



# THE ROLE OF COMMUNICATION AND TRUST IN A TEAM

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# AGENDA

- ❑ INTRODUCTION TO COACHING
- ❑ COACHING TOOLS ENHANCING COMMUNICATION WITH STUDENTS
- ❑ THE ESSENCE OF LEADERSHIP IN COACHING
- ❑ TESTS FOR PERSONALITY COLOURS

# Exercise 1: One-way communication



<https://www.pexels.com/pl-pl/zdjecie/89770/>

# Instruction for butterfly : precise communication



Make a butterfly from a piece of paper measuring 21.59 x 27.94 cm. Hold the card upright, fold it in half face down and tear off the top right corner. Then fold the sheet left to right again, so that one top corner overlaps the one you tore off. Tear off the corner that overlaps the one you torn off. Fold the card from the bottom so that the bottom right corner overlaps the two previously torn corners. Tear off the overlapping part again, so that the folded sheet of paper has the whole lower right corner torn off. When you unfold the sheet of paper, you will get a butterfly. The whole trick is to tear off the top right corner at first, and then rotate the sheet of paper so that each time you tear off the part of the sheet in the same corner as before. Also, you will fold the card from top to bottom first, not from one side to the other as some participants do. The butterfly will be in the shape below.



*Źródło: Unforgettable Experiential Activities: An Active Training Resource by Mel Silberman*

# One-way communication is ineffective!

Coaching involves communication on a partnership basis.



<https://www.pexels.com/pl-pl/zdjecie/dojrzaly-diskusja-interakcja-kariera-2977567/>



**What do you associate coaching with?**

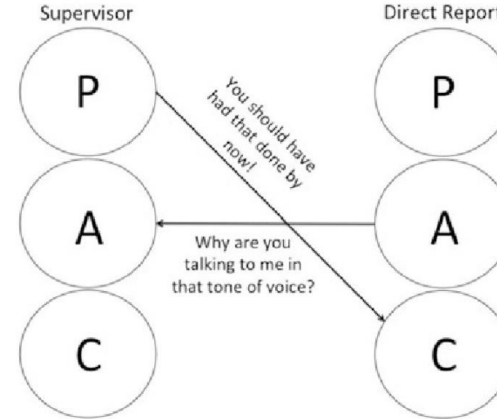
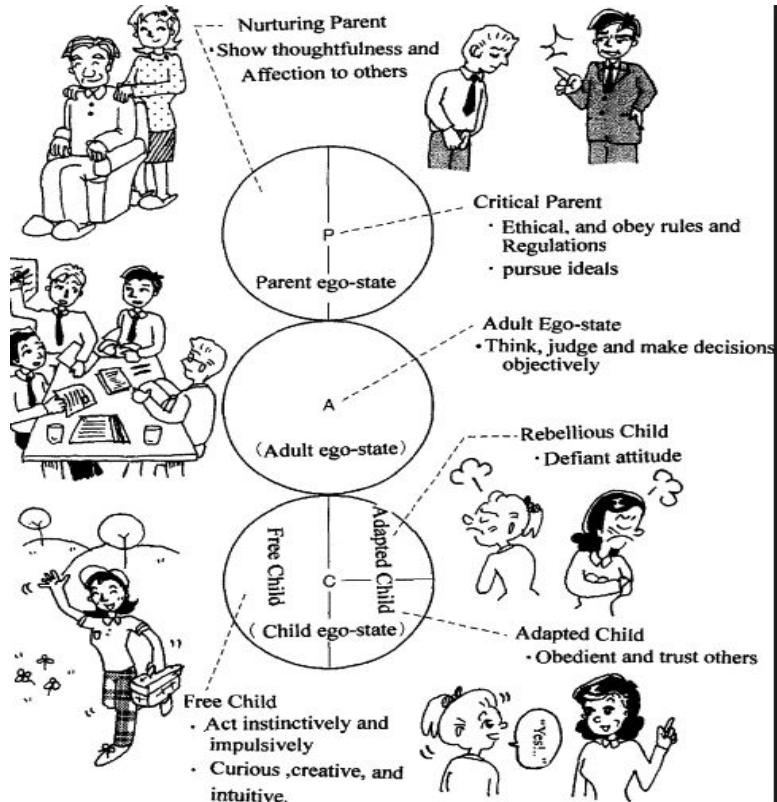
# Coaching versus different forms of support



- mentoring
- counselling
- psychoteraphy
- psychiatry



# Transactional analysis



Figure

Caption

Fig. 4 Transactional Analysis Ego States:  
Crossed Transactions (Source Bush 2015)

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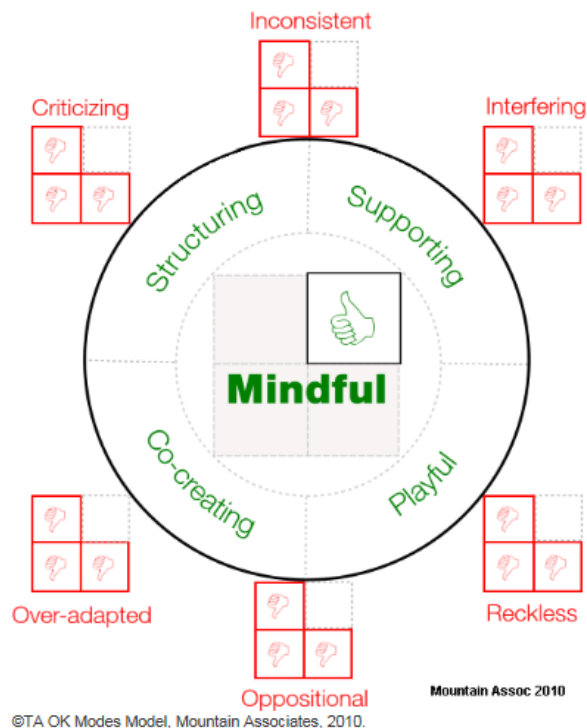
**Transactional Analysis** is a theory developed by Dr. Eric Berne in the 1950s. Originally trained in psychoanalysis, Berne wanted a theory which could be understood and available to everyone and began to develop what came to be called Transactional Analysis (TA).

