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## Coaching tools

The aim of the module is to present the general idea of coaching and the possibility of using coaching tools such as the Wheel of Competences, the Dilts Pyramid, the GROW model and personality colour test in teaching students. The content is aimed at developing skills in conducting individual and group conversations based on the above-mentioned tools within the framework of didactic classes or workshops, as well as in career planning.

### Attachements:

- pdf presentation
- Teaching materials: one-way communication exercise (appendix 1), exercise on using the Dilts pyramid (appendix 2), exercise on using the wheel of competences (appendix 3), exercise on using the GROW model (appendix 4), personality colour test (appendix 5).

## Sample lesson plan

1. **Start the class with a simple one-way communication exercise (attachment 1, slides 3,4)**
2. **Optional: after the "Draw a butterfly" exercise, using the padlet application (<https://pl.padlet.com/>) participants can be asked to write their proposals on the "whiteboard", in the context of the following issues: 1) Disadvantages of one-way communication, 2) Advantages of one-way communication, 3) Disadvantages of two-way communication, 4) Advantages of two-way communication. This can be a starting point for further reflection and discussion on communication in the coaching process.**
3. **Explain that the essence of coaching is a partnership relationship, hence communication in coaching is two-way (slide 5).**
4. **Present the basic assumptions and objectives of coaching (slides 6-21). Complementary content to the slides can be found below.**

## Assumptions and objectives of coaching

Coaching originated in the world of sport, is now spreading to the business world and is becoming a respected and widely used method of personal development <sup>1</sup>. Some of the benefits of coaching include increased productivity of individuals and entire organizations, improved communication within teams, achieving the desired work-life balance, increased motivation, self-reflection, optimized decision-making, and more effective change management<sup>2</sup>.

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<sup>1</sup> F. Besser, C. Wilson, *Czym jest coaching?*, [w:] "Coaching doskonały", In: J. Passmore ed., Muza S. A., Warszawa 2012, s.33.

<sup>2</sup> Ibidem, p. 35.

Coaching supports people in achieving success and goals without indicating how to do it. It should be emphasised that the task of coaching is to support people and companies in making decisions, setting and achieving goals or looking for solutions in a problematic situation. The *International Coaching Federation (ICF)* defines coaching as *accompanying a client in a creative process that makes them think and inspires them to maximise their professional and personal potential*<sup>3</sup>. The essence of coaching is also leaving the comfort zone, i.e. the safe sphere of habits and customs, often impeding the development of an individual in favour of increasing the client's efficiency, i.e. the sphere of influence.

According to A. Scoular, the power of coaching comes from the following facts <sup>4</sup>:

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

Jenny Rogers lists six principles on which good coaching should be based<sup>5</sup>.

- **The client is a resource.** Therefore, the coach does not know what is good and what is bad for the client/student. The task of the coach is, by asking questions and conducting various exercises, to help define the client's/student's resources. Resources can be either skills, character traits, social status or material values.
- **The coach makes the client start using his own resources.** Ultimately, the task of the coach is that he is not needed by his client; the coach must not make the client dependent on the relationship with himself. Coaching is very clearly defined in time and is a short-term form of work.
- **Coaching is about the whole person**, i.e. it is about the totality of the person. Hence, coaching draws on both the past, the present and the future. Consequently, in the coaching process, conclusions are drawn from mistakes made or from finding the client's resources in past actions. 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.
- **The aim of coaching is change and action.** A person who is in the coaching process will be successful when thinking about change is supported by specific actions.

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<sup>3</sup> Oficjalna strona International Coach Federation Polskie Stowarzyszenie Trenerów Rozwoju Osobistego, <https://icf.org.pl/>, [25.02.2020].

<sup>4</sup> A. Scoular, *Coaching biznesowy*, Gdańskie Wydawnictwo Psychologiczne, Sopot 2014, s.17

<sup>5</sup> J. Rogers, *Coaching*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2013. s. 14.



