



Trial lesson

Coaching and Counselling Year 1

The meaning of life is to find your gift
The purpose of live is to give it away

-

William Shakespeare



Academy for
Coaching &
Counselling

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About the training programme

In the training programme 'Coaching and Counselling Year 1' you will go on a journey to discover who you are as a coach/counsellor and how to use your qualities and talents to guide other people on their path. The basic principles of coaching and counselling will be covered, with themes such as work, personal development, trauma, and mourning & loss.

The training programme is based on 3 pillars: theory, practice and personal development.

- Theory: you will be studying the compulsory literature and the study syllabus.
- Practice: you will exercise and practice methods with fellow students during class days and work with test clients in between class days.
- Personal development: throughout the programme, you will receive feedback from your teacher and fellow students, and reflect on your own progress and personal themes/patterns. Since you will take on the role of both coach and client during class days, you will be able to experience both sides and gain new insights. You keep track of your personal learning process in your portfolio.

Over the course of the training sessions, your initial ideas of the work you want to do as a coach/counsellor are likely to change or fluctuate. It is a journey of discovering who you are, where your experience lies, what methodologies suit you best, and which specialization and target group attract you most. A beautiful and inspiring journey that you and your fellow students will make in a safe environment.

Upon completing this programme, you will be able to coach people and have learned the basics of counselling. After the first year, you can use the acquired skills in your current job (for example as a manager or study advisor) or in your personal life. However, if you want to work as an independent counsellor and work with profound or complicated issues, or if you wish to work as a coach/counsellor within a specific field, it is necessary to also complete the second year training programme (Coaching and Counselling English Year 2). If you have previously completed a bachelor's- or master's-degree in a people-oriented discipline*, and you already have experience in counselling people, it can be possible to start your own practice after Year 1.

**On our website you can find the (Plato-)list of training programmes that are classified as people-oriented.*

What will you learn in the programme?

After successfully completing the training programme 'Coaching and Counselling Year 1' you will be able to:

- Coach people with various issues.
- Use counselling skills in coaching sessions with clients.
- Use different methodologies to guide people in their process.
- Recognize underlying issues and themes that people come to you with, and be able to discern what falls within your field of expertise.
- Guide people to discover and develop their talents.
- Apply a variety of methodologies to guide others in their process.
- Make a sound decision on who you want to be(come) as a coach/counsellor and choose a specific direction to develop yourself further.

During the course of the training programme, you will go through a personal development process as well. In order to become a good coach/counsellor, it is very important that you have a proper understanding of your own life themes and issues and that you have previously worked/dealt with them.

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Study syllabus reading guide



Throughout the syllabus, this pencil icon is used to indicate the exercises that you have to do for your portfolio. So, please read what you have to do for your portfolio (at the start of each chapter under the heading 'Portfolio assignments') carefully.



The syllabus makes reference to the compulsory literature at the beginning of each chapter. We use this icon to do so.

In the light of inclusivity, we have aimed to compose our study syllabus in a gender-neutral way. Should any male or female form have been used (he/him or she/her), you can of course also read the (gender) neutral form (they/them).

Where the term 'coach' is used in the text, the term 'counsellor' could also be used to mean the same.

1. Programme class day

1.1 Topic: Coach/counsellor attitude and conduct

On this class day, we will discuss schools of thought in psychology, the basic principles of coaching, the coach/counsellor's attitude and conduct and the competencies of the profession. That is: what you need to be able to do your work as a coach/counsellor well and what is expected of you as a coach/counsellor.

1.2 Learning objectives

Theory

By the end of the day, you will be able to:

1. Describe in your own words what coaching and what counselling is and what the differences are.
2. Apply and explain the basic requirements for coaching.
3. To name the rules of thumb when a coach/counsellor does and does not advise.
4. Describe in their your words the essential role of listening skills.
5. Name the 3 aspects of Rogers' basic attitude.
6. Describe what intervision and supervision are and name some similarities differences.
7. To name the rules of intervision.
8. Name the legal obligations of a coach.

Practice

By the end of the day, you will be able to:

1. Educate your client about what coaching and counselling is and what a client can expect from you.
2. Make rapport.
3. Apply the basics of coach attitude and conduct in a conversation: rapport, listen, summarize.
4. Ask open questions and rephrasing closed questions into open questions.
5. Recognize TOD-behaviour and turn it around in your own conversations.
6. Reflect on your own behaviour and experiences, using Korthagen's model.
7. Start an intervision group with fellow students.

Personal

By the end of the day, you will have insight into:

1. How you connect/make rapport with others.
2. How you listen to others and how to improve in this as a coach.
3. Your motivation to become a coach/counsellor.

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1.3 Portfolio assignments

Write a reflection report of today's class, including your reflections on the methodologies that were used during the class day. Reflect on your role as a coach, and also on the insights that you gained from being a client or observer.

1.4 Reflection questions and practice exercises

You are not required to include these exercises and questions in your portfolio, but you can do them independently as practice. You can do this in your intervision group or independently in your own time:

1. Make a list of all preconditions that need to be in order to coach someone. Think of practical, substantive and personal preconditions.
2. Discuss a case study based on the intervision model in section 3.5.
3. When having conversations (also in your daily life), practice with non-judgmental attention and listening, summarising and asking further questions.



1.5 Literature Day 1

These pages from the mandatory literature correspond to class 1 and should be read in addition to the syllabus material:

- Starr, Julie. [The Coaching Manual](#). Read: Introduction, Chapter 1 and 2.

This book can be read during the training programme at your own pace:

- Myers, D., & Dewall, N. C. (2018). Psychology. 12th edition, Macmillan Publishers.