Transactional Analysis is a social psychology and a method to improve communication.

The theory outlines how we have developed and treat ourselves, how we relate and communicate with others, and offers suggestions and interventions which will enable us to change and grow.



# Modes model



## Modes shown in relative/correlating positions

Modes are shown in green (effective) and red (ineffective) to help explain and use the model as a tool.

Particularly this enables us to imagine the flow of a communication exchange in a conversation, and so to understand what happened.

**Effective communication comes from the green Modes**, (like traffic lights, green equates to go-ahead). Ineffective communication comes from the red Modes (like traffic lights, red means stop).

When we come from (communicate from) **the green Modes we invite a positive response**, and when we communicate from a red Mode, we invite a response from one of the red Modes.



# What is in the name?



**Coaching** supports people to succeed and achieve their goals without telling them how to do it (*the Forton Group*).

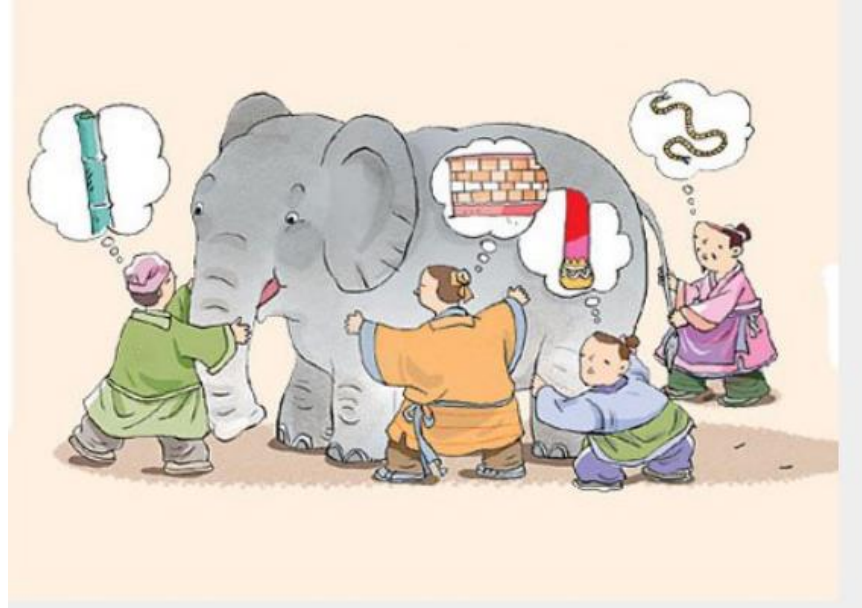
**Coaching** supports people/companies in making decisions, setting and achieving objectives or finding solutions to a problem situation (*Merriam Webster Dictionary*).

**International Coaching Federation (ICF)** defines coaching as accompanying the client in a challenging and creative process that inspires them to maximise their personal and professional development.



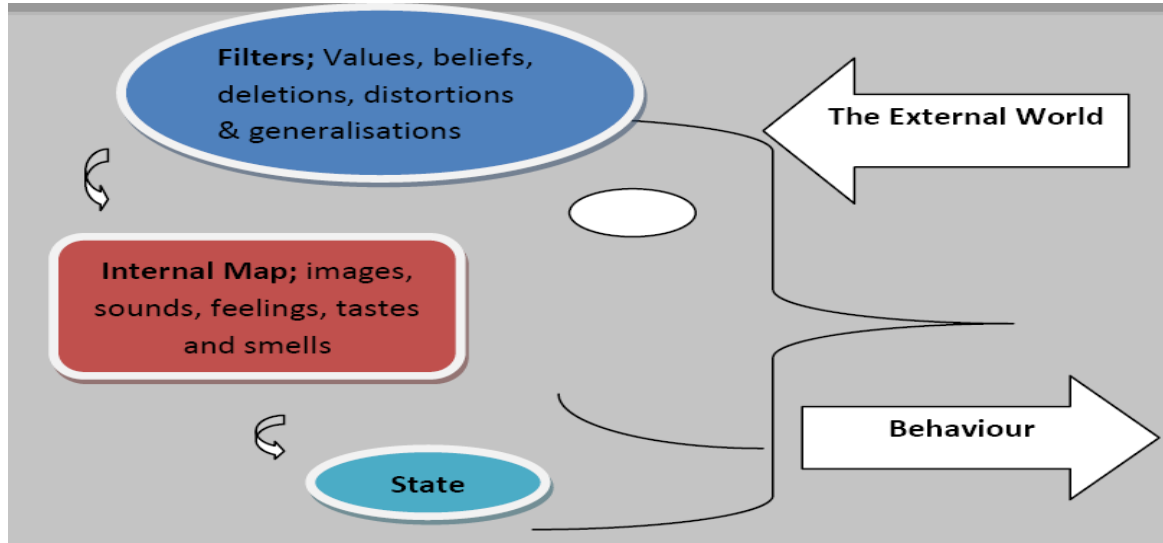
<https://www.pexels.com/pl-pl/zdjecie/mezczyzna-para-ludzie-biuro-4101143/>

# Six blind men and an elephant



Six blind men were asked to determine what an elephant looked like by feeling different parts of the elephant's body. The blind man who feels a leg says the elephant is like **a pillar**; the one who feels the tail says the elephant is like a **rope**; the one who feels the trunk says the elephant is like **a tree branch**; the one who feels the ear says the elephant is like a **hand fan**; the one who feels the belly says the elephant is like **a wall**; and the one who feels the tusk says the elephant is like a **solid pipe**.