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- **Coach and client are equals.** Coaching is a non-directive form of work and the coach is a partner in conversation. Both the client and the coach may decide to terminate the coaching process. The client if he thinks that the work does not bring results (or they were achieved earlier than planned), coach if he thinks that his competences are insufficient or the subject of work goes beyond the capabilities of a coach.
- **The client chooses the topic, which should be useful and ecological.** Since it is the client who is the expert on his life, he is the one who proposes the topic of work in a given session. However, the coach's task is to check whether the proposed topic of conversation covers the actual problem. The features of coaching are related to the general coaching principles concerning coaching goal. The goal must be useful, i.e. useful to the client. At the same time, it must be ecological, i.e. it should not infringe on the goals of others.

## Coaching tools in student teaching

**Sample scenario (can be used as a separate scenario or as an extension of the previous one):**

**1. Briefly discuss coaching models and techniques using the content below (slide 22).**

In the literature on the subject, various coaching models and techniques are being formed, such as behavioural coaching based on the Grow model<sup>6</sup>, solution-oriented coaching model<sup>7</sup>, cognitive-behavioural coaching<sup>8</sup>, coaching using neuro-linguistic programming<sup>9</sup>, integrative coaching<sup>10</sup>, among others. The increasing number of coaches, the requirements of modern customers and the diversity of coaching forms (managerial, organisational, life, career, etc.). Forces coaches to use a diverse set of tools.

**2. Present tools that can be used in teaching students using the content below (slides 22-41)**

**3. Present the possibilities of using the wheel of competences in student teaching. Optionally you can ask the group to do an exercise (appendix 2).**

**4. Present the possibilities of using the Dilts pyramid in student teaching. Optionally, you can ask the group to do an exercise using this tool (appendix 3).**

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<sup>6</sup> G. Alexander, B. Renshaw, *Supercoaching*, Random House Business Books, London 2005.

<sup>7</sup> B. O'Connel, *Solution-focused Therapy*, London, 1988.

<sup>8</sup> W. Dryden, M. Neenam, *Rational Emotive Behavioural Counselling in Action*, London 2004.

<sup>9</sup> I. McDermott, W. Jago, *Terapia krótkoterminowa*, Gdańsk 2006.

<sup>10</sup> J. Passmore, *Addressing deficit performance through Coaching: Rusing motivational interviewing for performance improvement In Coaching*, „International coaching Psychology Review” 2007, nr2/3.



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5. Present the possibilities of using the GROW model in the work with students (appendix 4).
6. Present the value of 4-Colour-Personality test and emphasize its role in team conflict resolution ( appendix 5)
7. An extension to the content presented on the slides (22-55) is provided below.

Tools worth considering to improve communication with students include the wheel of life/ wheel of competence, the Dilts pyramid, the GROW model, and personality colour tests.

