as well. In picture 1 you see, how the role of a mentor moves between the content to be learned and the learning process, the content being in major focus.

1.3 Coach

A coach supports a student in achieving a specific personal or professional goal by providing sessions based mostly on conversations. In these conversations coach helps a student to expand and apply his skills, knowledge, and abilities to the case at hand. In general coaching takes place within a defined context, such as a specific task, skill, or responsibility.

A coach does not give straight advice for a student, but with the use of open and powerful questions, he tries to empower a student to find answers himself. In addition to

conversations, a coach can use different methods, tools, and techniques, which may help a student to expand his thinking. A good coach talks little, listens a lot, and facilitates the student's thinking process. Coaching can be executed by one-on-one coaching or group coaching. In picture 1 you can see, how the focus of coaching is on the learning process itself.



Think: How do these different roles appear in your work?

4. Some Useful Perspectives for Coaching

In this chapter we introduce some perspectives that support coaching – as well as teaching, training, and mentoring. There is a variety of different psychological approaches that offer insight and application for the process of coaching. In this handbook we do not offer one specific approach but will stay on a more general level providing perspectives which might be useful in any approach. We will enlighten the meaning of motivation, zone of proximal development, efficacy beliefs and scaffolding in the process of coaching.

4.1. Motivation

Motivation is something that comes from ourselves. It is our purpose or reason for doing something. “How can I motivate my students?” is a question a teacher often asks during the learning process. How can a teacher, mentor or coach motivate their students? Table 1 shows the different types of motivations, and how different type of regulation and quality of behavior is connected to them.

Type of Motivation	Amotivation	Extrinsic Motivation				Intrinsic Motivation
Type of Regulation	Non-regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Quality of Behavior	Nonself-determined					Self-determined

Table 1: Different Types of Motivation (Deci & Ryan, 2002)

Amotivation

Amotivation is the state of lacking the intention to act. When students are amotivated, either they do not act at all, or they act passively. They go through the motions with no sense of intending to do what they are doing. Amotivation results from feeling either that students are unable to achieve desired outcomes because of a lack of contingency or a lack of perceived competence, or that they do not value the activity or the outcomes it would yield.

Amotivation is a construct similar in many ways to learned helplessness, mostly because amotivated students feel incompetent and act like they have little or no control. Their behaviors are perceived to be caused by forces outside themselves. They begin to feel helpless and may start to question the usefulness of engaging in the activity in the first place. A highly probable consequence of amotivation is to quit the activity toward which the individual is amotivated. It is a real challenge for a teacher/trainer to teach students who do not show any motivation. If a student cannot determine what staying in school will bring to his future, he may decide to drop out.

Extrinsic Motivation

Students, who are extrinsically motivated, are characterized by four types of regulation according:

- *External regulation* is the least autonomous form of extrinsic motivation and includes that student is motivated only to obtain rewards (high grades, praise) and avoid punishment (parent's complaints, low grades).
- *Introjected regulation* involves an external regulation that has been internalized but the student accepts it as his own.
- *Regulation through identification* is a student that values behavioral goal or regulations consciously. In this process external regulation transforms into true self-regulation.
- *Integrated regulation* provides the most autonomous form of extrinsically motivated student's behavior. Integrated regulation shares many qualities with intrinsic motivation, but it is still considered extrinsic because student tries to attain personally important outcomes rather than for his inherent interest and enjoyment.

Intrinsic motivation

Intrinsic motivation is the state when a student is doing an activity out of interest and inherent satisfaction. It is a prototype of autonomous or self-determined behavior. If a student has intrinsic motivation, he seeks and engages challenges, attempting to actualize his potentialities, capacities, and sensibilities. Social environments can either facilitate the student's synthetic tendencies, or alternatively wither, block, or overwhelm them.

Students with intrinsic motivation are usually high achieving students, who need extra challenges in learning. If they are not challenged, they might lose their motivation. They are willing to work hard when they are working out of interest. Coaching can provide differentiating and challenging assignments for them to accomplish and develop their knowledge and skills.

Tools for Enhancing Motivation

Ask open and powerful questions

- What does motivation mean to you?
- When have you been motivated?
- What motivates you now?
- What is diminishing your motivation?
- How could you increase your motivation?

Ask your students to estimate their level of motivation

- How motivated are you in a scale from 1 to 10?
- What would help you to step from 7 to 8?

Tell an inspiration story

Through a story, we can pretend to be someone else or go somewhere else, without taking on the risks or expense ourselves. We can even do the impossible, like travel through time or explore the universe. Stories can elicit powerful emotional responses, and that is why they are powerful tools to use in coaching, too.

An Inspiration Story of Frogs at a Race

Frogs were selected to join the World Championships. The intention was to climb to a top of a high mountain, which no one had reached before. The top of the mountain was considered impossible to reach. "You will quit first," said a frog to another competitor at the starting line.

The starting shot was fired, and the frogs started to jump towards the top of the mountain. The audience cheered and applauded to them. Hours went by, and from one after another the frogs began to stumble out of the steep mountain. The audience got tired. "I didn't think you could do it at the first place", one of the spectators shouted at the frog, that had just fallen out of the game. "The next one will drop out soon, because no one has ever reached the top of the mountain, it is an impossible task!"

The day was already starting to turn to an evening, and only one frog continued in the race. One leap at a time, he was approaching the peak. How was that possible? No one had succeeded before! Finally, the frog reached the top of the mountain and the audience cheered. Unbelievable!

When the victorious frog finally landed down from the mountain to the village, everyone rushed to him. The reporters were all around the super frog and asked him: "How did you do that?" No reply. They find out that the winner frog was deaf. He had not heard the malicious comments or discouraging words of others during his way to the top of the mountain.

A Case Example from Creative Minds Project: Enhancing Motivation

Sebastian is a second year VET student from Germany, and he has joined Creative Minds project because it sounded really cool and it provided an opportunity to travel to other countries. He is a member of an international group, where other members are from Spain, the Netherlands and Finland. After the first workshop he was very excited about

the project, but gradually he started to lose his motivation. The Covid19 pandemic forced the project to work only virtually, and he felt it was really complicated to co-operate with the group members from different countries. Despite meeting other group members in the first workshop, they still didn't know each other very well. It was very difficult for the group to make decisions about their business idea and the products. He was not quite sure if he wanted to continue in this project anymore.

The teacher team was aware of the challenges in motivation, and in the next virtual workshop they decided to deepen the level of getting to know each other better within the group. Students were encouraged to share something about themselves, and to tell the other group members something about their countries and culture. The students were thrilled about that, and the use of this method managed to commit group members. Sebastian was happy too, and he felt that this upgraded the level of his motivation.