# How we view the world?



**DELETION:** (crossing the road safely , forgetting to pay the bills)

**DISTORTION:** (your boss did not say hello to you in the morning)

**GENERALISATION:** (I will never get promotion, You are always critising me)

# The aims of coaching: leaving the comfort zone



<https://www.pexels.com/pl-pl/zdjecie/architektura-biuro-dekoracja-wnetrz-dom-2883049/>

# The aims of coaching: extension of the sphere of influence



<https://www.pexels.com/pl-pl/zdjecie/fale-papierowa-lodka-rozmyty-woda-416904/>



# Why is it effective?



The idea of coaching is to bring out the potential in people. According to A. Scoular, the power of coaching comes from the following three facts :

- **people are much more likely to realise what they invented themselves,**
- **most people - even those who are already successful - have considerable untapped potential just waiting to be unleashed,**
- **intelligent people often don't like to be told what to do and don't listen to it; hence, asking questions properly can produce better results than giving instructions.**

A. Scoular, *Coaching biznesowy*, Gdańskie Wydawnictwo Psychologiczne, Sopot 2014, s. 17.

# 6 rules for good coaching process



## 1. The client is a resource.

A coach does not know what is good and what is bad for the client. The coach's task is, by asking questions and carrying out various exercises, to help define the client's resources. Resources can be either skills, character traits, social status or material values.



<https://www.pexels.com/pl-pl/zdjecie/akcja-azja-beautyinnature-bialy-1122868/>

# 6 rules for good coaching process



2. The coach makes the client start using his own resources. Coaching is clearly defined in time and is a short-term form of work.



<https://www.pexels.com/pl-pl/zdjecie/dziewczyny-grupa-grupowac-kobiety-862848/>

# 6 rules for good coaching process



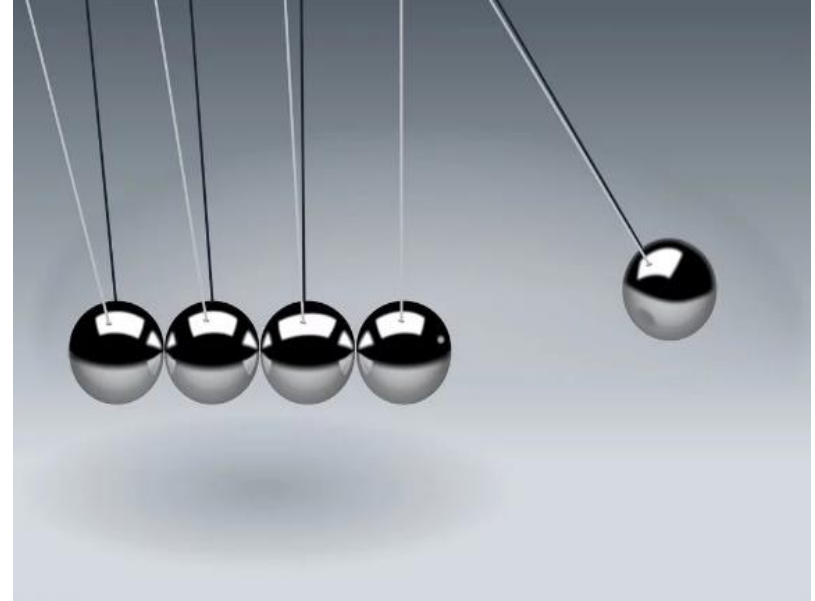
**3.** Coaching concerns the whole person, i.e. it concerns the entirety of a given person. Hence, coaching draws from the past, present and future. In a situation, when the client wants to deal with his childhood or any traumas from the past - the coach should refer such a person to therapy or psychological counselling.



# 6 rules for good coaching process



**4.** The aim of coaching is change and action, a person who is in the process of coaching will only be successful if the thinking about change is supported by concrete actions.

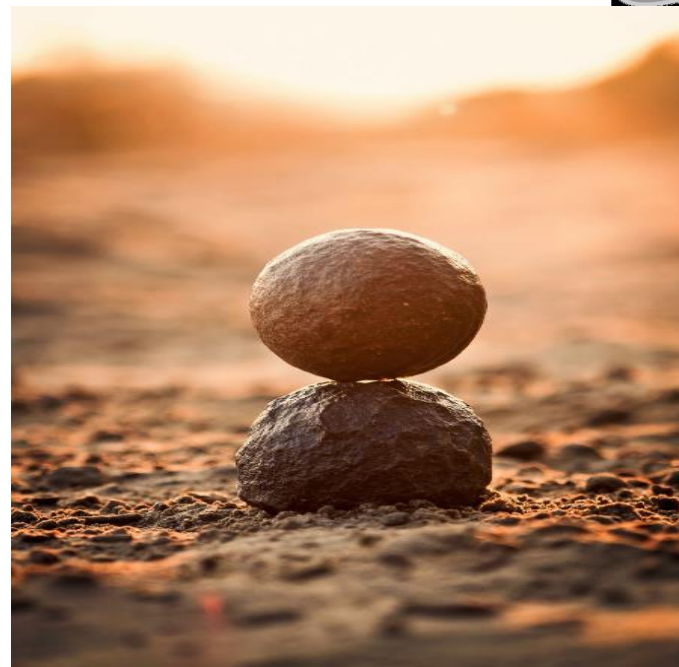


<https://www.pexels.com/pl-pl/szukaj/ruch/>

# 6 rules for good coaching process



5. The coach and the client are equals. Coaching is a non-directive form of work and the coach is a partner in conversation.



<https://www.pexels.com/pl-pl/zdjecie/balansowanie-skal-kamienie-piasek-relaks-268020/>



# 6 rules for good coaching process



**6.** The client chooses the topic - useful and ecological. Since it is the client who is the expert on his life, he is the one who suggests the topic to work on in a given session.

However, it is the coach's task to check if this topic is the actual one to talk about, or maybe there is something deeper hidden. The goal must be ecological, i.e. it must not infringe on the goals of others.