### Wheel of life/wheel of competences

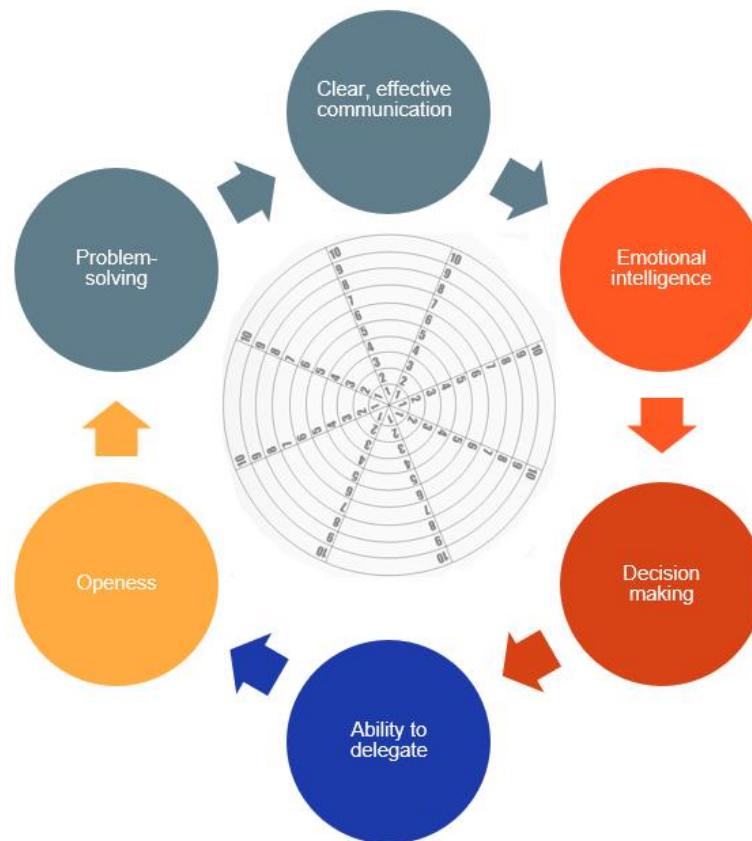
**Wheel of life** – the name of a coaching tool (test) in the form of a graphical representation of important areas of activity of the examined person. Preferences determined in this way (level of own satisfaction) allows the coach or the person himself to assess the progress (changes) achieved. This test can be repeated many times at a predetermined time. The circle of life is sometimes called the circle of balance or the circle of fulfilment. In it, satisfaction with life at the present moment should be assessed in comparison with what could be achieved. The centre of the circle represents lack of satisfaction or fulfilment, and the outer contour of the circle represents complete satisfaction and fulfilment<sup>11</sup> (Figure. 1).

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<sup>11</sup> J. Rogers. *Coaching*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2013. s. 145.



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**Figure. 1. Wheel of competences**

Source: own study.

This test consists of identifying six or eight activity areas spread over a circle, which can be, for example, career, family, friends, health, spirituality, leisure, etc. And in the context of student teaching, the areas of the wheel can refer to the competences needed to perform a desired job or to complete the project within a teamwork. Examples of questions a teacher might ask a person in the coaching process are:

- 1) Which competences are important for your dream job?/ Which competences do you need in order to pass the course?
- 2) How much do you rate your competences today (on a scale of 10)?
- 3) What do you already know?
- 4) Where do you want to be on this scale after the coaching process?

Then you can focus on the area that the student rated lowest or ask the student to identify an area they would like to develop. In this way, you can set a goal for the coaching process. There are many important benefits of coaching based on the goal expressed as a one-sentence



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declaration, in which the client/student commits to completing a specific task in the future. One of the most commonly used tools for setting the goal is the SMART formula<sup>12</sup>.

**SMART** (an acronym for Specific, Measurable, Achievable, Relevant, Time-bound) – a concept for formulating goals in the field of planning, being a set of five postulates concerning the features which should characterize a correctly formulated goal. According to the acronym that forms the name of the concept, the formulated objective should be:

1. **Specific** – it should not be difficult to understand, its formulation should be unambiguous and leave no room for loose interpretation;
2. **Measurable** – formulated in such a way as to be able to quantify the degree to which the objective has been achieved or at least to enable unambiguous "verifiability" of its achievement;
3. **Achievable** – a goal that is too ambitious undermines the belief in its achievement and thus the motivation to pursue it,
4. **Relevant** – the goal should be an important step forward, at the same time it must constitute a certain value for the one who will be realizing it;
5. **Time-bound** – the goal should have a precise time horizon in which to achieve it.

There are also different interpretations of the letters that make up the acronym:

**A: ambitious** – the goal must be relatively difficult to achieve, it must set the bar high, but at the same time be in line with the goal of achievability,

**R: realistic** – the goal must be realistic, which is the same as achievable from the original acronym.

## The Dilts pyramid

The Dilts pyramid was described by Robert Dilts in his book: "From Guide to Inspirer. Coaching with a capital C". ("From coach to awakener") . The pyramid is based on the concept of neurological levels. Dilts assumed that each event can be described on six levels, i.e. environment, behaviour, skills/capabilities, beliefs/values, identity and vision. According to Robert Dilts:

- **Environment** – this is the surroundings in which we function and to which we react: people, material things, environmental factors. When describing this level we answer the questions: When? Where? With whom? In which environment do you perform your duties?