Open days

The ACC regularly organises open days to obtain more information about our training institute and training programmes. For example, would you like to know everything about our Coaching and Counselling Year 1 training programme? If so, feel free to visit our open day and discover our training programmes, meet the employees and teachers of the ACC and receive advice on which training programme suits you best.

[Check out our open days](#) and apply!

2. Theory

This chapter covers the following topics:

- 2.1 The difference between coaching and counselling
- 2.2 Coach/counsellor profile
- 2.3 Basic requirements for coaching and coach attitude and conduct
- 2.4 What does and doesn't a coach and/or counsellor do
- 2.5 You as a coach/counsellor
- 2.6 Intervision and supervision
- 2.7 Basic conversation skills

2.1 The difference between coaching and counselling

There is no real consensus about the difference between coaching and counselling because the line dividing the two is very thin, and everyone has their own interpretation.

Origins of the terms Coaching and Counselling

Coaching

Coaching has become a generally accepted concept in recent years. According to Wikipedia, the term 'coach' originated around 1830 at Oxford University, where it became a slang term for the work done by tutors. The word 'coach' is derived from the French 'coche' ('coach' as in 'carriage'). Coaching actually does the same thing as a coach did in the old days: it takes you from where you are now to where you want to go.

Coaching has been an important form of guidance in top-class sport for decades. The term hardly used to be known outside this field. In sport, coaching stands for guiding athletes towards top performance. Individual physical and mental barriers had to be overcome, and existing talents stimulated and developed. When British racing driver Sir John Whitmore, someone with lifelong experience as a professional athlete, decided that this way of guiding people could also be of great value to business, coaching made its way into the world of management. Since the 1990s, coaching has really taken off and is being used not only in sports and management but also in other areas like occupational health and safety and absenteeism, healthcare and education. In the media/websites section at the end of this chapter, you will find a video and an interview with Sir John Whitmore.

We use the following definition of coaching:

'Coaching is a way of guiding people or teams in their development, based on an equal and secure relationship and with an agreed focus or goal. The person being coached is responsible for their own learning. The coach is a guide, supporting people on their path.'

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Counselling

The term counselling was coined by Carl Rogers.

Rogers described his views on “personality development” in numerous books and journal articles. The following propositions lie at the heart of his theory about human behaviour:

- The individual is a subject, and not an object that can be taken apart, judged and manipulated.
- How an individual experiences things is more important than how things actually are. Or to quote Rogers: *“His experience is his reality”*. For Rogers, the current subjective world of an individual is more important than the objective reality.

Carl Rogers’ definition of counselling is: client-centred therapy or person-centred therapy. In Rogerian therapy, the client has an active role in their treatment, and the counsellor works in a non-directive manner. Rogers started his counselling career with strictly non-directive interviews. During his career, he made some adjustments to his approach.

Counselling falls under the category of psycho-social professions and focuses on the interaction between human biology, the psyche and social environment. It aims to empower the client and focuses on action and change.

On page 137 of *The Psychology Book*, Roger’s view of person-centred therapy is described as: *“... the therapist takes the role of a facilitator who helps the client find his or her own answers, based on the belief that the client knows himself best”*.

On pages 7 and 8 of the *Coaching Manual* (Julie Star), coaching is described as:

“Put simply, coaching is a conversation, or series of conversations, that one person has with another. What makes the conversation different from others is the impact the conversation has on the person being coached (the coachee). An effective coaching conversation influences someone’s understanding, learning, behaviour and progress...”

The spelling of counselling

Counselling can be written with either a single or a double ‘L’. The Americans prefer ‘counseling’, the British ‘counselling’. How you spell it does not really matter. We have chosen to use the British spelling, so with double ‘L’.

The difference between coaching and counselling according to the ACC

Often, both coaching and counselling are part of the client’s process. According to the ACC, the difference between them is:

1. Counselling is aimed at restoring well-being and healing emotional pain. Counselling is being present without judgment and listening to what your client is experiencing and has experienced in the past. As a counsellor you can look with your client for the underlying patterns and you investigate where the problem (in the past) arose. You then look at how recovery is possible.
2. Coaching is a goal-oriented way of guiding people. As a coach you and your client look together at how they can use new strategies to do things differently in the future. You investigate your client’s strengths and potential, and you challenge them to push their boundaries.

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In practice, there is a large overlap between counselling and coaching, which is why the ACC teaches both forms of guidance in one course. After all, as a counsellor, you cannot do without coaching skills; otherwise, you and your client may get stuck in the past. And as a coach, you cannot do without counselling skills, because you may end up neglecting the underlying issues.

2.2 Coach/Counsellor profile

Please read the section about the coach/counsellor profile and the competencies for coaching and counselling in **the introduction chapter (paragraph 9)** or on [this page on our website](#) thoroughly. It is very important to know these skills by heart, as you will be tested on them during your practical exam.

2.3 Basic requirements for coaching and coach attitude and conduct

Each book describes the coach/counsellor attitude and conduct in a different way and has slightly different emphases.

It is interesting to consider the different perspectives. Coaching and counselling experts generally agree on the following.

Basic requirements for coaching:

1. Pay attention and be present.
2. Open stance: accept the other person without judgment.
3. Equality and respect.
4. Allow the client to be responsible for their coaching process: connect with the other person's story
5. Be authentic
6. Trust in the other person
7. Know your own limits

To supplement the theory found in these books, we will explore a number of topics and provide tips below.

Equality

In mainstream healthcare, people are often seen as patients and viewed as being sick and in need of help. People are defined by their 'condition'. The patient needs the care providers (the psychologist, doctor, psychotherapist, etc.) to treat the condition. In mainstream healthcare, there is a hierarchical relationship between the person who heals and the patient who needs healing.