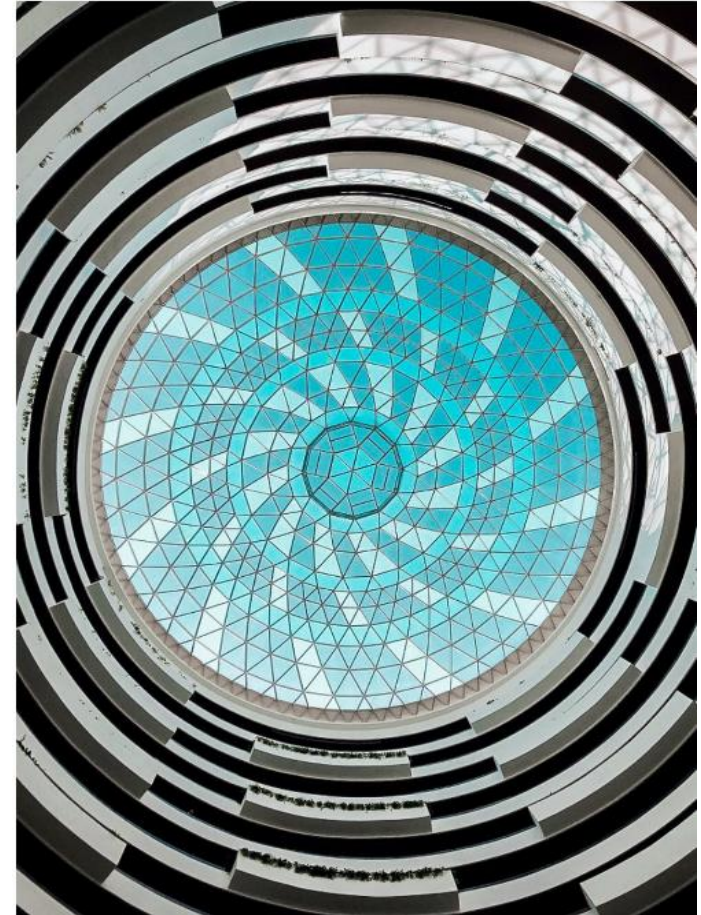
# Coaching tools: Wheel of competences, Dilts pyramid, GROW model



<https://www.pexels.com/pl-pl/zdjecie/garaz-klucz-mechaniczny-mechanik-162553/>

# Wheel of life

**Wheel of Life** - the name of a coaching tool (test) in the form of a **graphical representation of important areas of activity of the person examined**. Preferences determined in this way (level of own satisfaction) allows the coach or the person himself to see the progress achieved (changes). **This test can be repeated many times at a predetermined** time. You should evaluate your satisfaction with life at the moment in comparison with what you would like to achieve. **The centre of the circle represents lack of satisfaction or fulfilment**, and the outer contour of the circle represents complete satisfaction and fulfilment.



# Wheel of competences



- Examples of questions a teacher might ask a student in a coaching process are: **What competences are important in your dream job/ in the teamwork?**  
**How far do you rate your competences today (on a 10-point scale)?**
- **What can you already do? And where would you like to be on this scale after the coaching process?**
- You can then focus on the area rated lowest by the client/student or ask the client/student to indicate the area they would like to develop. In this way, you can set a goal for the coaching process.

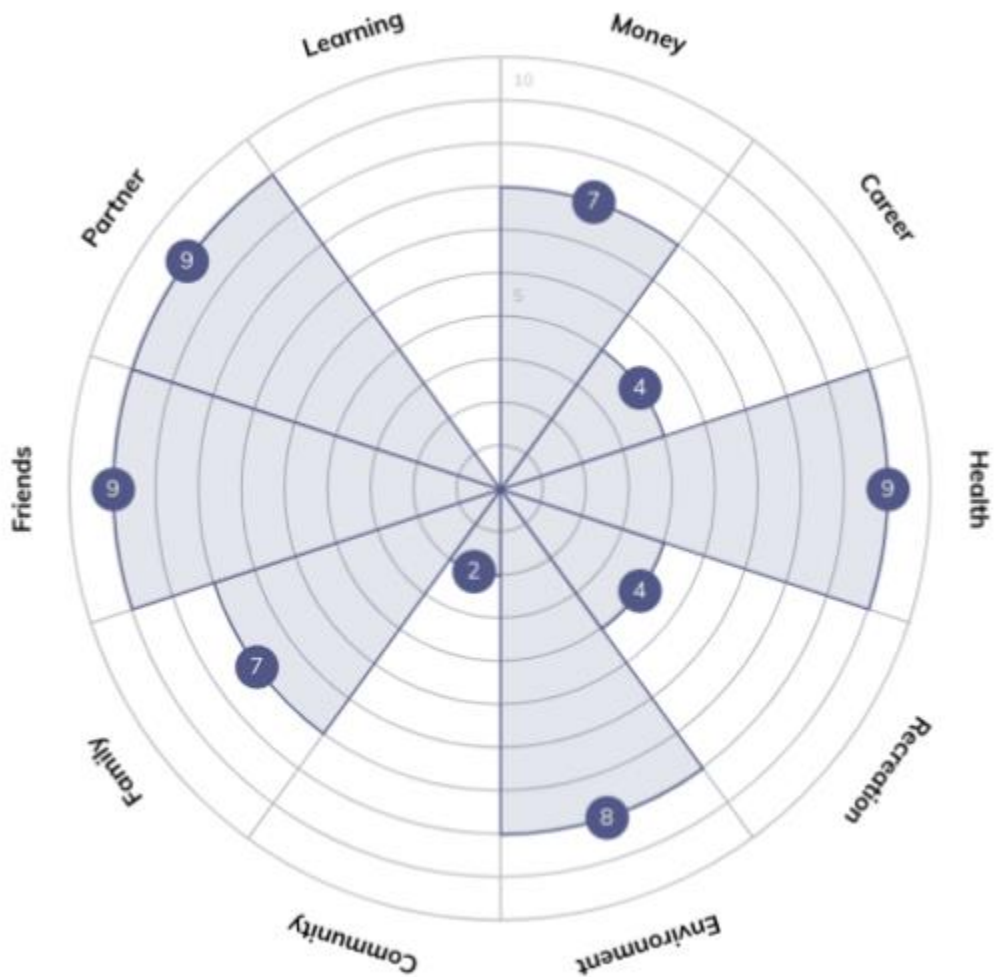


# Visualisation



This test consists of identifying six or eight activity areas distributed on a circle, which can be, for examples **competences necessary to lead students' teams/for the job.**