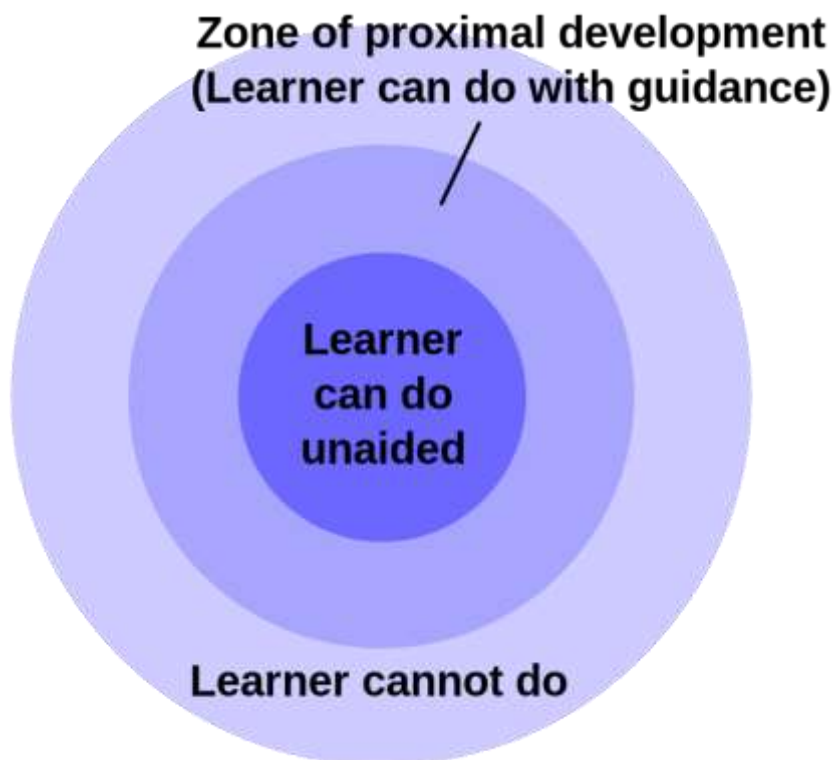
Think: How do you help your students to maintain their motivation?

4.2. The Zone of Proximal Development

The zone of proximal development was introduced by the psychologist Lev Vygotsky. He stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help. Vygotsky and some other educators believe that the role of education is to give students experiences that are within their zones of proximal development, thereby encouraging and advancing their individual learning.

In picture 2 the different zones of learning are introduced. In the inner zone a student does not need help or guidance in learning. In the outermost zone the learning tasks are too difficult for him. On the zone of proximal development, the student learns most, but he needs guidance – or coaching. The importance of fellow students is also crucial on this zone. As a teacher, trainer, or coach, you can differentiate the learning process of

each student with finding out what is the zone of proximal development for each of them.



Picture 2: The Zone of Proximal Development

Tools for Finding out the Zone of Proximal Development

1. Monitor continuously where your students are
2. Enhance collaboration with other students
3. Realize what your students can't do
4. Teach first some theory, after that your students can learn by doing, with the help of coaching



Think: What are your ways of finding out the student's zone of proximal development?

4.3. Efficacy Beliefs

In a learning process self-efficacy plays a role as a mediator for performance and achievement. A student who feels efficacious about learning should engage in thoughts and actions that improve his learning, such as setting goals and creating effective environments for learning. In turn, self-efficacy is influenced by the outcomes of one's behaviors (see picture 3).



Picture 3: The Relation between Efficacy Beliefs' and Learning Outcome

Table 2 points out some behavioral choices that are based on the connections between efficacy beliefs and outcome expectancies. These behavioral alternatives are familiar for most teachers and coaches. How can teachers/coaches respond to behaviors of resignation, apathy, self-devaluation, or despondency?

		OUTCOME EXPECTANCIES	
		-	+
EFFICACY BELIEFS	+	Protest Grievance Social activism Milieu change	Productive engagement Aspiration Personal satisfaction
	-	Resignation Apathy	Self-devaluation Despondency

Table 2: Behavioral Alternatives Connected to Efficacy Beliefs and Outcome Expectancies

Tools for Enhancing Self-efficacy

1. Find out what are the student's previous competences
2. Help the student practice with guidance/coaching
3. Give positive and constructive feedback regularly
4. Higher the level of expectancies, and raise the bar when needed
5. Allow mistakes



Think: How can you affect your student's efficacy beliefs?

4.4. Scaffolding

Scaffolding is a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process, which is tailored to the needs of the student, with the intention of helping the student to achieve his learning goals. Scaffolding is the provision of sufficient support to promote learning. These supports may include the following:

- resources, for example enough time for learning
- a compelling task
- templates and guides to help learning
- guidance on the development of cognitive and social skills.

Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher/coach gradually shifts more responsibility over the learning process to the student.

One of the main goals of scaffolding is to reduce the negative emotions and self-perceptions that students may experience when they get frustrated, intimidated, or discouraged when attempting a difficult task without the assistance, direction, or understanding they need to complete it.

Tools for Scaffolding

1. Give your students more capacity and autonomy
2. Know what your students know
3. Arrange different activities for each student, based on their learning style
4. Provide different paths/steps to reach the goal



Think: What are the tools you use for scaffolding?

5. Core Competencies of Coaching

In this chapter we present the core competencies of coaching based on International Coaching Federation's (ICF) model. These eight competencies sit within four domains that represent the core characteristics of a coaching conversation. Trained and accredited coaches follow these competencies when they work. We don't expect you to have the skills of a trained coach, but we want to provide you more information about these useful skills. Teachers already have many of these skills based on their training and experience. Possibly you get inspired of coaching and join a coaching training to learn more!

It is important to remember that the core competencies are not a checklist, and they are not chronological in their occurrence. Some aspects of some competencies lend themselves to the beginning or the end of a coaching session. However, they are all interrelated and form a continuous thread throughout the coaching session.

Domain	Core Competencies
Foundation	<ul style="list-style-type: none"> - Demonstrates Ethical Practice - Embodies a Coaching Mindset
Co-Creating the Relationship	<ul style="list-style-type: none"> - Establishes and Maintains Agreements - Cultivates Trust and Safety - Maintains Presence
Communicating Effectively	<ul style="list-style-type: none"> - Listens Actively - Evokes Awareness
Cultivating Learning and Growth	<ul style="list-style-type: none"> - Facilitates Client Growth

Table 3: ICF Core Competency Model

5.1. Foundation for Coaching

This domain is focused on how coaches should conduct themselves when coaching and in all interaction with their coachees. Good coaching is about much more than just demonstrating the skillful use of different tools. It is more about how we work as coaches and operate as human beings. This domain has two competencies: Demonstrating ethical practice and Embodying a coaching mindset.