Coaching is defined by an equal relationship between coach and client. In contrast to healthcare providers in mainstream psychological care, a coach does not place themselves higher up in the hierarchy than the person seeking help. By being an equal partner in conversations, you accompany your client on their journey.

Counselling also works on the basis of equality, but the line between therapy (healing) and counselling is sometimes thin. Sometimes, it is possible to work on a process of healing, e.g. from trauma. This depends on the counsellor's specialisation. But we always work on the basis of equality.

In counselling and coaching, we do not talk about 'patients', but about 'clients'. The coach/counsellor does not try to treat the client's condition but focuses on the way the client deals with it.

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The client is responsible for their coaching process

In coaching and counselling, you assume that the responsibility for the process and for finding the solution to problems lies with the client. This means that the client decides which topics are discussed and which steps they want to take. Basically, it is your client who does the work and not you as a coach.

Detached concern

Both concern and the appropriate level of detachment are important in the coaching process. As a coach, we, of course, want to be concerned about our clients. However, too much involvement can damage the coaching relationship. For example, if you empathise with your client's life too much, you may run the risk of taking on their emotions and feelings. You will end up feeling too much concern for your client, worrying about them and not being able to let go of their story. Or you will start telling your client how to organise their life. This means you take over the client's coaching process. As a coach, you have concern for your client and, at the same time, keep an appropriate distance. You do not assume responsibility for their coaching process.

Physical contact

Keeping a distance applies to both a psychological and physical level. When embracing or touching the client, physical boundaries can easily be crossed. Comforting and embracing another person can provide a lot of support, but it does not always fit within a coaching relationship. Even hand-holding can be interpreted in different ways. Be careful with physical contact, especially if your client is of the opposite sex. Refer to the ethical code to find out about boundaries in coaching.

Dealing with sorrow and sympathy

If your client starts to cry, your first reaction may be to give them a handkerchief and to embrace and comfort them. If you do that as a coach, you run the risk of crossing a physical boundary and of interrupting the client's coaching process. Realise that if a client becomes sad, it may be the first time that they are connecting with these feelings. By comforting them, you are not actually respecting their sorrow, no matter how good your intentions. As human beings, we are often inclined to comfort others so that we do not have to confront our own sorrow. Therefore, let a client experience their sorrow without interrupting them with your comforting words. Having enough space to experience feelings is necessary in order to heal. Create a safe space for the client, in which they can fully experience their feelings, by being completely, but silently, present. Handing a handkerchief to a client is harmless if you do it in an appropriate way, so you do not interrupt the client's coaching process or give them the idea that they should stop crying.

2.4 What does and doesn't a coach and/or counsellor do

Coaching and counselling are (conversation) methodologies used to guide people in their personal growth and development. Interaction between coach and client takes place, in which the client looks at where they are now and where they want to go. A coach/counsellor also guides a client in gaining insight into and dealing with obstacles encountered in daily life. These can be problems related to work, relationships, family matters, sexuality, social contacts, etc.

Coaching is specifically intended to guide people in finding new ways to get their private and professional lives (back) on track. People looking for coaching are, therefore, not always looking for someone who is also going to bring all kinds of limiting unconscious pain and emotions to the forefront. They want a solution for

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what they are currently coming up against. Moreover, the setting in which coaching takes place (for example, during work or within a company) does not always provide room for deeper personal contemplation.

Counsellors, however, do explore underlying pain and the causes of the problem, as well as look at how the client can relate to the past differently and break certain patterns.

Basic coach/counsellor knowledge

To be able to pinpoint your client's problems, it is wise, or even necessary, to have knowledge about how problems can arise and how past experiences can (unconsciously) trouble a client. If you do not possess this knowledge, you will not be able to sufficiently understand the cause of your client's problems. You will then be less capable of assessing whether you are the right counsellor to guide this client, and you might not coach at the right level. That does not mean that every coach must be able to work with serious underlying problems or trauma, but a thorough knowledge of any underlying issues is necessary in order to assess what the client needs and whether you can help.

Therefore, this course focuses a great deal on psychological problems and trauma, and their development, so that you end up with a thorough knowledge of what you may encounter as a coach/counsellor.

What doesn't a coach/counsellor do?

A coach/counsellor does not, by definition, do a number of things. Below are a number of roles that you do not take on as a coach/counsellor. The theory accompanying class 2 goes into more detail about what you do and don't have to deal with.

A coach/counsellor is generally not:

- A psychologist/therapist (treating mental conditions)
- A social worker (dealing with the whole family system)
- A mentor
- An advisor

Giving advice: yes or no?

A coach is not an advisor. The generally accepted stance is that the client themselves should use their own insight to come up with solutions, but that does not mean that you should never offer valuable suggestions during coaching.

Keep in mind that your suggestions may not suit the client and that they themselves decide what to do with these. The basic rule is that you do not give suggestions as long as the client is able to find them on their own. Only when the client gets stuck or starts to repeat themselves should you suggest other approaches.

If you give advice too quickly or unnecessarily, you will disturb both the creativity of your client and the status of equality between you. You then actually imply that you know better. One of the most difficult tasks for a coach or counsellor is to abstain from giving advice; it is not necessary as long as the client is doing active self-analysis and making progress.

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This rule of thumb can help:

- Do not give advice if:
 1. the client is making progress
 2. the client ventures down new paths by themselves
 3. you want to save them or hurry up
- Do give advice if:
 1. the client is stuck
 2. the client does not come up with any solutions themselves
 3. the client cannot, within reason, realise what is happening to them (psychoeducation)

In this case, you can try to explain, on a psychological level, what the client is getting stuck on and share your knowledge about it. Preferably, you only give process-based advice. In other words: tell your client what you see and explain it. Only offer one or two suggestions and always ask whether they are suitable.