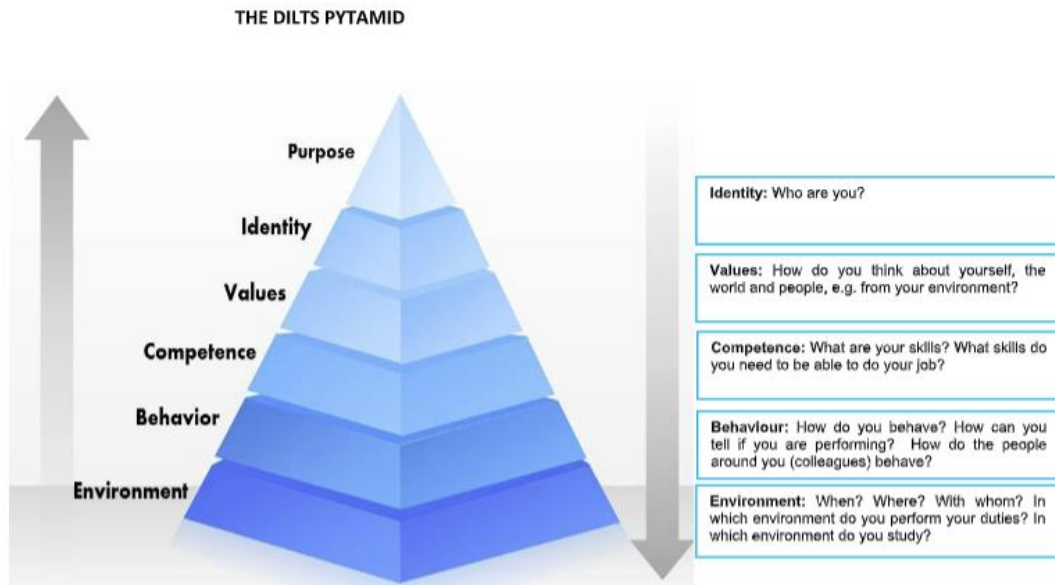
- Were you surprised, upset or perhaps delighted by something?
- Have you learnt something new about yourself?
- Do you see things that are important to you?
- What conclusions do you draw from this exercise?





# Dilts pyramid

- A model for coaching work can be the so-called Dilts pyramid built on the concept of logical levels by Robert Dilts.
- Robert Dilts in his model of neurological levels describes, in the form of a pyramid, levels on which we function.



# Neurological levels



- **Environment** - the setting in which we function and to which we respond: people, material things, environmental factors. In describing this level, we answer the questions: When? Where? With whom? In what environment do you perform your duties?
- **Behavior** - this is the behavioral level, describing the actions that we perform both as individuals (specific actions and behaviors) and in terms of organization (procedures). It answers the question: How do you behave? How do you know you are doing? How do people around you (co-workers) behave?
- **Skills/capabilities** - the level describing strategies we use in life, ways of performing tasks, decision-making mechanisms, etc. It answers the question: What do you know? What skills do you need to be able to perform your duties?

# Neurological levels



- **Beliefs/values** - describes all those ideas that are important to us and that we believe to be true (both supportive and limiting). They determine the directions of our motivation. Question: How do you think about yourself, the world and people around you, for example?
- **Identity** - beliefs about yourself, your understanding of yourself and your actions. Questions: Who are you?
- **Mission** - gives purpose and direction to your life. The mission may be to help others, to leave a mark, e.g. through creativity. The mission gives meaning to everything we do. Questions: What is your life purpose? Where are you going? Why are you doing this?, What is your mission?, If your life is over, what can you say about yourself in one sentence?, What would you like to be written on your gravestone?

# Dilts pyramid



- makes the client/teacher/student more aware of the work environment in which he/she is currently working,
- raises awareness of the activities carried out at the workplace,
- reviews/identifies the beliefs/values which guide the client,
- sets the goal and direction of professional development in line with the client's value system.

# GROW model



This model is the most commonly used template for a coaching conversation (short for goal, reality check, options will). The four stages of the conversation take the client from goal setting, through a clear definition of the starting point (reality check) and the development of several possible action plans (options), to the identification of specific steps (will) that will mobilise the client and bring them closer to achieving their goal.



<https://www.pexels.com/pl-pl/zdjecie/biurko-biuro-dyskusja-dyskutowanie-1311518/>

# SMART GOALS



According to the acronym that forms the name of the concept, the formulated objective should be:

- **specific** - it should be easy to understand, the formulation should be unambiguous and leave no room for loose interpretation;
- **measurable** - i.e. formulated in such a way that it is possible to quantify the degree to which the objective has been achieved, or at least to allow for unambiguous "verifiability" of its achievement
- **achievable** - a goal that is too ambitious undermines the belief in its achievement and thus the motivation to pursue it,
- **relevant** - the goal should be an important step forward, at the same time it must constitute a specific value for the one who will pursue it;
- **time-bound** - the goal should have a precise time horizon in which to achieve it.



# Stage 1: Target setting



There are many important benefits of coaching based on the goal expressed in the form of a one-sentence declaration, in which the client commits to completing a specific task in the future. One of the most commonly used tools for goal setting is the SMART formula.

# Sample questions for stage 1



1. What do you think is important today?
2. What would you like to achieve during today's session
3. How can we use the time most effectively?
4. How do we start?



# Stage 2: Reality



The second stage of the GROW model concerns **reality assessment**. Reality assessment makes it possible to establish an objective baseline from which to start making the intended changes. Specific facts need to be established so that the client does not rely only on his/her subjective impressions of reality.



