

Coaching Strategies, Methodologies and Concepts for the responsible NCDD-S team and SPACE staff working on the capacity development of councils

Workshop Documentation of a 5-day Training Seminar

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1. Concepts for coaching

1.1 Definition of coaching

'Coaching' is a dazzling term which is defined differently depending on the vocational field. Up to now there has been no uniform definition of coaching in the field of capacity development for professionals.

Capacity development serves towards improvement of the performance of people and organisations. It essentially involves change processes of the partners who are being supported temporarily by coaches. Coaches are something other than decision makers and implementers for the organisations with which they work. In this context the following working definition appears to be suitable:

Coaching is a demand oriented, organised assistance in decision-making processes. The assistance of the coach is aimed at extending the knowledge and action competence of the coachee/partner.

The function of the coach is to provide the advice seeker with assistance in decision making, but not to make the decision for the advice seeker.

In principle, the coaching relationship is based on a voluntary relationship between a consultant system (one or more people) and a client system (individual, group or organisation).

Through their interventions coaches support their coachees in changes. Interventions are measures with which coaches influence or trigger a behavioural change of other people (individuals, groups or organisations) according to specific concepts. The interventions are conscious, for example through deliberate questions or feedback. They serve to expand the horizon, introduce new viewpoints and initiate cognitive processes.

We can assume that most people already possess the key skills required for coaching, but have not yet had the opportunity to do it consciously and thereby use it in a more target oriented way. We are all able to ask questions, but the use of different types of questions as the most important tool for coaching is new to many. Questions can enable the coachee (-system) to develop new insights, perspectives and solutions. This is in contrast with the widespread belief that the coaches are the ones who should give the answers and solutions.

A coach cannot control the impact of his or her intervention, because the coachee him- or herself or the client system itself takes decisions whether or not, - and to what extent he or she will change behaviour. The reaction of a social system to external influences depends on its rules for self-direction.

It is important to be aware of the impact of one's own actions. The mere presence of the coach is an intervention because it already has an impact on the social system of the coachee. For example, the mere fact, that there are going to be facilitators in the field will already have an impact on the people and institutions they are supposed to work with.

1.2 Fundamentals of systemic coaching

Overview

Systemic coaching has been used since the 1980s in the context of organisational development, team development and coaching of professionals on an individual level. In the 1990s it became very widespread as an effective approach. Systemic coaching is not a permanently fixed floor plan consisting of concepts and methods, but rather a coaching approach based on certain basic assumptions and taken from a repertoire of methods originating from diverse sources and also used in other coaching approaches.

For classification purposes, one can distinguish its application fields from other consulting approaches. Systemic coaching is primarily employed where openness in relation to solution finding exists and where the primary objective is the growth of the client / coachee. The ability of the coachee to solve the problem is important.

History

In view of its application, systemic coaching has its roots primarily in family therapy. In the 1950s a shift from addressing people as individuals to addressing them in their social contexts, i.e. their family systems, occurred. Behind this was the realisation that human behaviour is always context-dependent, i.e. it is always influenced by other people, not merely by personality. The image of the mobile symbolises this: Various elements are linked to each other in a mobile. If one element moves, the others are also set in motion.

For coaching this means:

- we cannot change a single element in an isolated manner without there being consequences for the overall system,
- the current behaviour of an element is codetermined by the system,
- human behaviour is – unconsciously or consciously – always aligned to providing meaning, and this (personal) meaning should be jointly researched by coach and client,
- the current behaviour of an element fulfils a purpose even if it appears to be dysfunctional to the outsider at first glance
- the benefit should be recognised and honoured so that it can be replaced by more profitable services in the system.

Theoretical bases

Systemic coaching has its roots in ecology, in system theory and in constructivism. Coaching uses some central ideas from the repertoire of *system theory*. For example, systems develop their own laws and orient themselves in their actions towards their own creation of meaning. The reciprocal relationships between the system elements are strong and sustain the overall system. They reinforce each other through continuous interactions (feedback).

For coaching this means:

- systems can be influenced, but not controlled, by interventions
- we need to pay attention to the interactions.