It is important that you *never* advise a client to start or end a relationship or job, or to do something that can be to his/her disadvantage. Of course, you can guide someone in discovering why they are dissatisfied in their relationship or work, and you can help someone wanting to give up in overcoming obstacles so that they can take the difficult next step.

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Example:

Take a client with agoraphobia. This client is so anxious about going outside that they have no social contact whatsoever anymore. In such a situation, you shouldn't let your client struggle with their problem for years until they can come up with a solution themselves, which would probably be hard to reach due to the client's fear being so great that it stands in the way of any solution-oriented thinking. In such cases, it is appropriate to use your expertise as a coach/counsellor to advise and help the client in solving their problem.

A methodology that does offer – absurd – solutions and advice is Provocative Coaching. In this method of coaching, advice or a solution is suggested in a provocative manner during coaching sessions in order for the client to overcome an impasse and get things moving in a different way. For example, if your client keeps lamenting their poor chances in the labour market, you can challenge them by saying “then just start practicing for your retirement and sit around doing nothing.” This can work very well in some cases. We will come back to this method of coaching in class 9.

2.5 You as a coach/counsellor

Discover who you are as a coach/counsellor

A famous quote: “It is the therapist, not the therapy which is the instrument of change.” That means that you, as a coach or counsellor, may be the most important factor in the client's change process. The most important thing as a coach/counsellor is knowing who you are as a person and a professional, and also knowing what specific knowledge and skills you have to be able to guide others. Carl Jung once said: “Learn your theories well but put them aside when you confront the mystery of the living soul..”

In our Coaching and Counselling Year 1 programme, you will not only be taught theory and methodology, but you will also be provided with the tools for personal and professional growth. During this course, you'll notice that your idea about the work you want to do as coach/counsellor can change. It is a journey and a process of discovering who you are, what experience you have, which methodologies suit you best, which specialisation(s) you want to choose, and which target groups appeal to you. The profession of coaching is so broad that you can continuously develop, expand and specialise.

Why do you want to become a coach/counsellor?

Do you know why you would like to become a coach/counsellor? It is wise to have a clear picture of why you want to guide others through their problems. Where does this urge come from? Where does your desire unknowingly lie? What is there still for you to learn? Have you worked through your own issues well enough to be able to guide others without projecting your own experience onto them?

These are important questions to ask yourself as an aspiring coach, and you can work on them in a safe environment with the help of your fellow students. If you have an answer to these questions, it is less likely that you will encounter your own unresolved problems at some point during a coaching session.

Issues you share with your clients

At the start of your coaching career, you will notice that you get a lot of clients with the same issues, which may often affect you as well. If you recognise and acknowledge this, you can work on your own issues. In this way, you are able to develop not only personally, but also professionally. If you are able to embrace this (often

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confronting) interaction in the coach-client relationship, you will experience how the coaching profession can become even more interesting. So be prepared to work not only on your client's problems, but also on your own growth processes (with the help of a coach, or in supervision or intervision, for example). It is a continuous process. When you have worked through one issue, the next one presents itself. Thus, your clients often bring to you what you still have to work on. Stay curious and alert, something that triggers you can be valuable to your further development as a professional coach.

The importance of intervision and supervision

To stay sharp in this profession, you sometimes need the help of like-minded people. If you become entangled in your own process, it will be to the detriment of your enthusiasm for the profession. It is not uncommon for coaches to stop because they are frustrated by what they often call 'difficult clients'. Intervention and supervision can help you gain insight into your own circumstances and continue to develop on a personal and professional level. More on this subject in section 2.6.

Continuous development and further training

As a coach and counsellor, you should continue to do further training. Further training not only promotes your professional growth, it also keeps you up-to-date with the latest developments within the field. Many professional associations require you to do further training to remain a member.

The path you follow as a coach/counsellor is one of lifelong learning and development. Do further training, take additional courses, get involved in personal development courses and keep reading! Don't do it just because a professional association obliges you to or because you have to earn credits, but because you are curious and want to keep developing. It makes you more complete as a person and a better coach/counsellor.

2.6 Intervention and supervision

Supervision

Supervision has a lot in common with coaching, but is aimed at consciously learning how to use professional methodologies. A supervisor is someone who has extensive experience in the coaching profession and who can guide you in your professional growth as a coach. For your personal growth, we advise using a coach or counsellor as a supervisor. Central to supervision is not the presented problem itself, but the way in which you as a coach deal with the situation and what affects you. By reflecting on certain limiting situations that you encounter in your work, you develop the ability to recognise these earlier and deal with them better in similar situations in the future.

While it is not compulsory, feel free to make use of a supervisor during the training programme. Experience shows that students who regularly use supervision, coaching and intervision also work with more self-awareness and in more depth with clients.

Intervision

Intervision is a teaching method in which people who are working or training in the same field come together. The purpose of intervision is to increase the participants' expertise and personal growth.

The focus of intervision is reflecting on the participants' professional behaviour as a coach/counsellor. The difference with supervision is that there is no hierarchy; the participants are all equal. In the intervision process, you will not only gain insight into your own problems, but also learn from the issues raised by the

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other participants. Also, questions related to general topics can be raised. Take, for example, the topic, 'how to better deal with antagonistic clients', or 'how to comply with certain laws and regulations'. These are topics that apply to all participants.

