

Thinking hurts...  
and training too...

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# Basic principles of coaching: what not to forget

What a coach does not do	What a coach does
He does not bring his own content (topics, opinions, ideas, advice...)	<b>Listens:</b> sees the world through the eyes of a coachee (ALPHA)
He neither evaluates nor interprets	Uses <b>questions</b> to further express the thoughts of a coachee (OMEGA)

# The GROW model

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- **Goals:** *What would you like to have happen? (both in real life and during the interview)*
- **Reality:** *How are things going right now? How is it happening now?*
- **Options:** *What are possible solutions? What can be done...?*
- **Will:** *What exactly are you going to do and when?*

# How to correctly formulate a goal

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- **Positively formulated** – the brain cannot stop thinking (one cannot stop thinking of a pink elephant). It is more advantageous to think about what I want rather than what I do not want - thoughts turn into experience and action. What do you want instead?
- **Under the influence of the coachee** - I cannot change the attitude of the other but mine only (scale 1-10 - How much can you influence that?)
- **Results-oriented rather than activity-oriented** - it's more motivating. What does it bring to you? Activity-oriented: I want to come to meetings on time. Results-oriented: I can rely more on myself. Others can rely on me.

# SMART-ER

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- **Specific** - What specifically...?
  - **Measurable** - How do you know you already have it? (a concrete example of what is different)
  - **Achievable** - How big challenge is that? How big do you want it to be?
  - **Realistic**
  - **Time-bound** - When do you want it to happen? (to fulfil the goal?)
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- **„Ecological“** - Who will be affected? How will your surroundings be affected?
  - **Recorded**

# A few recommendations when asking questions...

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- **Use open-ended questions** (so as to avoid „yes/no“ reaction)
- **Try to avoid the question WHY?** – it directs attention to the past, there are negative connotations from childhood (we often heard the question in an accusing sense), it may evoke a defensive reaction or the reaction of escape, aggression
- **It is reasonable to use the words of the coachee** – you can avoid (dis)interpretation
- **Use verification questions** - What do you want to work on today? So what is it about?