Constructivism is based on the central idea that there is no 'SINGLE reality', but rather that each person creates his or her own realities according to his or her perceptions and conceptions of reality. Construction of reality is understood as a human accomplishment; we constantly repeat it. Scientific investigations in the field of cognitive biology reinforce this theory. Our actions are oriented towards the conception we have of the world, a situation, or the person in front of us. These conceptions change continuously, frequently based on assumptions and cognitive patterns which we are totally unaware of. Organisations as systems also develop common conceptions.

For coaching this means:

- the manner of viewing and organising day to day life is an expression of the "view of the world" or a conception of reality of an individual, a group or an organisation.
- changes in behaviour are based on changes in conceptions of this reality
- conceptions of reality of our clients are based on basic assumptions and cognitive patterns
- through questions we research the (for the most part) subconscious basic assumptions and cognitive patterns with our client so that the client can change them.

Coaches view themselves as initiators who occasionally provide orientation. They pay attention to the effect that the interventions and reframing they contribute has. The coachee's habitual views and ways of thinking may and should be irritated in a constructive manner. This can be recognised, for example, through reactions such as 'I've never looked at it like that before' or 'that's a good question ... (long pause for thought) ...'.

Coaches attempt to encourage the finding of a solution by the client through activating questions and emphasise on new possibilities which generate meaning. This means that they both resort to an exploratory process in which the actual search process lies with the client.

Assumptions as a useful form for handling complexity

A further challenge for the coach consists in focussing, in view of the complexity of the coachee's situation, to be able to set targeted interventions. For focussing, it is helpful to use assumptions / hypothesis as points of reference which promote understanding of a situation. 'Forming hypotheses' means consciously speculating about 'what is going on with the client', because we cannot know exactly. We can make assumptions, share them with the coachee and jointly try to develop options, which might help solve the problem. A precondition is that we are able to "look at the world through our coaches glasses" (as shown in the training).

Such assumptions / hypothesis are viewed in the coaching process as preliminary diagnoses and are reviewed and revised until an acceptable and helpful quality is achieved..

Responsibility in coaching

Earlier, coaches were frequently restricted to forwarding the development of ideas by asking questions and leaving the implementation to the clients – often out of fear of assuming responsibility for the client's action. Holding back on making proposals appeared to be of utmost importance for the coach, so that the coachee could find his/her way independently. The development of problem solving approaches without implementation assistance emerged, however, for the most part as insufficient support.

Today the challenge is seen to be in assisting in direction without assuming any responsibility for decisions made by the client. Responsibility for the 'core processes' of the coachee of course remains with the client; the coach assumes responsibility for the manner in which the participants learn in relation to direction.

Coaches frequently make the mistake of initially completely assuming the direction for change processes and then withdrawing in an abrupt manner. This poses the danger, that innovations collapse soon after withdrawal of assistance. Therefore, it is important to include and qualify the client system in responsible roles right from the start, i.e. to put him or her in the "driver's seat".

The success of strategies of controlled withdrawal by the coach can be measured by the manner in which the direction is assumed and continued by the coachee or client system.

1.3 System model and system analysis

In order to be able to act in the direction of change, we must first understand what determines the actions of social systems – people and organisations. Three basic explanatory models have been developed for this:

1. **Property model:** human actions are explained by relatively stable personal properties which can only be changed to a limited degree

2. **Machine model:** people function like machines and can be controlled linearly (input–output)
3. **Systemic model:** human actions depend on the context.

The systemic model arose out of the experience that complex questions and changes could not be processed on the basis of linear models (cause–effect).

A basic assumption of the system model is that complex problems cannot be solved if one pays attention to one element (e.g. a person), but rather that one must consider the entire system.

A system consists of various parts connected to each other with a certain structure, which means that they are situated in relation to or as substitutes for one another. The system as a whole behaves differently than its individual parts do; the whole is more than the sum of its parts or sub-systems. A system is always only recognisable when it can be distinguished from its environment.

No living beings (mental or social systems) exist for themselves alone; they are all connected with other systems.

A person behaves differently in the various systems to which he/she belongs. For example, a person behaves differently when making decisions as a father than as a head of an organisational unit in a Ministry.

A social system can be viewed as a system of acting individuals whose respective images of reality determine their actions.