Intervision procedure

The basis of an intervision meeting is that one of the participants contributes a (work-related) question and the other participants ask questions about it. The aim is to get the contributing participant to reflect on their own behaviour. The supervisor/chairperson guides the whole process, intervening if necessary, to ensure that things run smoothly, or steadily adjusting things to accommodate the participants' wishes. It is an organic process.

The presented question is first examined without unsolicited advice being offered. Advice is withheld for as long as possible. Beliefs, opinions and assumptions are discussed. The contributor of the question talks about their problem. The other participants ask further questions and so form a clear picture of the problem in their minds. When the participants have sufficient information, a new situation arises:

- The participants have developed a clear picture of the person's problem and can offer advice to help them;
- By answering the questions, the person who presented the problem has developed a different understanding of the issue and can carry on with new solutions.

By asking and examining questions, a different relationship to the problem emerges, for example a different perspective on one's role and approach.

Intervision is supervised by the chairman. This could be one of the participants or an external supervisor. The chairman's job is to lead and monitor the process. Consequently, the chairman/supervisor cannot participate in terms of content. Supervising the process is already a huge task, participating only makes it more complicated.

The rules of intervision

A few general rules apply to intervision:

1. Participation in an intervision group happens on a voluntary basis.
2. The participants within the intervision group discuss matters on the basis of equality.
3. All participants treat each other with respect.
4. The participants guarantee each other security and confidentiality. *What is discussed in the group, remains within the group.*
5. Participants can, at any time, set boundaries.
6. It is not a matter of convincing the contributor, but about supporting them and considering all the possibilities.
7. The leader of the discussion does not participate in terms of content.
8. There is consensus on the agreed procedure.
9. The participants have the discipline to follow the methodology. They do not give unsolicited advice, ask only one question at a time, stick to the given time, etc.
10. During intervision, the participants are fully present. Telephones and other means of communication are therefore switched off.

In addition to the above, perhaps you can come up with more rules to help make intervision as effective as possible.

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Intervision methodologies

There are various intervision methodologies that can vary enormously in style and in timeframe. Which methodology is most useful is highly dependent on the number of participants and the objective of the intervision. Certain intervision methods will be discussed on class days 1 and 4. You can use these methods when doing intervision with your fellow students, but this is not mandatory. You may also choose an intervision method yourself. Many books have been written about intervision and you'll also find various methodologies online.

An intervision group can choose to keep using the same intervision methodology, or to have this determined by the supervisor/group/contributor each time. State in the reports for your portfolio which intervision method has been used.

Intervision group size and form

Intervision groups do not always have to physically meet. With the current technological possibilities, participants can also come together, for example, in a teleconference or on Skype (as in our online training programmes). The advantage of this is that, if necessary, a short intervision meeting can be organised at the last minute to deal with any urgent participant questions. Intervision groups do not always have to be of the same size and composition. An intervision meeting is most effective when the group consists of a minimum of 3 and a maximum of 10 people.

Intervision during and after the training programme

In the Coaching and Counselling Year 1 training programme, you are expected to regularly take part in intervision with fellow students. You present a question for intervision on at least two occasions and write a reflection report about this. It is also a good idea to regularly act as discussion leader in order to practice this role.

In the full syllabus of the Coaching and Counselling Year 1 training programme, you will find two forms:

1. Form 'Intervision Report'. You can use this form to write a report about the 2 intervision meetings in which you brought in your intervision question.
2. Form 'Intervision Proof'. All members of your intervision group sign this form at the last intervision meeting and you add it to your portfolio.

We advise taking part in regular intervision, even after finishing the training programme. You can do this with your own group from the training programme, or you can set one up yourself (or join another existing intervision group). Professional associations also often offer coaches the opportunity to join an intervision group.

Supervising the intervision of others as a coach

Intervision is increasingly used in business and education but does not always have to be work or education related. As a coach, you can supervise the intervision of others, if you specialise or train in this. For example, you could choose to use an intervision methodology to guide young people with learning difficulties, pregnant women, people living abroad who are experiencing difficulties settling in, athletes, etc. With a little creativity, you can use intervision within your own specialisation and thus make a name for yourself. If you do it online, you can even bring people from all over the world together.

2.7 Basic conversation skills

It is essential that coaches possess good conversation skills in order to be able to coach effectively. In this chapter, we will discuss a number of basic conversation skills. In Chapter 3, we'll discuss the topic of communication in more detail and explore more conversation skills and conditions for good communication.

The basic conversation skills that you learn during this training programme will not only serve you as a coach, but also in your daily life. You will notice that you communicate more effectively when you consciously apply these techniques. You will start to think more about the way you ask questions, which can be confusing for you (and sometimes for those around you). Communication may suddenly appear to become difficult. This is because you start to consider which questions you should ask. However, with a lot of practice, this way of communicating will become second nature.

Building rapport

Building 'rapport' (French for 'good contact'), a term from NLP (Neuro-Linguistic Programming), is used to indicate how you can really connect with your client. It is also described as 'clicking' with someone. You need this to forge a good relationship with your client, because if people cannot build rapport with each other, communication will not be very effective.

Rapport is characterised by:

1. Trust
2. Emotional involvement
3. Willingness to follow each other
4. Respect for each other's worldview (you don't have to agree with the other person, but you should respect their views)
5. Giving each other your undivided attention

There are no tricks for building rapport, but there are ways that can help:

- **Verbal:** by using the same words, volume, tone, speaking speed, etc.
- **Non-verbal:** by mirroring facial expressions, posture, gestures and breathing rhythm.

Take the example of your client's arms being crossed – a closed position. As a coach, you can also sit with your arms crossed for a while and then slowly uncross your arms. You'll see how your client will (unconsciously) follow your example and be more able to open up.