1. Demonstrating Ethical Practice

Ethical practice is considered to be the foundation of the coaching relationship. A coach understands and consistently applies coaching ethics and standards. This competency has seven sub-competencies:

- Demonstrates personal integrity and honesty in interactions with clients, sponsors, and relevant stakeholders
- Is sensitive to client's identity, environment, experiences, values, and beliefs
- Uses language appropriate and respectful to client, sponsors, and relevant stakeholders
- Abides by the ICF Code of Ethics and upholds the core values
- Maintains confidentiality with client information per stakeholder agreements and pertinent laws
- Maintains the distinction between coaching, consulting, psychotherapy, and other support professions
- Refers clients to other support professionals, as appropriate



Think: What does ICF's ethical practice have in common with ethics in teaching or training? What are the differences?

2. Embodying a Coaching Mindset

A coaching mindset is a key part of describing the coach's "way of being". When someone can practice coaching skills, they become a part of the individual's personality and are consciously or unconsciously used in conversations throughout their daily lives. The mindset a person has is open, curious, flexible and client centered.

This competency has eight sub-competencies:

- Acknowledges that clients are responsible for their own choices
- Engages in ongoing learning and development as a coach
- Develops an ongoing reflective practice to enhance one's coaching
- Remains aware of and open to the influence of context and culture on self and others
- Uses awareness of self and one's intuition to benefit clients
- Develops and maintains the ability to regulate one's emotions
- Mentally and emotionally prepares for sessions
- Seeks help from outside sources when necessary.



Think: On a scale from 1 to 10, how would you rate the level of your coaching mindset?

What can you do to move to the next level?

5.2. Co-creating the Relationship

The second domain comprises of three competencies, which are related both prior to and within coaching engagements and sessions. These three competencies; Establishing and maintaining agreements, Cultivating trust and safety and Maintaining presence aim all to client growth and development.

1. Establishing and Maintaining Agreements

A coach partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals. He also establishes agreement for the overall coaching engagement, as well as those for each coaching session.



Think: What could this competence mean in VET? What kind of agreements are needed? Who are the relevant stakeholders?

2. Cultivating Trust and Safety

The focus of this competency is how a coach creates, nurtures, and maintains a good coach – coachee relationship to make the coaching process more effective. As a coach you must understand what trust is about and to be aware of that throughout the coaching process. Does your coachee trust you? Do you trust your coachee? Build trust from the beginning of the coaching relationship and plan how to do that. If you coach a group, keep in mind that the group members must trust both you and each member of the group.

In general, there are two aspects of trust:

1. Trust in the other's motivation
Do their intentions align with yours?
2. Trust in the other's competence
Are they able to carry out those intentions?

Trust helps to build healthy relationship when the coach and a coachee share a common understanding of the boundaries:

- Who are related in this coaching relationship?
- What are the regarding responsibilities in this coaching?
- For how long will the coaching last?

Before you start coaching, explain to your students what coaching is, how it differs from teaching and mentoring, and what are the roles of a coach and a coachee.

A coach	A coachee
<ul style="list-style-type: none"> - has the coaching mindset (open, curious, flexible, non-judgmental, client-centered) - develops and maintains the ability to regulate one's emotion - mentally and emotionally prepares for coaching sessions - has the knowledge of a coaching process - has the preparedness to use other tools in addition to conversation - seeks help from outside sources when necessary 	<ul style="list-style-type: none"> - is the "owner" of the time in the coaching session - is in an active role - is responsible for his own choices - has the main responsibility for setting the goals and choosing the topics to be covered. - commits to his own learning process - has the desire to develop and the ability to have such a discussion with the coach, which supports the achievement of his goals

Table 4: The Roles of a Coach and Coachee

Tools for Building Trust in Coaching

1. Believe in the coachee's ability and be nonjudgmental. If you show trust in someone, he is more likely to trust you in return. Show interest and give acknowledgement to your coachee's skills and accomplishments.
2. In the beginning of every coaching session, emphasize the confidentiality between coach and coachee or group of coachees. Never betray the confidence!

3. Tell something about yourself

If coaching is highly task-oriented, coachees may feel loss of trust, or it may reduce their motivation. So judiciously disclosing personal or private information in coaching sessions demonstrates trust.

4. Share experiences

Sharing experiences and success is something, that enhances trust. When the level of trust is high in coaching, you can encourage a coachee to also share failures or difficulties he has encountered. As an example, you can share more of yourself and the failures you have encountered. Trust begets trust.

5. Use versatile tools and methods

Sometimes a coaching session based on a conversation is challenging for some coachees. You can help the situation with using some tools and methods. For example, if you are coaching either an individual student or a group of students, you can help them to get to know each other and you with using different cards or pictures. They can be postcards or any pictures, which you put on the table and ask students to choose some of them based on their strengths, interests, hobbies, goals etc. Sometimes it is just easier to tell about yourself using cards or pictures. It is also a lot of fun!

A Case Example from Creative Minds Project: Building Trust

When Sebastian started in Creative Minds project, he didn't know anyone of his international group. In the first workshop in Finland, he felt quite excited. All these new people from different countries, and it is also really challenging to speak in English!

During the first day of the workshop, teachers decided to use Bear Cards for introducing participants and teachers to each other. Bear cards represented bears

with different features and feelings. Every student and teacher chose one or two cards and presented themselves to the group using these cards as describing them as persons. He noticed that the other students were excited as well, he was not the only one! Afterwards he felt really relaxed and got back his self-confidence. This method proved to be very successful and enhanced the commitment and trust within the group.



Think: What other tools and methods could you use to build trust in the beginning of a coaching relationship? How about later during the coaching process?

3. Maintaining Presence

A coach is maintaining presence when he is fully conscious and present with the client, employing a style that is open, flexible, grounded, and confident. An important aspect of maintaining presence is partnering with the client by showing respect and equality.

Maintaining presence also means that a coach is actively listening what a client is saying and follows the client's agenda – not his own. A coach creates and allows space for silence, pause and reflection. This space enables the client to make sense of his thoughts and feelings. The words a client speaks, are truly listened to, rather than just heard.

It is recommendable for a coach to “empty his head” and calm down before a coaching session. Next exercises will help you to do that.

Tools for Maintaining Presence

Breathing

Close your eyes. Breathe calmly. Pay attention to your breathing and how you breathe in and out. You can calmly count quietly in your mind into four during inhalation, hold your breath counting for seven and exhaling out by counting to eight. If there are any thoughts that may come into your mind, let them go. Repeat several times until you feel calm and focused.