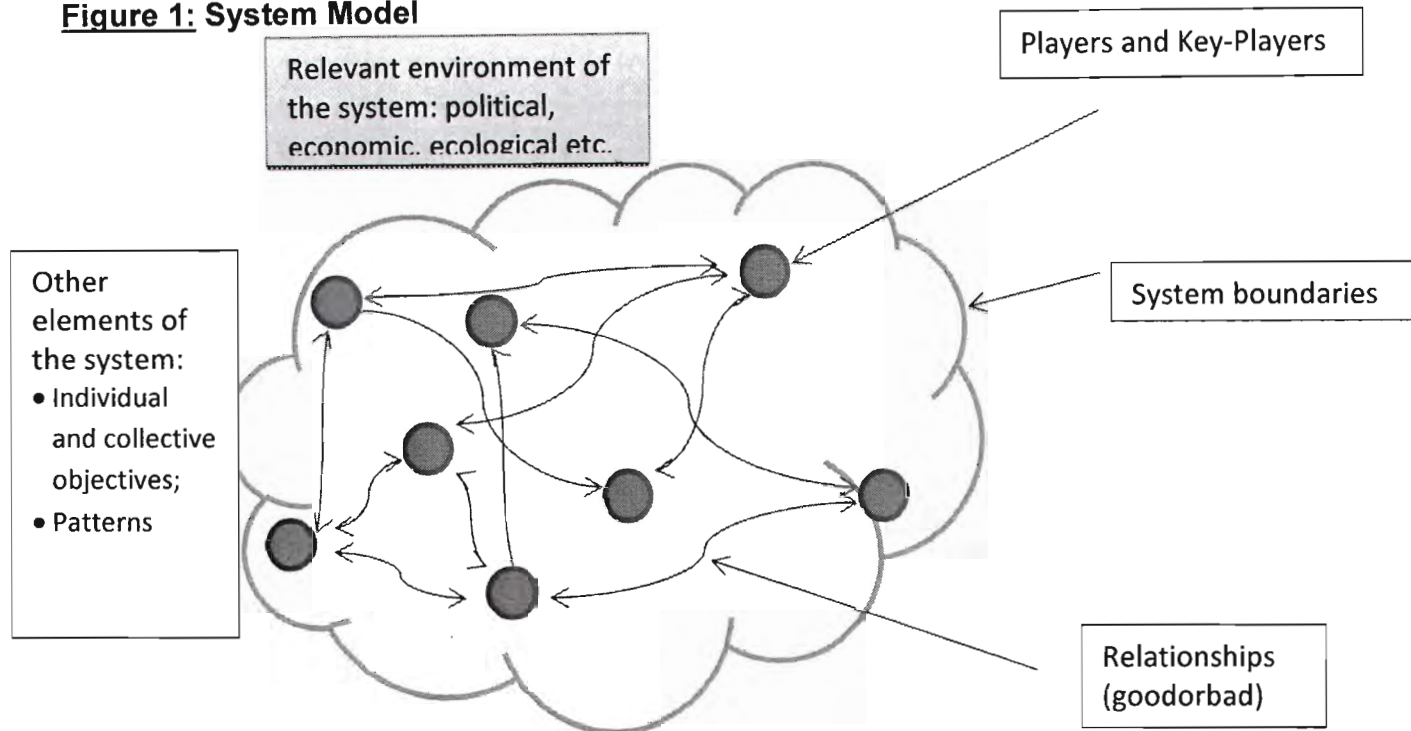
Functional elements of social systems are:

- system environment – system boundaries
- sub-systems – system elements
- relationships – interactions.

The actions of social systems are determined by:

- subjective interpretations (individual images of reality)
- context
- rules (official and informal)
- transaction patterns (habits).
- objectives (individual, shared; official, hidden)

Figure 1: System Model



Useful questions for system analysis (see also question techniques below)

Analysis of individuals/organisations

- Which people are involved/affected?
- Where are the system boundaries?
- Which sub-systems are recognisable?
- How does the interplay between the people and the sub-systems function?

Analysis of relationship to system environment

- Which other systems influence the system?
- To which department do the closest contacts exist?
- What influences their team the most?

Analysis of goals and rules of organisation

- What are the objectives of the organisation?
- What is the company's philosophy?
- How is the interplay officially controlled?
- Which unofficial rules exist?