<https://www.pexels.com/pl-pl/zdjecie/architektura-bruk-budynki-chodnik-1383779/>

# Sample questions for stage 2



- What is happening now (what, who, when and how often)?
- What have you already tried? What were the results?
- On a scale of one to ten, where are you?
- What progress have you made so far?
- What is working well now?
- What is keeping you from reaching that goal?
- What do you think is holding you back?
- Do you know other people who have achieved this goal?
- What have you already tried?
- What could you have done better?
- If you asked \_\_\_\_\_, what would they say about you?

# Stage 3: Options



This is the stage of creative thinking in order to develop several options for solutions. In career coaching, this stage can refer to choosing alternative career paths.



<https://www.pexels.com/pl-pl/zdjecie/architektura-czarno-bialy-drzwi-mur-277593/>

# Sample questions for stage 3



- What are your options?
- What do you think you need to do next?
- What do you think you need to do to get a better result (or get closer to your goal)?
- Who else can help you?
- What would happen if you did nothing?
- What have you already achieved?
- What would happen if you did?
- What would you gain/lose by doing/saying this?
- What is the best/worst thing about 'this option'?
- Which option do you think is ready to be implemented?
- Who do you know who has solved a similar situation?
- What else?

# Stage 4: Will



This step consists of two elements: an action plan and will. In other words, this step allows you to translate your preferred solutions into concrete actions that guarantee customer commitment.





# Sample questions for stage 4



- Which option do you want to pursue?
- What step that would bring you closer to achieving your goal could you take this week?
- On a scale of 1 to 10, what is the probability that you will complete this step in the time you have given?

# Cartesian questions

1. What **happens** if you reach your goal?
2. What **will not happen** if you reach the goal?
3. What **will happen if you don't reach** your goal?
4. What **won't happen if you don't reach** your goal?

<https://www.pexels.com/photo/question-marks-on-paper-crafts-5428833/>



# The most common mistakes in asking questions



1. Close-ended questions.
2. Questions suggesting a solution.
3. Searching for the 'perfect question'.
4. Complicated questions.
5. Interpretative questions.
6. Rhetorical questions (What were you even thinking about?, Are you really going to destroy your career, Isn't this an attempt to make excuses?)
7. Guiding questions: How would you describe this feeling: discouragement, Do you want to stay in this organisation you have invested so much in? It looks like the first solution will be good for today, but the second solution will bring long-term satisfaction. Which do you choose?
8. Interrupting too little.
9. Interrupting.
10. Asking why (encourage the customer to defend and justify their actions).

# Butterfly circus

- What was the most touching in the film?
- What does this film say about you as a teacher?



<https://www.pexels.com/photo/close-up-photo-of-glowing-blue-butterflies-326055/>

„There is nothing inspiring about amazing perfections on display”.

„It is my pleasure to introduce...Anna, queen of the air! And the strongest man you'll ever see”.

„The master of the flying trapeze and the oldest performer in the air, Poppy!”

„What this world needs is little wonder!”

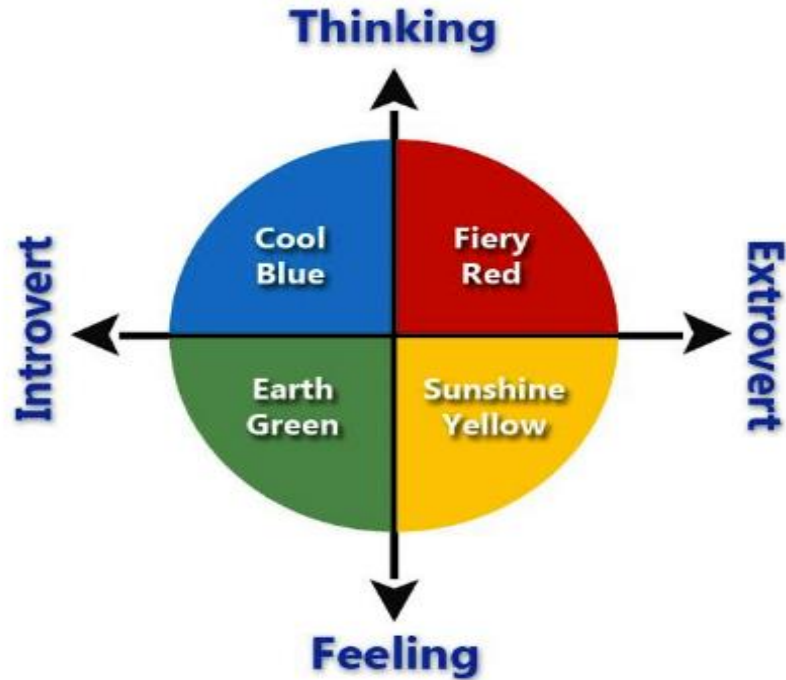
„The way they move, full of strength. Colour and grace”.

„But you? Cursed from birth...A man, if you can call him that whom God himself turned his back upon.

**Stop it! Why would you say that?**

Because you believe it...But if you could only see the beauty that can come from ashes”.

# How do we see the world

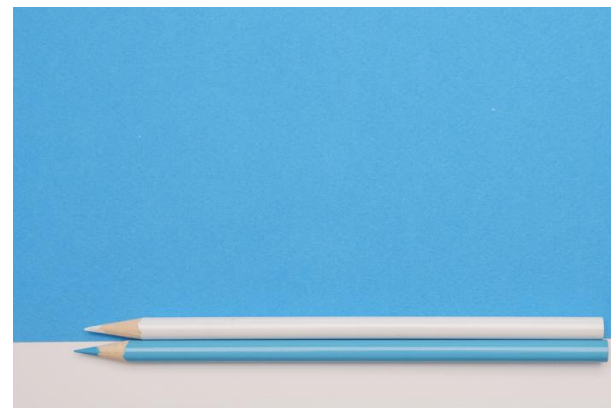


# Blue- main characteristics



COOL BLUE: People with a high level of COOL Blue Energy live their lives according to the **principles, facts and logic they find in reality**. They like to **analyze all of the possibilities** to make sure that **they do not make an uninformed decision**. They are **planners and organizers**, **with the ability to work out tasks systematically from start to finish**.