Mindfulness Exercises

With doing mindfulness exercises you learn to be present, be aware of where you are and what you are doing. There are lots of good mindfulness exercises for free in Internet and YouTube.

For example:

Joe Dispenza: <https://www.youtube.com/watch?v=ZiN6myitB9Y>

Paul Babin: https://www.youtube.com/watch?v=x-1bcnE-fMc&list=PL1jA12KFKDCZEnTfLGpedVLLcacb_3eH



Think: What are your ways of maintaining presence?

5.3. Communicating Effectively

The third domain of core competencies focuses on how effectively a coach communicates with his coachees. This domain has two competencies: Listening actively and Evoking awareness.

1. Listening Actively

In active listening a coach focuses on what the coachee is and is not saying to fully understand what is being communicated in the context of the coachee systems and to support his self-expression. One key element is that the coach engages in holistic listening, noticing, and exploring voice, verbal language, energy, and body language of the coachee. Another element is that the coach reflects to ensure shared understanding for example by doing summaries of what he has heard and noticed. When a coach is summarizing, it is important to check if it is what the coachee meant - a coach should never push their own ideas and agenda for his coachee.

In picture 4 five levels of listening are introduced. In popular language, listening often means just keeping quiet and waiting for our turn to talk. In picture 4 this is the first level of listening. This level is unhelpful in even basic coaching, and competent coaches should be aiming to listen at least at level 4.

For moving to higher levels of listening, you should be fully present and put aside your personal agenda. When you ask questions, give your coachee enough time to think, don't interrupt his thinking. Silence is an effective tool for active listening. The coachee should always speak more than you. Notice also nonverbal communication, pay attention to your movements and postures.



Picture 4: Five Levels of Listening

Five Levels of Listening

1. Waiting to speak: the listener is simply waiting for his turn to talk
2. Basic listening: the listener focuses on the words being said
3. Attentive listening: the listener focuses on the words and tone of the communication to understand the true meaning
4. Active listening: the listener focuses on the words, tone and body language of the speaker and is trying to understand what the speaker is intending to communicate
5. Interpretive listening: the listener is seeking to move beyond the intended communication. They are interpreting meaning from the whole communication, which includes both intended meanings and unintended communications.

Tools for Active Listening

1. Relax and concentrate before the coaching session.
2. Repeat what your coachee says and confirm that you have understood correctly
3. Ask more questions, clarify, and try to find the true meaning of what your coachee tells you.
4. Observe your coachee's body gestures; do they align with what he is saying?
5. Ask feedback of your listening skills.



Think: What is the level of your listening skills now? Where would you like to be? What are the first steps you will take to get there?

2. Evoking Awareness

Evoking awareness is a part of a coach's effective communication. He facilitates coachee insight and learning by using tools and techniques such as powerful questioning, silence, metaphor, or analogy. He also invites the coachee to generate ideas about how they can move forward and what they are willing to do. Sharing observations, insights and feelings are also part of evoking awareness.

Tools for Evoking Awareness

1. Powerful Questioning

Coaching is more about questions than answers. Ask the right questions. Generate alternatives. Be curious. As a coach you do not have to have the answers to the questions. Tolerate the feeling of "not knowing". As a teacher you can ask questions and you know

the answers, but as a coach you don't know the answers! Your role as a coach is to activate students thinking process and empower them to act.

There are three different types of questions: closed, open and leading. All these types are very common in our everyday talk, especially closed and leading questions. But as a coach, use open questions to encourage your coachees to speak and reflect on their thinking.

Closed questions

There is only one answer to a closed question. Closed questions start with words:

- Are you?
- Is it?
- Can it?
- Would it be possible?
- Do you want to?

If your student answers to your questions only with one word in the coaching session, pay attention to your questioning technique. If your questions can be answered with one word, try to formulate your questions into open questions.

Open questions

Open questions gather information, clarify, and enhance co-operation with a coach and coachee. Open questions start with words:

- How?
- What?
- When?
- Where?
- Who?
- What else?

When the idea of coaching is to encourage your student to talk most of the time, you can support it with the use of open questions. Open questions are an invitation to your student to think, ponder, suspect, and become inspired.

Leading questions

Leading questions try to lead the respondent to your way of thinking. As a coach, do your best to avoid leading questions! Formulate them in a new way and use open questions. Here are some examples, how to turn leading questions to open questions without assumptions.

Examples of formulating leading questions into open questions

A leading question with an assumption – "What is the latest date you think you will deliver the project?" This question has an assumption that the project will certainly not be completed on time.

➔ Better: When do you think you will deliver the project?

Adding a personal appeal to agree at the end of a question: "Lori's very efficient, don't you agree?" or "Option two is better, isn't it?"

➔ Better: "What do think of Lori's way of working?" and "Which of the options do you prefer?"

Giving people a choice between two options – both of which you would be happy with, rather than the choice of one option or not doing anything at all. Strictly speaking, the choice of "neither" is still available when you ask "Which would you prefer... A or B?" but most people will be caught up in deciding between your two preferences.

➔ Better: What do think would be the best solution for this situation?

2. Avoiding Why Questions

While 'why' questions are in fact open-ended, they do not accomplish the spirit of the open question since they typically put people in a defensive position. "Why did you do that?" intrinsically sounds accusatory, whereas "What did you use as the basis of your decision?" does not.



Think: What other tools could you use to evoke coachee's awareness?

5.4. Cultivating Learning and Growth

The fourth domain is overarching function and purpose of the coaching process. The words “learning” and “growth” tell us that coaching is not just about solving a problem or reaching a goal. It is much more than that. On one level it is about using a coaching process to work with what the coachee brings into the session to establish forward-moving outcomes. On another level coaching focuses on how the coachee can leverage their experience of addressing their topic in a way that maximizes their personal and professional potential. This domain has one competency: Facilitating client growth

1. Facilitating Client Growth

In this competency coachee partners with the coachee to transform learning and insight into action. The key elements of this competency are that the coach:

- Facilitates learning into action
- Respects client autonomy
- Celebrates progress
- Partners to close the session

The forward movement implied in the coaching process means that this competency also focuses on the next steps, associated planning, and implementation.



Think: How much time of a coaching session should you use for facilitating learning into action?

Tools for Facilitating Growth

1. Useful questions

There are some useful questions for exploring what your coachee is learning.

For example:

- “What insights are you gaining now?”
- “What have you learnt about yourself as a student today?”
- “Where else might this insight be of use for you?”