Analysis of transaction patterns

- What keeps happening again and again?
- Which fixed behavioural patterns have emerged?
- How do these patterns function? Describe a typical situation!
- According to which patterns are decisions made and conflicts managed?

Analysis of subjective interpretations

- How do the people involved evaluate the project?
- Which of those people gain something if the project succeeds?
- Where do the project members see one another's strengths and weaknesses?
- What do the partners in the discussion think the other people think about the structure of the system?
- How much divergence is allowed?

1.4 Differentiation between expert advice and coaching

In development cooperation there is no uniform model for coaching; the type of consultancy depends on the respective constellation.

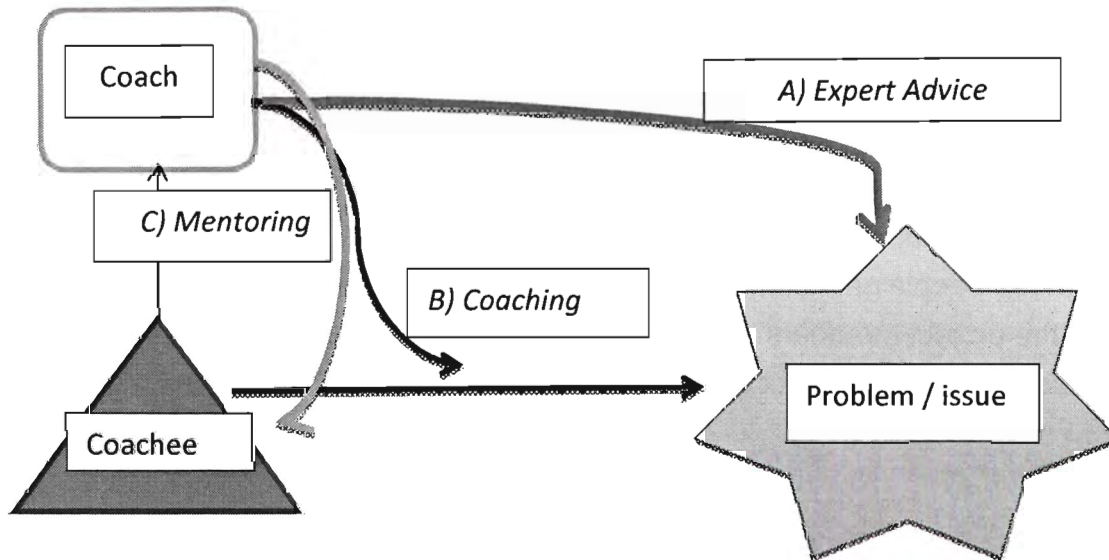
In **expert advice** the consultant is addressed as an expert. After an analysis phase, the consultant drafts a suitable solution based on his/her knowledge and recommends it to the advice seeker. The advice seeker is then expected to follow the advice of the expert to improve his/her position.

A frequently practiced variant of expert consultancy in development cooperation involves the affected parties being included in the creation of the result (e.g. expertise). The coaches see the affected parties as experts for the problem or topic area concerned. They control the process of developing expertise, but at the same time are involved in the contents in a managerial role. The goals are to achieve a qualitatively better result and have the participants identify with the result.

In **coaching** the coach shapes the problem-solving process by enabling the advice seeker to work on the problem independently and develop his/her own solutions.

The coach mainly pays attention to the manner in which the client handles the matter (the problem, the change task) because of prime importance is the ability to solve problems and not the problem itself. In process coaching the responsibility for the result as well as for the process remains with the client. In its pure form, coaching finds little application in development cooperation.

Figure 2: Differences between coaching, mentoring and technical advice



In **expert advice** the advisors control the process of problem solving by repeatedly proposing solutions and expert support to the clients. The proposed solutions can be restricted to exemplary suggestions within the framework of the problem-solving process of the clients. However, they can also be part of a combined top-down / bottom-up process in which the coaches deliver the expertise for problem solving 'from above' and simultaneously support the clients in adapting, adopting and implementing the proposed solution 'from below'. The goal is to have the clients identify with the solution and advance it at the end of the consultancy even without the coaches being present.