Active listening

For a coach, one of the most important basic skills is listening. But listening really well is not that simple. We humans tend to say a lot and want to be heard, while listening is something we tend to do less well. You are bound to be familiar with situations in which you are talking with friends and you are eager to contribute your own story or point of view. This isn't necessarily a problem within friendly relationships, but in coaching you will have to learn to deal with this in a different way.

How do you listen to others? Does your attention stay focused on the other person? Or are you absorbed in your own thoughts and maybe already thinking about the next question you are going to ask? And how do you ensure that you really understand what the other person has to say?

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The American Dr. Joe Dispenza has done a lot of brain research into the relationship between body and mind in recent years. It is described in his book 'You are the placebo'. He has scientifically proven that we humans have on average 60,000 to 70,000 thoughts per day. Roughly 1 thought per second. If we assume that these numbers are correct, it must be very difficult to listen to another person with your full attention without sinking into your own thoughts. That requires practice and being aware of what is happening when you are talking to someone. Being a listener means giving the other person your full attention and listening to what they really have to say.

In order to keep yourself and your client involved, you will have to learn to listen 'actively' as a coach.

Different levels of listening

Listening can be done on different levels and with different intentions. You can listen factually to collect information, you can listen from a judgmental position, or you can listen to have your own opinion confirmed. But you can also listen to really hear what the other is saying, to see the other and to understand and accept them. In such cases, you give others the space to be themselves. Transformation can happen in this space.

Listening, summarising, asking follow-up questions

To be sure that you have understood the client well and that you are not making assumptions, you should summarise the client's story in your own words. This has various advantages: you know for sure that you and the client mean the same thing, the other person really feels heard, you bring structure to the conversation and you take the lead in the conversation.

How it works:

1. First, you listen actively and attentively to what the client is saying;
2. then you summarise in your own words what the client has said. Start with words like: 'if I have understood what you just said correctly...', or 'is it true that you mean...';
3. You can then ask further questions to find out more about the client's problems in order to deepen the conversation. Use primarily open questions to do this.

By listening carefully and asking follow-up questions, you will discover the 'question behind the question'.

Open questions

Open questions are questions that give someone the space to formulate an answer themselves. You invite the other person to tell their story. That is why open questions are most suitable in coaching and counselling. In general, open questions do not start with a verb, but with words such as who, what, where, why, where to, for what, to what, when, since when, how, how many, how often, which, etc. By asking open questions, you will delve deeper into the presented problem and receive more information about the whole situation.

For example:

3. Client: 'I was so disappointed in my daughter yesterday.'
4. You: 'What happened exactly?'
5. Client: 'When I came home yesterday, the whole house was a mess.'
6. You: 'What made you feel so disappointed?'
7. Client: 'I was already so tired, and this was the straw that broke the camel's back. I can usually handle it, but this time I found it very difficult because I feel that she doesn't take me into account.'
8. You: 'When did you start feeling that way?' Etc., etc.

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Closed questions

Closed questions are questions to which someone can generally only answer with a 'no' or a 'yes'. These questions are designed to gather information or to receive certain confirmation.

For example:

1. 'Were you born in the Netherlands?'
2. 'Do you have children?'
3. 'You mean you're still married?'

These are questions that will not give you more information than you are asking for. In daily conversations, we often tend to ask closed questions, but, in a coaching setting, you should try to get your client to tell their story. Open questions are more effective for this. If you ask too many closed questions, the conversation will seem more like a kind of cross-examination and you will slow down the conversation. You'll steer the conversation in a certain direction and the client won't be encouraged to tell their story.

Forget TOD!

An important rule of thumb in listening well is to avoid 'TOD'. This stands for:

1. Taking over (you use the other person's story as a stepping stone to start talking about your own)
2. Opinions (you want to give your opinion or judgement about what the other person is saying as quickly as possible)
3. Dispensing advice (you want to save the person, take control or solve problems as quickly as possible)

Using TOD breaks down rapport and blocks the client's self-analysis. Remember that a good coach gives space and genuine attention. That means you sometimes have to fight against your natural need for attention.

3. Methodologies

3.1 Methodology 1: Practice with making rapport

Find a classmate and together take a 5-minute walk through the building (or outside if you prefer). You are not allowed to talk or touch each other, but you try to walk as a common unit. So you connect with each other and try to take a walk while you naturally follow and lead each other.

When the teacher gives you the signal to end the exercise, you discuss briefly (maximum 5 minutes) how you both experienced this exercise:

1. Was there a good connection? How did you notice this?
2. Did the coordination of the route you took occur naturally? Or was there resistance/hesitation, or a tendency to talk?
3. How do you experience connecting with an unknown person?

Switch partners and do the same exercise with a different fellow student. Experience what it is like to do this with someone else. What are the differences? Discuss this with the new partner, using the same questions.

Option 2:

You can also do this exercise by sitting opposite each other in a chair and having a conversation about an everyday topic (for example, how your trip to the training location went this morning). Or (slightly more exciting): sit opposite each other and just look each other in the eyes.

Group discussion:

Discuss the exercise afterwards in the group, using the following questions:

1. How do you connect?
2. How do you notice that there is a connection?
3. What do you do if the connection is lost for a moment?

3.2 Methodology: Listen, talk and ask questions

In the following exercise, you will investigate 3 things:

1. How you talk
2. How you listen
3. How different ways of asking questions influence a conversation.

You take turns being the coach, the client and the observer. The coach practices listening and asking questions, the observer investigates the listening part and the client investigates the talking part.