As a result of their thoroughness, they are often **reluctant to make or express decisions quickly**. **Facts, logic and principles can appear more important than friendships or personal gratification**. They may be seen as detached or even distant at times.



# Blue weaknesses and development



## Potential Weaknesses of Cool Blue Energy

- People with a lot of Cool Blue Energy have a strong need to understand and question.
- This can lead to a tendency to overanalyze and become overloaded with information.

## For development

- They can increase their effectiveness by:
- learning **not to expect perfection from themselves and others**
- expressing themselves **more freely**



# Green – main characteristics



**EARTH GREEN:** People with a high level of Earth Green Energy are especially concerned with feelings and relationships. Their concern for other people's well-being can often bring warmth to a situation. They are sensitive to the values behind people's actions and are often able to remain calm and patient even in very stressful circumstances.



They can be slow or reluctant to shift their personal values despite the apparent logic of an argument or situation. They tend to avoid decisions that could involve violation of their values or risking the unknown.

# Green weaknesses and development



## Potential Weaknesses of Earth Green Energy

People who use a lot of Earth Green Energy like to be **cooperative and enjoy facilitating other people's contributions**. As a result, their own contributions can be overlooked and undervalued.

They tend to **judge their own and others' actions against personal values**. They can become defiant and stubborn if these values are violated.

They focus on the positive in others and prefer to praise rather than critique. Because of this, **they may avoid confrontation** or giving necessary negative feedback.

## For development

They can increase their effectiveness by:

- developing greater assertiveness and making their contributions more visible
- being more open to other people's values, even if at first they appear to be in conflict with their own

# Yellow – main characteristics



- **Sunshine Yellow:** People with a high level of yellow energy **spend their efforts racing toward their dreams of the future.** They move from one idea or activity to another. As they focus their attention on futures and often intuitive visions, **they may be perceived by others as more imaginative and creative than the other colours.**
- They may be **completely comitted to the idea and then discard it soon if it loses its excitement.** They may therefore **appear to others as shallow, impractical or unrealistic in difficult times.**



<https://www.pexels.com/photo/person-holding-a-lemon-5871217/>

# Yellow weaknesses and development



## Potential Weakness of Sunshine Yellow Energy

People who use a lot of yellow energy are **responsive to others**, but because of this they make promises **they cannot keep**.

They are **motivated by relationships** and can tend to lose track of time.

They may **become overly emotional** when under stress or in conflict and may fail to keep the continuing support of the group.

## For development

**They can increase their effectiveness by:**

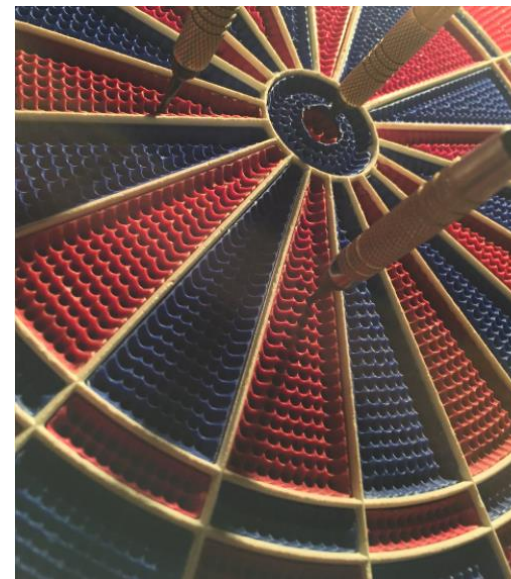
Realizing they cannot please everyone.

Learning to say „no” more often. Saying „no” encourages them to stay focused on their own objectives.

# Red – main characteristics



- **Concerned primarily with action**, they **deal quickly** with the present situation and **appear to have little concern for the past**. Their responses are efficient and focused. They know what they want and tend to be impatient with delays.
- They may **show less concern for the feelings of others or for personal relationships**. Others can see their actions as hard or critical because **they limit the attention they pay to their relationships**.



<https://www.pexels.com/photo/arrow-board-bright-bull-s-eye-416816/>

# Red weaknesses and development



## Potential Weakness of Red Energy

**Authoritative and independent**, the effectiveness of people who use a lot of red energy can suffer as a result of their failure to win the commitment of others on their team.

The ability to focus single-mindedly on their objectives and their reliance on their own personal experience may lead to difficulty in anticipating problems and studying alternative approaches.

**The desire for closure and to save time by doing themselves can lead to inability to develop the potential input for others.**

## For development

**They can increase their effectiveness by:**

- Acknowledging that accomplishment of organisational objectives requires teamwork and cooperation and by becoming more receptive to both.
- Realizing that by taking time to develop, inform and gain support of others, they can greatly increase commitment, leading to improved overall performance.

# Understanding others – 4 Colour Personality Tests



## **When to use**

When dealing with others, for example motivating team members; dealing with conflict; getting the best from people.

## **What you get**

Analysis of what how individuals will behave. Understanding of how to influence people.

## **Time**

10 minutes for a “quick and dirty” analysis. A more detailed analysis will take much longer.

## **Number of people**

Usually individual. Possible circumstances where a team approach might help.