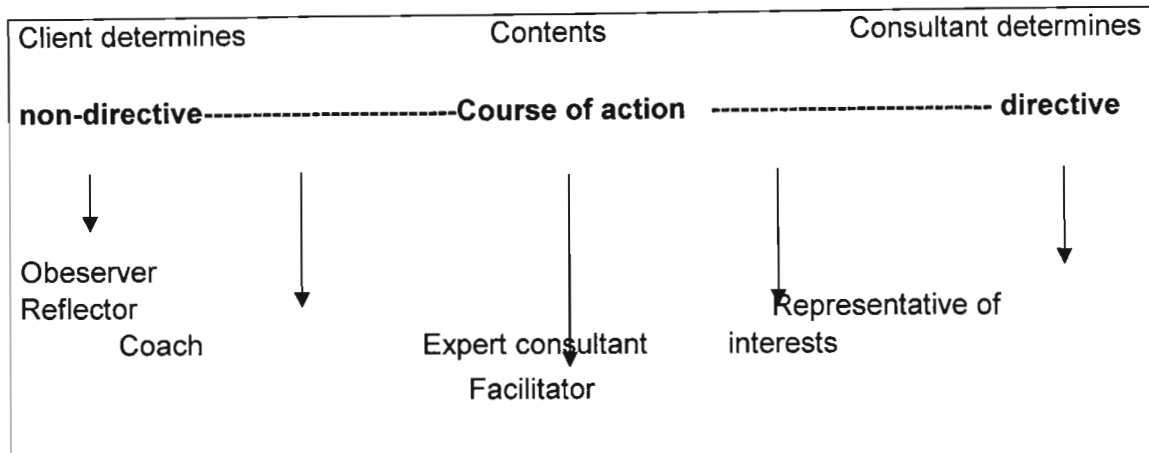
In **mentoring**, the mentor is concerned mainly with the growth of the client, independently of any subject matter or professional issue

Characteristics of expert consultancy and coaching

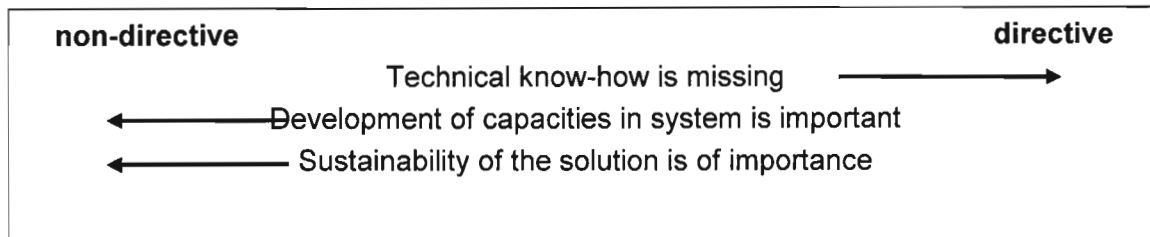
Distinguishing between expert consultancy and coaching roles is useful for coaches in clarifying objectives with their clients and coordinating their support. It is possible for coaches to assume different roles within the scope of an intervention, project or contract. In this case role transparency must be ensured.

Distinguishing aspects	Expert consultancy	Coaching
Result	Solve the problem for the client	Improve the problem-solving ability of the client (system)
Responsibility for the result	Lies with the expert consultant	Lies with the client or coachee
Procedure taken to achieve the result	Expert consultant works according to the clarification of the contract independently of the client Development and submission of well-founded decision alternatives	Result is generated through interaction (co-creative process) Change in perspective to gain new impetus
Responsibility for the procedure	Lies with the expert consultant	Lies with the client, proposal for procedure comes from consultant and is coordinated with client
Expert know-how	Expert for WHAT	Expert for HOW
Examples of services	Conveyance of knowledge, assessment, study, concept proposal, support, demonstration	Process proposal, consultancy meeting, Leading of workshops, mirroring, provision of tools (e.g. for diagnosis)
Tools	Research, survey, document analysis	Clarification of the contract, role clarification, questioning techniques, hypothesis formation, feedback
Consultant's offer	'I offer you a solution proposal which is tailored to your specific requirements and is state-of-the-art in terms of development'	'I offer you appropriate methodological support for the implementation of your change processes'

Consultant roles can be distinguished by the degree or the type of responsibility involved. Directive means that the consultant plays a major part in shaping the contents and assumes responsibility for the result. With a non-directive course of action the responsibility of the coach lies more at the process level.