Form a group of three and sit so that the coach and the client are facing each other. Find a comfortable position in which you are able to look at each other. This is also very important in a coaching setting. Having someone sitting right in front of you can be confronting, so it's not always necessary or desirable, but do make sure eye contact is always possible. Sitting diagonally opposite each other is often pleasant. The observer sits down where they can see the other two well, but is not part of the conversation.

After 10 minutes, you switch roles, until everyone has performed all of them.

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During this exercise, make notes about each position and then include them in your reflection report about this class day.

The coach: practice listening, summarising and asking follow-up questions

The client tells their story and you, as a coach, do the following:

1. In the first 5 minutes, you do as much factual listening as possible and ask questions aimed at getting information. You can 'interrogate' and learn as much as possible about the ins and outs of the situation. Listen to the facts in particular, as you should later be able to tell the story to someone else who wants to know all the facts.
2. After that, you will practice listening, summarising and asking follow-up questions for 5-10 minutes (depending on the available time). You should actively listen to the other person in order to get to know them on a deeper level. Summarise the other person's story in your own words and keep on asking questions. Ask in-depth (open) questions about how the other person experiences the situation and how it affects them.

Observe yourself:

- Do you listen mainly to be able to give an answer?
- Do you tend to interrupt and take over the conversation?
- Do you want to be able to voice your own opinion or introduce a topic?
- Are you already thinking about the next question you are going to ask?
- How do you experience moments of silence? Can you give the other person the space to order their thoughts and to talk?
- Are you distracted and do you only half listen? Or are you fully focused on the other person and can you really hear what they are saying? Without filling in or responding straight away.

As a coach, you examine:

- Which way of asking questions and listening is easiest for you.
- How the two ways of listening and asking questions affect you.
- What you come up against and what your points for improvement are.
- How listening in order to really get to know someone on a deeper level affects you.

The client: Investigating talking

Examine:

- What was it like for you to tell your story?
- How does being questioned in different ways affect you?
- Do you talk easily and with confidence, or do you have to search for words?
- Are you very concerned with what the other person will think of you and do you want to make a good impression, or do you feel free to talk?
- Do you talk about feelings (how you experienced them), or do you stick to the facts?
- Do you talk loudly or quietly?
- How do you sit? Are you turned away from the other person, or facing them?
- Do you have your arms crossed, or are you completely relaxed?

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- Do you look at the other person when you talk, or do you avoid eye contact?
- What thoughts come to mind when you talk? Are you easily distracted, or are you present in the moment?

The observer: The observer's listening investigation

In this exercise, you investigate how you listen. The client tells their story/problem, the coach asks questions and you listen carefully.

Observe how you listen and ask yourself the following:

- What feelings and thoughts arose during the conversation?
- What struck you about the conversation? What do you think goes well? How would you do it?
- Do you tend to interrupt and take over the conversation?
- Can you listen with an open mind and see the other person for who they really are?
- Are you distracted and do you only half listen, or are you paying full attention to the conversation?
- How do you experience moments of silence? Do you feel uncomfortable and want to help the client? Would you prefer to start asking questions, or can you leave it be and feel at ease in the silence?

Share your experiences of this exercise with the others. The client and the observer give the coach feedback. We will elaborate on the rules of giving good feedback in class 3, but you can already give tips and discuss what you have noticed.

3.3 Methodology 3: Intake interview exercise 1

The intake is an important part of the coaching process. The intake serves three purposes:

1. Getting to know each other;
2. Explain what coaching/counselling is, and what you can do for the client;
3. Formulating the request for help.

It is important that you do a proper intake session and that you practice this thoroughly during the training. This is the reason why we have spread the intake exercises over 2 days of class. This does not mean that an intake will always last several coaching sessions, usually you will be finished in one session, but for practice sake, we have divided the exercises over 2 class days and 2 separate practice sessions.

In the following exercise you will practice the part of the intake in which you provide information to your client about what coaching and counselling entails. You will first discuss en-group with the trainer what coaching and counselling exactly entails, and how you can ensure that the client has the right expectations of the coaching sessions. Then you will practice this with two fellow students in a 'CCO-setup' (client, coach, observer). You will all alternately take on each role once.

The exercise

- The client brings in a coaching question. Preferably use a real question/situation, that is currently present in your life or work.
- The coach welcomes the client and introduces him/herself, explains what coaching and counselling entails and what the client can expect, and then takes maximum 5 minutes on an initial exploration of the coaching question of the client.

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- The observer may be consulted by the coach as an advisor. The observer may not intervene in the conversation without being asked, or take over the conversation.

End the conversation after 10 minutes (even if it is not finished) and discuss the following questions:

1. Did the client feel welcome and at ease? (What did the coach do to accommodate that?)
2. Did the client feel heard? (And what did the coach do to make that happen?)
3. Has it become clear to the client what coaching/counselling entails? (How clearly did the coach explain that?)

Spend a maximum of 5 minutes on this debrief. Then switch roles until everyone has fulfilled all roles once.

3.4 Methodology 4: Reflection, how do you do it?



To reflect is to look back, to contemplate and to look for meaning in what you have seen, experienced, thought or done, and then to learn from it. To reflect properly as a coach, you need to consider what is going on inside your head and dare to take an honest look at yourself. The purpose of reflection is to learn from your own successes and mistakes in order to become a better coach.

Three dimensions

There are three levels of reflection:

- Technical instrumental: Do I work in an effective and efficient way? Do I use the right methods, techniques and guidelines? And can I explain what I do and why?
- Normative: What norms and values influence my behaviour? Do I make the right decisions? And how do they come about?
- Personal: What do I think, feel and want? Is my behaviour genuine and sincere?

Good reflection encompasses all three levels.