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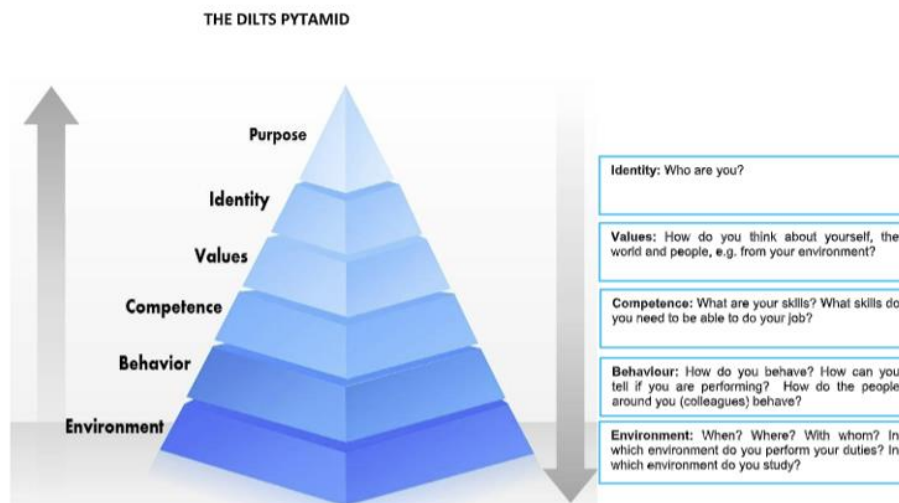
<sup>12</sup> T. Stoltzfus, *Sztuka zadawania pytań w coachingu. Jak opanować najważniejszą umiejętność coacha?*, Aetos Media, Wrocław, s. 38.



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- **Behaviour** – is the level describing the actions we perform both as individuals (specific actions and behaviour) and in terms of organisation (procedures). It answers the question: How do you behave? How do the people around you (colleagues) behave?
- **Skills/capacities** – the level that describes the strategies we use in life, the ways we perform tasks, the decision-making mechanisms, etc. It answers the question: What do you know? What skills do you need to be able to perform your duties?
- **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. It answers the question: How do you think about yourself, the world and the people around you, for example?
- **Identity** – beliefs about yourself, your understanding of yourself and your actions. It answers the question: Who are you?
- **Mission** – gives purpose and direction to your life. A mission can be to help others, to leave a mark, for example through creativity. A mission gives meaning to everything we do. It answers the 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 tombstone (Figure.2)?



**Figure. 2. The Dilts pyramid**

Source: own study.



The use of the Dilts pyramid in teaching students can bring many benefits. First of all, performing an exercise using the Dilts pyramid allows to increase the student's awareness of the environment in which they function. In addition, the results of the exercise allow the student to become more aware of the activities carried out within the framework of their studies and to revise (and sometimes identify) the beliefs/values that guide them. Performing the exercise with the use of Dilts pyramid also allows to give the aim and direction of professional development in accordance with the client's value system. The Dilts pyramid can also be a valuable tool for the teacher. It can help define a teacher's role and identity, the values that guide him or her in teaching students, and make him or her aware of the actions he or she takes in academic practice.

## The GROW model

Once the goal of the coaching process has been identified using the SMART technique, the next step is to use the GROW model. This model is the most commonly used coaching conversation model (**g**oal, **r**eality check, **o**ptions, **w**ill)<sup>13</sup>. The four stages of the conversation lead the client/ the student from setting a goal, through a clear definition of the starting point (reality check) and the development of a number of possible action plans (options), to the development of concrete steps (will), which mobilise the client/the student and allow her/him to move closer to achieving the goal.