2. Affirmation

Celebrate the progress your coachee has achieved. Provide feedback, be empathetic and provide encouragement.

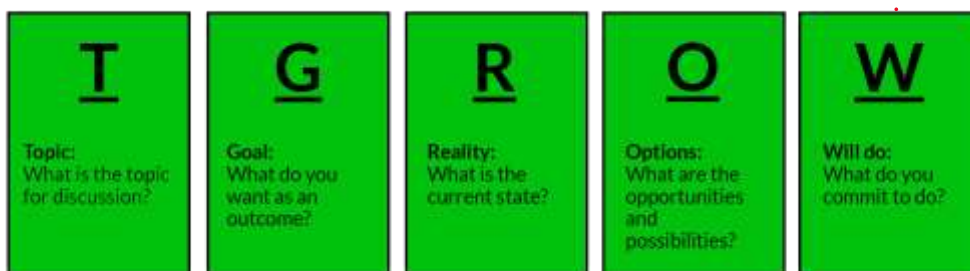
For example:

- “Great work”
- “I am really impressed of your insights”
- “I am sure you will find the solution”.

6. T- GROW Model in Coaching

In this chapter we introduce T-GROW model, which is probably the best-known coaching model in the world. With the use of this model, you can coach anyone, about anything and anywhere – no matter if it is at school, at home or in a hobby. Anyhow, we want you to keep in mind that although this model is clear and easy to use, coaching is not just using tools and techniques. At its' best T-GROW model gives you a structure to follow in a coaching conversation, but at the same time, keep in mind all the core competencies of coaching that were introduced in the previous chapter.

The GROW model was developed by Sir John Whitmore, and over time the model has evolved. We present here T-GROW model, where the topic (T) of the discussion has been added to the model.



Picture 5: T-GROW model

6.1. Topic

Start a coaching session with defining the time that is available for you to use and emphasize the confidentiality of the discussion to your coachee. After that, ask what his needs for coaching are. Don't rush, give your coachee enough time to think. A coaching session is successful only when you talk about the right topic!

Useful questions for defining the topic:

- *What is the topic you want to discuss about today?*
- *What is the burning question in your mind now?*

6.2. Goal

When the topic of the discussion is clear, the next step is to define a goal for the discussion. Setting goals in coaching is SMART, when the goal is Specific, Measurable, Attainable, Realistic, and Time-bound. The better you help your coachees to set a goal, the more motivated they are to reach them! So, use time for setting a goal, it really pays off! Don't rush! "If you don't know what you want, you certainly won't get it". Next, we introduce, how to use SMART model in setting goals.

6.2.1. SMART Model

Specific

What your coachee exactly wants to achieve? The more specific his description is, the bigger the chance he'll get exactly that. Specific goal setting clarifies the difference between "I want to be a millionaire" or "I want to make €50.000 a month for the next ten years by creating a new software product".

Measurable

A Measurable goal means that your coachee identifies exactly what he will see, hear, and feel when he reaches his goal. It means breaking the goal down into measurable elements. Concrete evidence is needed. Being happier is not evidence; but quitting smoking because you adhere to a healthy lifestyle where you eat vegetables twice a day, and candies only once a week, is. Measurable goals can go a long way in refining what it exactly is your coachee wants. Defining the physical manifestations of the goal makes it clearer, and easier to reach.

Attainable

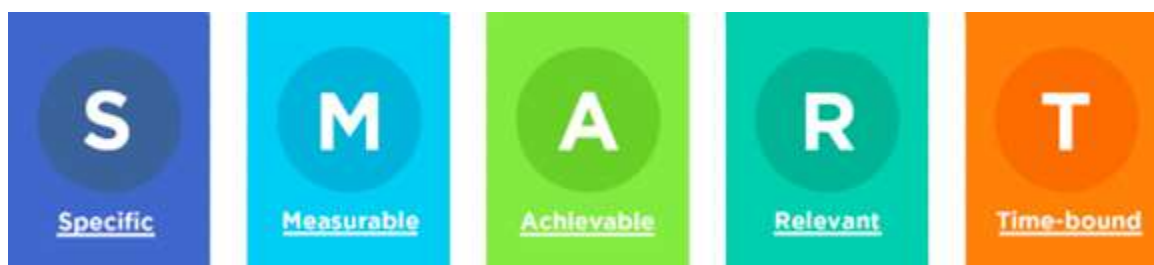
Is the goal attainable? That means to investigate whether the goal really is attainable to your coachee. He weighs the effort, time, and other costs the goal will take against the profits and the other obligations and priorities he has in his life. If he doesn't have the time, money, or talent to reach a certain goal, he'll probably fail and feel miserable. That doesn't mean that your coachee can't take something that seems impossible and make it happen by planning smartly and going for it!

Realistic

Is reaching the goal realistic to your coachee? Does he actually want to run a multinational company, be famous, have three children and a busy job? Your coachee decides himself whether he has the personality for it. If your coachee is lacking certain skills, he can always plan to learn them. If he lacks certain resources, he can innovate for different ways of getting them. The main question is, why he wants to reach the goal? What is the main purpose behind the goal, and will this goal help him to achieve that?

Time-bound

There is a saying that time is money! When a good goal must be time-bound, facilitate your coachee to make a tentative plan. Everyone knows that deadlines are what makes most people switch to action. So, help your coachee to install deadlines and help him to keep the timeline realistic and flexible. Being too stringent on the timely aspect of the goal setting can have the opposite effect of making the learning path of achieving the goals into a tough race against time.



Picture 6: SMART Model

Useful questions for setting a goal:

- *What is the goal of this discussion?*
- *How do you want things to change?*
- *What is a short-term goal along the way?*

6.3. Reality

To achieve a goal a coachee needs to understand where he is now. What is his current situation and skills? How far or near he is from achieving his goal? The work of the coach is to help the coachee to understand his current situation and see the gap between the goal and reality.

Useful questions for checking reality:

- *When you think about your goal, where are you now?*
- *What is your current situation?*
- *What is going on now?*

6.4. Options

At the beginning it is important to look at the coachee's overall big picture to achieving his goal. After that a coachee can help to break this down to smaller details. Taking little steps is the most powerful way of achieving the goal. The work of the coach is to elicit feelings of choice, hope and efficacy and encourage the coachee to produce different options for the situation.