Reflection as a cycle

In 1993, Dutch educational expert Prof. F. Korthagen developed a model in which he describes reflection as a cycle. By applying this cycle, step by step, to certain professional situations (cases), you learn to reflect systematically.

Phase 1: Action (= also phase 5 of the previous cycle)

- What did I want to achieve?
- What did I want to pay attention to?
- What did I want to try?

Phase 2: Looking back

- What actually happened?
- What did I want?
- What did I do?
- What did I think?
- What did I feel?

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Phase 3: Awareness of essential aspects

- How do the answers to the previous questions relate to each other?
- What influence do external factors have?
- What does this mean for me?
- So, what's the problem (or the positive discovery)?

Phase 4: Creating alternative methods of action

- Which alternatives do I see?
- What are the advantages and disadvantages?
- What do I intend to do next time?

Phase 5: Trial (this phase marks the start of a new reflection cycle)

- Applying new behaviour and strategies.
- You have new experiences in phase 5, which leads to the next reflection cycle. This generates a spiral of development.

Going in depth to achieve real development

For your development as a coach, it is good to reflect on what is really going on inside your head. Your behaviour is sometimes very different from how you actually want to act (your will); you act, for example, out of habit, incapacity or clumsiness. That's okay, but if you pay attention to this, you can really start growing at a professional level.

Reflection during the training programme

Reflecting on every class day is part of your portfolio during the training programme. A reflection is not a summary or objective report of the day, it is about what you have experienced and learned.

You will notice that you can reflect at an increasingly deeper level as the training programme progresses.

The role of feedback in reflection

You will (learn to) give feedback to your fellow students and you will also receive feedback from your fellow students and the teacher during the training programme. Include this feedback in your reflection. To pay focus on what is going well, it is important that positive feedback goes beyond superficial compliments such as 'well done'. Positive feedback only has real effect if the coach's qualities are mentioned. Especially, feedback can be given about certain qualities that have become very apparent. Then you can ask the question of how these qualities can subsequently be used more consciously or more often, even in difficult situations. So, make an effort to ask your fellow students for points for improvement and get to work!

Focusing on success

When we reflect, a lot of attention is usually paid to problems and to that which does not go well. However, by only focusing on what is not going well, you overlook your strengths as a coach. Focusing on positive experiences and successes promotes personal growth. So, also describe what went well when reflecting: what were you personally satisfied with and what positive feedback did you receive?

3.5 Methodology 5: Intervision model

Below, the procedure of a frequently used form of intervision is described.

Selecting a facilitator/chairman

Intervision groups can choose to leave the facilitation to those who voluntarily sign up for this role at the start of the intervision. As an intervision group, you can also choose to set up a rotating schedule in advance, so that everyone has a turn. The facilitator is the chairman of the intervision.

Establishing the intervision question

The chairman asks the group which of the participants has a question for intervision. It may be that several participants have a question and so a choice has to be made. If there are questions that are very similar, the chairman, in consultation with the group, can choose to deal with it as a general issue. If several questions are raised, the participants determine which question is the most urgent and attend to that one first. If the urgency of several questions is basically the same, you can choose to do several short rounds of intervision within a predetermined time frame. The chairman needs to keep a close eye on the time and protocol. Sometimes, dealing with a question takes much more time than estimated. We coaches have a strong tendency to delve deeper into a particular question, especially if it involves a unified theme (which is often the case).

Methodology

1- Formulating a question.

The chairman asks the person introducing the question (the contributor) to briefly explain what problem they want to present. Intervision always deals with issues relating to the contributor as a professional. So, it's not about their client's problem, but about how the coach deals with the client and their problem, or what emotions are triggered by the client's coaching process. Listen to the contributor's story and choose which topic carries the most 'tension' and is therefore the most urgent. To arrive at a clear final intervision question, it is advisable to formulate the contributor's question in just one or two sentences.

2- First round of questions

The participants are given the opportunity to each ask a question to the contributor. You can choose to ask a general question to clarify things first. This is to get a better idea of what is behind the issue raised. The chairman makes sure that everyone asks only one (open) question. The chairman is permitted to take part in the process as a questioner.

The contributor does not immediately answer the participants' questions but writes them down. The contributor only answers when all questions have been asked. The questions do not have to be answered in the same order they were asked. It is not always easy to come up with a good question and to formulate it as an open question. If you are in a large group, it may be that your question will be asked by another participant before you can. So, always make sure you have a second question.

After this round, the chairman asks whether the contributor has an answer to their question. If not, a second round of questions is needed.

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3- **Second round of questions**

More personal questions are asked in this second round. For example, questions about how they feel, how this problem has affected them emotionally, whether they see a pattern in their reactions, identification with family history, etc. After this round of questions, the chairman again asks what insights the contributor has had.

4- **Third round of questions or advice round**

If things are still not totally clear, the group can opt for a third round of questions. This depends on the needs of the group and contributor, as well as on the time. If there is no need for an in-depth question round, you can opt for an advice round. Each participant may give advice. The contributor listens and does not have to respond. You can also choose to put the advice on paper (possibly anonymously) and give it to the contributor.

5- **Conclusion**

To conclude intervision, the contributor can comment on the whole process if they feel the need to. You can also talk about how each participant has been affected by the intervision and what they will take away from it. Furthermore, feedback can be given to the chairman about their role.

Time management is of great importance in intervision. Therefore, as a chairman, make sure that all steps are completed and be strict if things threaten to go off the rails. In the end, everyone benefits from completing the process on time. The more participants, the more time it will take. In that case, opt for intervision models that do not last as long. At the end, don't forget to thank the participants, the contributor in particular, for their input. At the end of the session, the chairman asks the contributor whether they still need anything to round things off properly.

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