Selection of the consultant role depends on the objective type.



(according to Ed Schein)

2. Tools and Methods of coaching

2.1. Basic Attitudes of the coach

As participants suggested at the beginning of the training workshop when analysing success factors for good coaching an attitude which enables mutual trust between coach and coachee is a basic prerequisite for any successful coaching. "An error" in the application of coaching techniques can be "forgiven" by the coachee, as long as the coach respects his client personally and professionally and as long he has an appreciative attitude towards his coachee. This does not mean that the coach always has to accept or agree on everything the coachee thinks and says. On the contrary: sometimes it is even good to confront the client in an appreciative manner in order to provoke new ideas. As long as the coach manages to stay in good contact and maintain a meaningful dialogue with his client, - from the client's point of view -, the coach's support will most probably always be welcome.

The most important attitudes of a coach are:

- Be **congruent**: (=) “walk the talk” i.e. act as a good example; serve as a model for the coachee. It is not good, if the coach does not believe in things himself which he tells to the coachee or if he acts differently himself from what he tells to the client.
- Be **appreciative**: the coach should respect the person or group he is working with. If he cannot, then he should not pretend to coach this person or group, because sooner or later “client system” will recognise and loose trust, if any has been established before
- Be **clear on roles**: if the coach has instructions to give, or he has a clear position about something, he should be open about it. There should be no hidden agenda of the coach, because this also will be recognised sooner or later and create mistrust with the client.
- Be **open towards the client’s thoughts** and ideas and don’t be suggestive by trying to impose your ideas, for example by asking questions like: “you also think that..... don’t you?” or “This is isn’t it?”

2.2 Question Techniques

As mentioned above, questions help individuals, groups or organisations to reframe individual or collective ways of thinking. For adult people, this is a prerequisite for voluntary change in behaviour which in turn may have in impact to changes in individual or shared objectives, interpersonal relations, patterns etc.

Question type	Usefulness	Example
Questions about the context	give information about data / facts of the situation	• “How many employees does your project group have?” • “How often do you meet?” • “Who participates in the meetings?”
Questions requiring a distinction to be made	• for making vague statements precise • to make differences in the way things are viewed clear	• “For whom is it a bigger problem?” • “On a scale of 0 to 100, how big...?” • “How does your co-worker’s opinion differ from yours?”
Hypothetical questions	• provisionally thinking outside “the box” • jointly examining possible consequences	• “Assuming that...” • “Let’s suppose that you..., what would be the result?” • “If you wanted to separate advisory work from controlling function, how would that be possible?”
Questions about the future	• open one’s eyes to the future; • might create a positive perspective in a difficult situation (by creating a vision)	• “What expectations do you have for the time after this problem has been overcome?” • “Where do you want to be in 2 years?”
Circular questions	change the point of view, bring in other valuations	• “What does your colleague think when you ...?” • “What would your director suggest as a solution?” • “If your team leader were here, what would his/her attitude be?”
Questions about behaviour	• allow the real processes behind valuations to be understood • promote a differentiated view and make reframing possible • make clear one’s own stake in situations	• “What exactly does Mr. Müller mean when he ...?” • “What steps do you introduce in order to...?” • “How exactly do you react when the team...?”
Gossip questions	Allow unproven information to be expressed (Caution: use inter-culturally only with great discretion).	• “What do people say about it in the shop floor?” • “Since at the moment nobody knows anything definite, what are the rumours?”

- "What's the word on the street?"

2.3 The phases of a coaching process

Division of coaching processes into phases has proven to make it easier to maintain an overview of the consultation process. The phases in a coaching process are generally oriented towards the basic pattern of every change process. This basic pattern consists of three sub-processes: **unfreezing**, **moving** and **refreezing**.

Division of the coaching process into five phases has proven to be useful in practice: because unfreezing, as a basis and prerequisite, takes on special importance for the further change process (the course for the further process is set with this), the first three phases serve primarily towards unfreezing. Focus is on change in the fourth phase and the fifth phase is first and foremost aimed at the reestablishment of stability.