Useful questions for finding out opportunities:

- *What are the different possibilities to move towards the goal?*
- *What is possible?*
- *What is not possible?*
- *What are the benefits and costs of each?*

6.5. Will Do

Once a coachee understands and believes in the goal, he can see that this goal is achievable and realistic. He will be ready to start moving towards that goal. He defines how to reach that goal. Your job as a coach is to help your coachee to make a realistic plan of the next concrete steps he will take. It is important that a coachee has a motivation to implement his action plan

Useful questions for Will do

- *What are your next steps towards the goal?*
- *What will you do first? When will you do that?*
- *Who can help you?*

A Case Example from Creative Minds project: Using T-GROW model in group coaching

Sebastian's group is stuck with their business plan. They want to talk about it with their coach Ewoud. They have a coaching conversation for 45 minutes.

Coach: What is the topic you want to talk about today? (Topic)

Group: We want to talk about our business plan

Coach: Can you tell me more about it?

Group: ...they explain how they are totally stuck with their business plan.

----- about 5 minutes

Coach: Ok. I am sure you together will find a great solution. What is the goal you want to achieve today? What would be a good outcome of today's discussion? (Goal)

Group: We want to have a decision, which of the three options will be our business plan.

----- 5 – 10 minutes

Coach: You have already done great work with defining different options. What does the current situation look like? (Reality)

Group: They explain how it is difficult for them to decide which business plan to choose.

One likes one plan, someone else another one, and they just can't decide what to do.

----- **5 – 10 minutes**

Coach: I hear that you have already talked a lot of your three options. Tell me more about them, what are the pros and cons of each option? What are your criteria for the best option? (Options)

Group: They explain the options and discuss pros and cons etc. Finally, they come into the conclusion of the best option

----- **10 – 15 minutes**

Coach: Great work. So, now when you have decided your best option for a business plan, what will you do now? What will you start first with? (Will do)

Group: Explains what they will do next and what is the division of tasks in the group.

----- **5 – 10 minutes**

Here is a list of useful questions you can use with T-GROW model

Topic Questions

- What you want to talk about?
- What is the topic for today`s conversation?
- What`s in your mind today?

Goal Questions

- Where?
- How?
- When?
- With whom?
- Why exactly do you want to reach this goal?
- What are possible alternative ways of achieving the same?
- What is the aim of this discussion?
- What is the long-term goal?
- What is the short-term goal?
- If everything went as well as possible, what would be the best possible outcome?
- How will you know that you have achieved your goal?
- How will you measure your goal?

Reality Questions

- What is happening now?
- What is the current situation like?
- What`s working and not working?
- Do you have enough time to achieve your goal?

- How easy is it to get things done?
- How often have you tried?
- Who is involved?
- What is your part in the team?
- What has already been started?

Option Questions

- How long would it take to achieve each option?
- What resource and expenditure would be needed?
- What are the risks in each option?
- What criteria will you use to select the main option?
- What should you do first, next, last?
- What are the cost and benefits of each of these ideas?
- If you had more confidence, what would you try?

Will, action plan Questions

- So, what will you do now?
- What options will you choose?
- What will you start first with?
- When will you start (each step)?
- What could stop you moving forward?
- And how will you overcome it?
- What else will you do?
- Who needs to know about the goal or action plan?
- Who can help you?
- What can get you real excited about starting this project?

You find many more powerful questions here:

549 Powerful Coaching Questions

<https://www.scribd.com/document/354698010/549-Powerful-Coaching-Questions-FREE-u>

7. One-on-one and Group Coaching

In this chapter we present the similarities and differences between one-on-one coaching and group coaching. In both cases there is the simple concept of beginning, middle and end so that the coaching session is balanced and paced, allowing for full and rich exploration of all aspects.

One-on-one Coaching

In one-on-one coaching the coachee receives the coach's undivided attention and the focus is on his topic. The advantage of one-on-one coaching is the faster building of trust between the coach and the coachee. One-on-one coaching can also deal with personal and sensitive issues more quickly. In one-on-one coaching coachee does not have mirror surface, and alternative views are not available for him.

Group Coaching

The advantage of group coaching is sharing the experiences, support, and ideas with other group members. That being said, group coaching has benefits that cannot be achieved with individual coaching. Group coaching allows also mutual support and learning between participants. Through mutual exchange of experiences, participants can learn about each other's successes and failures and share important tacit knowledge. Peer support reinforces the commitment to goals and provides relief to the challenges "I am not alone with this". People are also most likely to do the work and act between coaching sessions if they know they will be sharing their success with the group.

A Case Example from Creative Minds Project: One-on-one Coaching

Sebastian and his teacher Andrea have their first one-on-one coaching session. Andrea has told Sebastian that the first session lasts 45 minutes, later the duration of the sessions will be around 30 minutes. She has also reserved a quiet room, where they can have a confidential discussion.

In the beginning:

- Andrea asks Sebastian if he has ever been coached before. She tells him what coaching is about: mostly the coachee talks about topics important for him. The coachee talks about 70 – 80 % of the time, and the coach mostly asks questions.
- Andrea asks Sebastian what would be the most useful for him to focus on in this session. **(Topic)**
- Next Andrea clarifies the goal: “Sebastian, what would you like to be taken with in the end of this session?” Andrea makes a summary of what she has heard and asks Sebastian if he agrees with that **(Goal)**
- After that Andrea asks Sebastian, what would be the most useful way to start with.

10 minutes

In between:

- Andrea goes on with coaching and uses open questions to enhance Sebastian’s thinking. She is present, listens and give acknowledgement for Sebastian. She also asks clarifying questions and make summaries of what she has heard Sebastian saying. **(Reality, Options)**

25 – 35 minutes

In the end:

- Andrea ensures they have enough time for the action plan. She asks: “Now we’ve spoken a lot of your project, how would you summarize this session? What will you take with you?”
- Finally, Andrea asks Sebastian: “What are your next steps? What will you do first and when will you do that”? **(Will do)**
- Andrea thanks Sebastian for the session and makes sure he knows what to do next.

5 – 10 minutes



Think: How would an example of a group coaching differ from an example of one-on-one coaching? What are the similarities?

8. Virtual Coaching

The whole society and working life are digitalizing at a cracking pace, and different virtual learning environments have become basic tools for a VET teacher. Coaching is also moving towards virtuality rapidly. In this chapter we provide some tips for a VET teacher, how to coach virtually.

Before you start coaching virtually, plan what to do during the whole coaching process. The phases of the process are illustrated in picture 7.



Picture 7: The phases of virtual coaching

Before the session

Inform your students/coachees what to expect of the coaching session (the time, goal, agenda, tools to be used). Send a link to the platform (Teams, Zoom, Google) you are going to use in good time before the session. Explain students/coachees the rules of the session to make sure they feel comfortable for sharing their video (comb your hair, put some lipstick...). If there are any preliminary tasks, give clear instructions. Make sure your students know what to do if they can't join the meeting. Send them the contact number where they can reach you if they have any questions or challenges.