At the beginning of the interview, a clear and specific objective should be established. Examples of questions to ask the client/the student at this stage of the interview are:

1. What would you most like to talk about?
2. What should come out of our meeting?
3. How could you reformulate the objective so that it depends entirely on you and not on others?
4. What changes do you expect after working on this issue?
5. How can we measure the achievement of this goal so that we know if you have already achieved it?
6. When do you want to achieve it?

The second stage of the GROW model concerns reality assessment. The assessment of reality 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

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<sup>13</sup> T. Stoltzfus, *Sztuka zadawania pytań w coachingu. Jak opanować najważniejszą umiejętność coacha?*, Aetos Media, Wrocław, s. 29.





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subjective impressions of reality<sup>14</sup>. The examples of reality assessment questions are presented below:

1. What is happening now (what, who, when and how often)? What is the effect or outcome of this?
2. What have you already tried? What were the results?
3. What is the most important issue?
4. What events or decisions have brought you to this point?
5. Where are you now in relation to your goal?
6. On a scale of one to ten, where are you?
7. What progress have you made so far?
8. What is working well now?
9. What makes you feel like you haven't reached that goal yet?
10. What do you think is holding you back?
11. Do you know other people who have achieved this goal?
12. What have you learned from \_\_\_\_\_?
13. What have you already tried?
14. What could you have done better?
15. If you asked \_\_\_\_\_, what would they say about you?

The next stage of the GROW model is options. This is the stage of creative thinking to develop several options for solutions. In career coaching, this stage can refer to choosing alternative career paths. Examples of options questions are as follows:

1. What are your options?
2. What do you think you need to do next?
3. What do you think you need to do to get a better result (or get closer to your goal)?
4. Who else can help you?
5. What would happen if you did nothing?
6. What have you already achieved?
7. What would happen if you did?
8. What would you gain/lose by doing/saying this?
9. What is the best/worst thing about "this option"?
10. Which option do you think is ready to be implemented?
11. Who do you know who has solved a similar situation?
12. What else?

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<sup>14</sup> Ibidem.

The last stage of the coaching process is the stage of will or will and intentions . This stage consists of two elements: action plan and will. In other words, this step allows you to translate preferred solutions into concrete actions that guarantee the client's commitment<sup>15</sup>.

Examples of questions of will are <sup>16</sup>:

- 1) Which option do you want to pursue?
- 2) What step that would bring you closer to achieving your goal could you take this week?
- 3) On a scale of 1 to 10, what is the probability that you will complete this step in the time you have given?
- 4) Are there any obstacles you need to overcome in order to complete this step?

An important part of this stage is to check the level of commitment. John Withmore's Motivation Scale works well here. To do this, ask the client to indicate on a scale from 1 to 10 the level of probability that he/she will take a given action (e.g. change of career).

## Understanding Others – 4 Colour Personality Test

Personality tests are used by companies the world over in order to create an ideal and productive working environment for its employees. There are numerous theories and many are based on the work of Carl Jung, further developed by Katharine Cook Briggs and Isabel Briggs Myers and others. The test is useful when dealing with others, for example motivating team members, dealing with conflict or getting the best from people.

In the 4 Colour Personality Test, there are used four common basic personality temperaments. If you know which colour personality you are – you may better understand your professional role, your role in a team, how you react to certain situations and what you can do to improve your situation.

The personality style however is unique. It's composed of a blend of all four colours. The purpose of the test is to figure out what your basic colour is and how to make someone thrive at work and to establish how much of the other colours you have in you.

After the test there is a fuller section describing each colour personality in more detail (appendix 5).

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<sup>15</sup> . Stoltzfus, *Sztuka zadawania pytań w coachingu. Jak opanować najważniejszą umiejętność coacha?*, Aetos Media, Wrocław, s. 29.

<sup>16</sup> Ibidem, s. 30.



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The explanation of the test helps to understand people's personalities better. This will help one to deal with them, whether they are a team member, a manager or a student working in the team.

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