## **Equipment**

Pen and paper



1	Accepts challenges	33	Abandons own priorities
2	Accepts opportunities readily	34	Acts indiscreetly under stress
3	Adapts quickly	35	Acts unpredictably
4	Ambitious, confident image	36	Argues unnecessarily; seems arrogant
5	Analyses carefully	37	Censors new ideas, likes ritual
6	Attracts attention of others	38	Commits beyond capability, time
7	Confronting, challenging	39	Demands performance
8	Consoling to others	40	Develops unrealistic options at times
9	Cooperative	41	Discourages action
10	Decisive; acts quickly	42	Exploits weakness in others; pushy
11	Employs structure	43	Fails to follow through frequently
12	Expresses ideas convincingly	44	Fails to keep promises
13	Focused, promotes well	45	Gets bored easily
14	Follows directions	46	Gives in easily; will avoid competition
15	Follows willingly, loyally	47	Intimidates easily; acts prematurely
16	Forms intimate relationships	48	Judgemental/ critical of others
17	Generates innovative ideas	49	Needs much attention from others
18	High energy level	50	Perfectionist, rigid
19	High standards, careful planning	51	Postpones decisions
20	Influences comfortably, easily	52	Proceeds too long, wastes time
21	Listens effectively, closely	53	Reacts emotionally, not objectively
22	Models enthusiasm	54	Refuses compromise, takes credit
23	Organizes consistently	55	Relies too much on information
24	Produces accurate results	56	Remains silent; fails to speak up
25	Produces despite problems	57	Resists and criticizes spontaneity
26	Provides alternatives in thinking	58	Sacrifices personal goals for others
27	Reassures convincingly	59	Seems immature, distracted at times
28	Recognizes feelings quickly	60	Submits to others readily
29	Speaks assertively	61	Succeeds at other's expense
30	Thinks logically, provides information	62	Takes things too seriously
31	Trusts quickly	63	Waits too long to respond to criticisms
32	Works independently	64	Withdraws into work

Enter the ticks from the appropriately numbered statement from the previous page in the table on the right.

Add up the total number of ticks for each column. (Please note, don't add up the numbers)

In any column if you score...

9 or more mark as "High"

5 to 8 mark as "Medium"

4 or less mark as "Low"

Then...

Complete the grid below.

TOTALS

High, Medium or Low

Green	Yellow	Blue	Red
8	2	5	1
9	3	11	4
14	6	12	7
16	15	19	10
21	17	23	13
27	20	24	18
28	22	30	25
31	26	32	29
41	33	34	36
46	35	37	38
51	40	50	39
53	43	52	42
56	44	55	47
58	45	57	48
60	49	62	54
63	59	64	61
1	3	0	7

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27	Reassures convincingly	59 ★	Seems immature, distracted at times
28	Recognizes feelings quickly	60	Submits to others readily
29	Speaks assertively	61 ★	Succeeds at other's expense
30	Thinks logically, provides information	62	Takes things too seriously
31	Trusts quickly	63	Waits too long to respond to criticisms
32	Works independently	64	Withdraws into work

Enter the ticks from the appropriately numbered statement from the previous page in the table on the right.

Add up the total number of ticks for each column. (Please note, don't add up the numbers)

In any column if you score...

9 or more mark as "High"

5 to 8 mark as "Medium"

4 or less mark as "Low"

Then...

Complete the grid below.

TOTALS

High, Medium or Low

Green	Yellow	Blue	Red
8	2	5	1
9	3	11	4 ★
14	6	12	7
16	15	19	10 ★
21	17 ★	23	13 ★
27	20	24	18 ★
28	22	30	25
31	26	32	29
41 ★	33	34	36
46	35	37	38
51	40 ★	50	39
53	43	52	42 ★
56	44	55	47
58	45	57	48 ★
60	49	62	54
63	59 ★	64	61 ★
1	3	0	7

# Summary (1)

Coaching supports people to succeed and achieve their goals without telling them how to do it (the Forton Group).

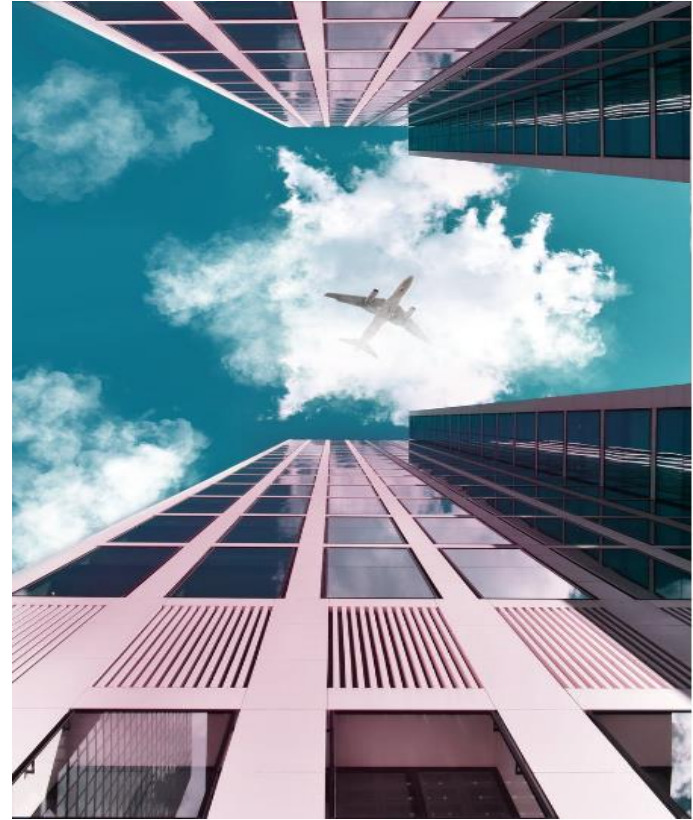
Helps define values, challenge beliefs, generalisations and distortions of reality.

Enables the client to expand their comfort zone and define their sphere of influence

Focuses on client's/student's strengths, is process oriented

It is not psychotherapy, consulting, mentoring.

Offers many tools.



# Summary (2)

Entering the role of a coach requires switching:

- from a **standardised** to a **personalised** approach (seeing the student as a human being with specific unique resources, talents and abilities),
- from **treating the student as a vessel to be filled with knowledge** to seeing him as a subject, who develops at his own pace,
- from talking to listening (and hearing what the student feels, thinks, thinks about the world around them),

# Summary (3)

Entering the role of a coach requires switching:

- **from teaching** (understood as the transmission of content) to creating space for independent learning (developing potential, searching for answers within oneself),
- **from the tendency to ask closed questions (with a single answer) to ask open, exploratory questions**, which encourage thinking, confronting oneself and one's knowledge,
- from grading and judging to reporting on progress (if the student wishes).



**Thank you!**  
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