Think: How do you prepare yourself for the virtual coaching session?

In the beginning of the session

Welcome your students/coachees to the session. It is important to create a safe atmosphere in the very beginning. You can for example use your students/coachees names when welcoming them to the session, chat this and that and use the time before starting in a relaxed way to create a safe environment. Ask students/coachees to keep their cameras open because it creates better connection between them and you. Make sure everyone knows how to use the technique. Repeat what this session is for, what is going to happen, what tools will be used and the rules to follow in the session. It has been studied that student who speaks during the first five minutes are more active in class, it is good to keep that in your mind.



Think: How do you make students/coachees talk during the first five minutes?

During the session

Engage students/coachees and enhance co-partnership in the session. They should think: "I'm an active partner in this session, I'm not just following it". You can participate students/coachees by using quizzes and polls, make them to work in small groups in breakout rooms, ask them to write on white board or encourage them to use chat. For example, everyone could try to use the chat for three times during the session. You can use numerous virtual tools like Slido, Thinglink, h5p, Testmoz, Flinga, Padlet, Menti-meter and Kahoot. You find lots of ideas how to use them in Internet.



Think: How long do people usually concentrate on the topic, if they are passively listening to it?

In the end of the session

In the end of the coaching session make a summary and ask your students/coachees questions like: "What would you like to add? What is unclear? How will you proceed?"

etc. It is recommendable to ask everyone to say something and give feedback of the session. Polls and cards are great tools for gathering feedback in virtual coaching. Make sure everyone knows, what are the next steps after the session. In the end, remember to thank your students/coachees: how great this session was!



Think: How do you raise the energy level and positive feeling in the end of the session?

After the session

Think, if there is a need to contact someone after the session? Was there someone, who didn't say anything or someone, who was very critical? Is there a need to contact them? Were there tensions between students/coachees? Do you need to do something about that?

After the coaching session, reflect on your coaching and ask yourself the following questions: Were there any technical issues I need to solve? Are there any new tools I would like to learn? What was I pleased with in the session? What will I do differently in the next virtual coaching session?



Think: What are the similarities and differences between virtual coaching and face-to-face coaching? Which do you prefer?

9. Challenging Situations in Coaching

Every now and then there are situations in coaching when the session is challenging in a way or another. A student/coachee might not be willing to speak or he is uncertain or indecisive. It might also be the case when the trust is not on a sufficient level. In this chapter we introduce some situations and a list of questions, that might help a coach to move forward in these situations. In these challenging situations keeping the core competencies of coaching in mind, is a great help for a coach.

The Difficulty of Setting Coaching Goals

- If you were to fully live your life, what is the first change you would start to make?
- What's one change you could make that would make the situation better?
- What do you secretly yearn for?
- If you knew, even a little, what your goal could be?

Getting Unstuck in a Coaching session

- How serious you are about this?
- What are you avoiding?
- What's the problem in a nutshell?
- What do you not want me to ask you now?

Difficulty of Identifying and Removing Obstacles

- Do you really want to complete this action? How much? Give it a score between 1 and 10
- What's your favorite way of sabotaging yourself?
- What stops you from doing more towards your goal?
- What is the most challenging part of this for you?

Gaining Commitment

- What would it take from you to make this happen?
- How will you reward yourself when you complete your actions?
- How could you break this down into smaller, more manageable steps?

Limiting Beliefs

- What holds you back?
- Where do you think your thoughts could be getting in the way?
- Where are you too hard on yourself?

Softening Tough Questions

- Let's suppose...
- I was wondering...
- I'm curious...

Responding to "I don't know"

- What is it like for you not to know?
- Just feel into the question for a second
- And if you did know?
- If miracle happened, what would it be?

Difficulty of Choosing Actions to Move Forwards With

- What's an action you could take straight after this session?
- What are you not ready to do just yet? Then: What could you do in the meantime?
- Think of someone very successful person you admire, what would he/she do next?



Think: What are your powerful questions in challenging situations?

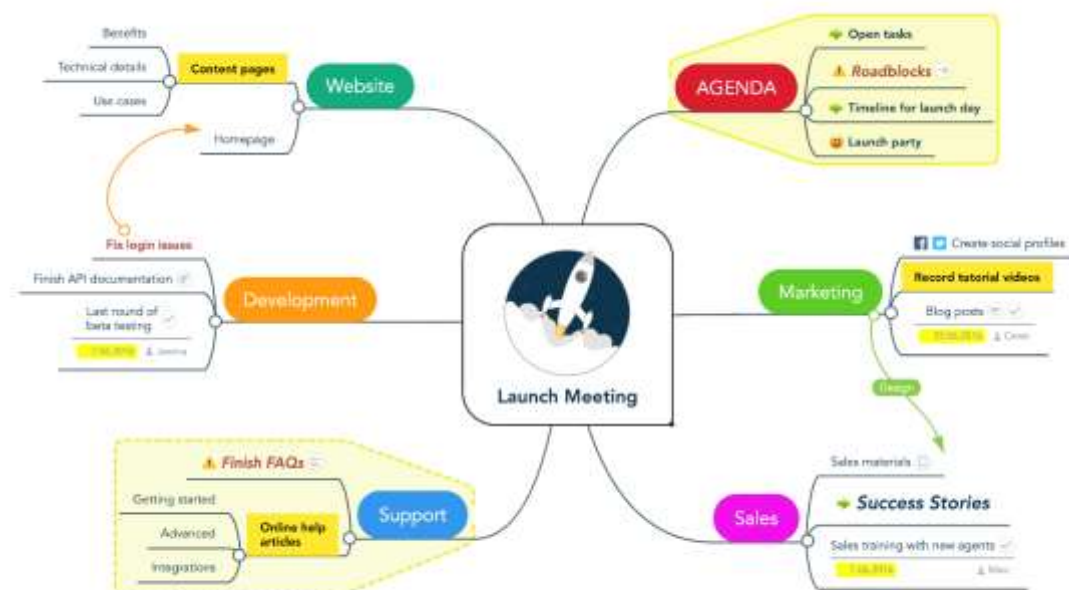
10. Some More Coaching Tools

There is a variety of different coaching tools for a coach to use. You don't need to know all of them, you can do very well with just some of them. Throughout this handbook we have provided you different tools to use during the coaching process. In this final chapter we present some more most common coaching tools, which are also easy to use and don't need much preparation in advance. Mostly you need only paper and a pen. Remember: only the heaven is the limit when you invent new coaching tools!

Options or ideas generating tools

Mind Map

Mind map is a tool, in which information is represented visually, usually with a central idea placed in the middle and associated ideas arranged around it. It is a useful tool for example finding out different options for the topic at hand in a coaching conversation. You can ask your coachee to draw the mind map, which also helps him to be the active party in the conversation.



Picture 7: An Example of Mind Map

Miracle Question and a Magic Wand

Miracle question represent forward-orientated solution approach in coaching. The focus is on what your coachee can do and what can be achieved rather than what is unrealistic or unachievable. The coachee is invited to think about an overnight miracle: “Let me ask you a strange question, which many people find helpful. Imagine that when you go to sleep tonight a miracle happens and all the difficulties you have been having disappear. Because you are asleep, you don’t know that a miracle has happened. When you wake up in the morning, what will be the first signs for you that the miracle has happened?”

You can also purchase a magic wand (Harry Potter 🪄). Ask your coachee to have it in his hand and tell that a miracle happens to anyone, who has this magic wand in his hand. You can say: “When you have this magic wand in your hand, anything is possible. What would the miracle be in this situation?” The Magic wand may sound a bit childish, but believe us, it works!



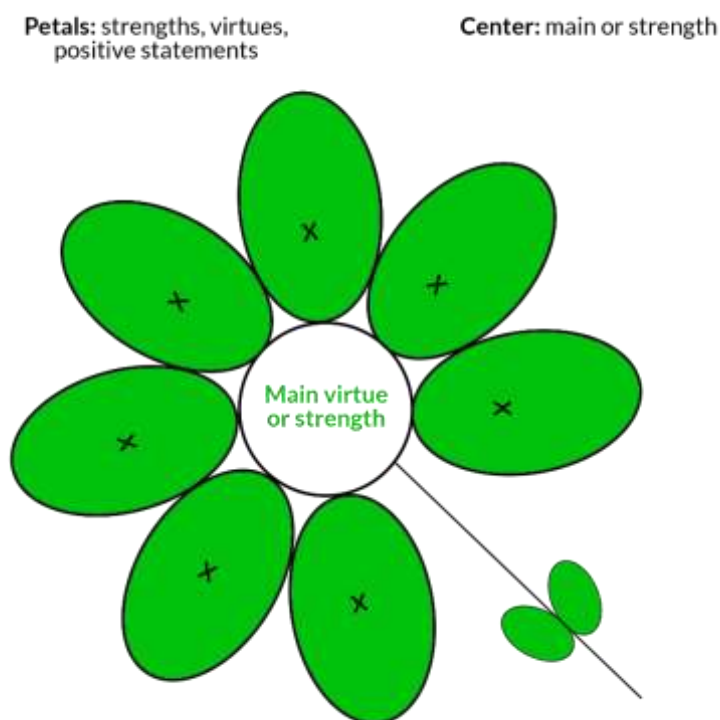
Exploring Strengths tools

Virtuous Flower

The aim of this tool is to develop positive self-talk statements that are reinforcing and compassionate. Also making a talk visible in a coaching conversation in a form of a picture leaves something concrete for a coachee and makes it possible to return to the

picture during the coaching process. This tool helps to talk about coachee's strengths and virtues and reflect on how they can use these strengths more often.

The center of the flower represents the coachee's main virtue or strength. Petals of the flower are part of it. You can ask your coachee: "I have drawn a flower. What I want you to do is think about yourself when you are at your best. Name the character words that come to your mind. Use these words to label the petals." Finally, the coachee can name his main virtue or strength, which is the center of the virtuous flower.



Picture 8: Virtuous Flower

Strengths Cards

Strengths cards are ideal for provoking thought and opening conversation around what coachees do best. Cards features a single word or picture to stimulate awareness of strengths. You find a lot of different strengths cards in Internet, either in virtual, printable or package forms, and the range of ways you can use these cards will only be limited by your imagination. The successful use of Bear Cards in Creative Minds Coach Academy was presented earlier in this handbook.

Tools for Reflection and Evaluation

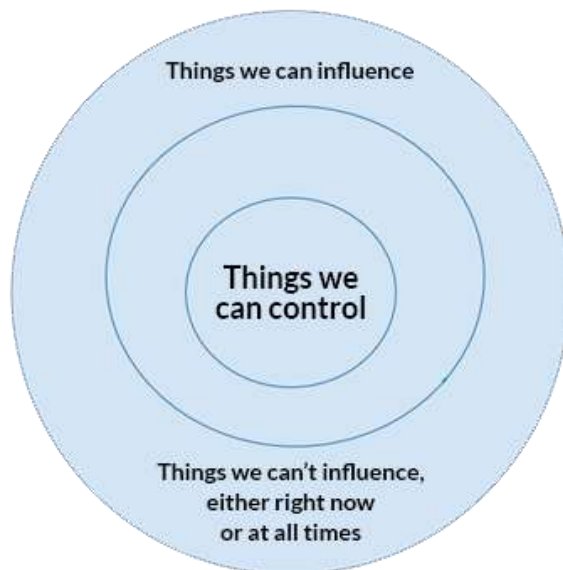
Spheres of influence

One way we get off track while striving toward our goal relates to spheres of influence.

The idea behind this tool is that there are three distinct areas in our lives:

1. Things we can control
2. Things we can influence
3. Things we can't influence, either now, or ever.

Although a coachee feels there is nothing under his control, there is at least one thing we have direct control over. These are our attitudes, thoughts, and behavior. There is always an opportunity for a coachee to reframe his thoughts. The coach will help coachee to recognize and accept that there is much we cannot control, and how to concentrate energy on what we can influence.



Picture 9: Spheres of Influence

Evaluating with a scale

Scaling in its simplest form is about getting the coachee to measure or provide a rating to a particular question. The scale used is most commonly **0-10**, as this provides sufficient room to provide some variance.

An Example of Using a Scale with GROW Model

- *On a scale 1 to 10, how good would you like your marketing skills to be? (Goal)*
- *On a scale 1 to 10, how would you estimate your marketing skills currently? (Reality)*
- *To do better, what do you need more? (Options)*
- *To do better, what do you need less? (Options)*
- *What is the first step you will take to improve your marketing skills? When will you do that? Who can help you with that? (Will)*



Picture 9: Evaluating with a scale

Refocusing on the positive

Three Good Things

This tool involves a simple question: “Tell me about the three best things that have happened so far today” and is a great one to share with a coachee as a takeaway task for them to use as well. It works with coachees who can overfocus on the negative, and for helping coachees develop a more positive orientation.



Think: What are your favorite tools in coaching? What tools do you want to add into your coaching toolkit? How will you do that? Who can help you with that?

You can list your favorite coaching tools here:

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