Phase 1: Contact

Objective of the phase: coachee and coach have a positive relationship

Important elements in this phase:

- Create a relaxed atmosphere for the discussion, for which the following is helpful:
- relaxed and appreciative basic attitude of the coach (among other things, unconditional acceptance of the coachee, which means that acceptance is free of judgment and evaluation of the thoughts, feelings and behaviours of the client by the coach)
- appreciative greeting
- provision of a suitable space/room
- having enough time available
- paying attention to key words spoken by client (how does coachee respond to what?) and deliberately use them yourself
- conveyance of a sense of interest, respect, understanding, empathy

Phase 2: Orientation

Objective of the phase: coachee and coach have a common view of the situation to which the consultancy should relate

Important elements in this phase:

- Get an overall view of the situation, ascertain the starting situation and the desired final state, among other things
- Perform a 'site tour': through questions, explore the given situation including the 'map' which the client draws of the, look for the 'actual' problem
- Compare the situation and the consultancy matter during and after the site tour: new aspects and prospects for the coachee frequently result from the fact that during the site tour the situation is worked out together by the client and the coach. The coachee's actual issue or problem might deviate from the one depicted originally.
- Take time to understand the situation/matter.

Phase 3: Clarification

Objective of the phase: client and coach have a common understanding of the objective of the consultancy as well as a common definition of consultancy.

Important elements in this phase:

- Pinpoint the client's expectations of the consultancy together and compare them with one's own possibilities (What can I do? What may I do? What do I want to do?).
- Make agreements on objective, procedure and treatment of disturbances.
- Specify framework conditions (timeframe, among other things).

Phase 4: Exploration and change

Objective of the phase: new possible solutions have been formulated and accepted by the client system.

Important elements in this phase:

- Explore, what has been done so far to overcome the problem. Appreciation of efforts that have been undertaken
- Developing new options through the use of the different systemic questions (about future, hypothetical, circular.....)
- What can be learned from similar experiences elsewhere? Are there best practices available?
- Developing and evaluating options
- Analysing possible support from others.

Phase 5: Conclusion

Objective of the phase: the consultancy result is recorded and secured through agreements.

Important elements in this phase:

- Ascertain knowledge and decisions.
- Ask for next steps
- Jointly check objective achievement.
- Agree on further work on the topic (with or without further consultancy).
- Take a joint retrospect, evaluate the process

3. Role-clarification for coaches

3.1. On the term 'role'

The term 'role' has its origins in sociology. In everyday language the term 'role' is used to describe a framework which is assigned to us. One slips voluntarily or involuntarily into a particular role and must behave in a certain way within the framework of this role.

It is a trivial and yet very significant fact that we assume a variety of roles in our professional and private lives. Roles are not defined uniquely and objectively, but rather they arise out of the **ascription of specific expectations**.

A role can hence be described as a set of expected ways of behaving and attitudes directed towards the role owner. A role is first defined through external ascription. It is others (role senders) who expect something from the role owner.

Already at this point it becomes clear that potential disharmonies (in terms of role conflicts) are pre-programmed with the acceptance of roles. The role of a teacher is probably defined differently in the eyes of the headmaster than in the eyes of the pupils, and the expectations of the parents might again deviate in some aspects from this. Added to this is the role owner's understanding of the role. **Role clarification** is thus an indispensable element of conscious role actions.

However, not just the view of various actors of one and the same role can lead to different expectations. One and the same matter can be perceived very differently depending on the role from which it is viewed. Thus, for example, the same person can relate completely differently to the problems of job cuts in his/her organisation depending on whether he is involved in the role of the head of a department, the affected staff member, the responsible HR specialist or a member of the works council.

We act in professional and private contexts within the framework of roles. Because, however, roles are not defined objectively, but rather constructed by people, role

clarification and targeted role contracts in communication are important elements of professional actions.

In relation to the role of a coach, the following areas of clarification result:

- Who has what expectations of my role as a coach? ('must', 'should', 'can' expectations)
- What are my expectations of my own role as a coach?

3.2. Coaching roles in the field of decentralisation

Most probably, coaches who work in the context of decentralisation in Cambodia will not be in the same role as a coach in the narrow sense, with a coachee who has an issue / problem to solve and where the coach is asked to help the client develop solutions or options to this issue or problem. The coach in the Cambodian context will have different roles to play. What, in all that, is part of a coaching role? What other roles exist?

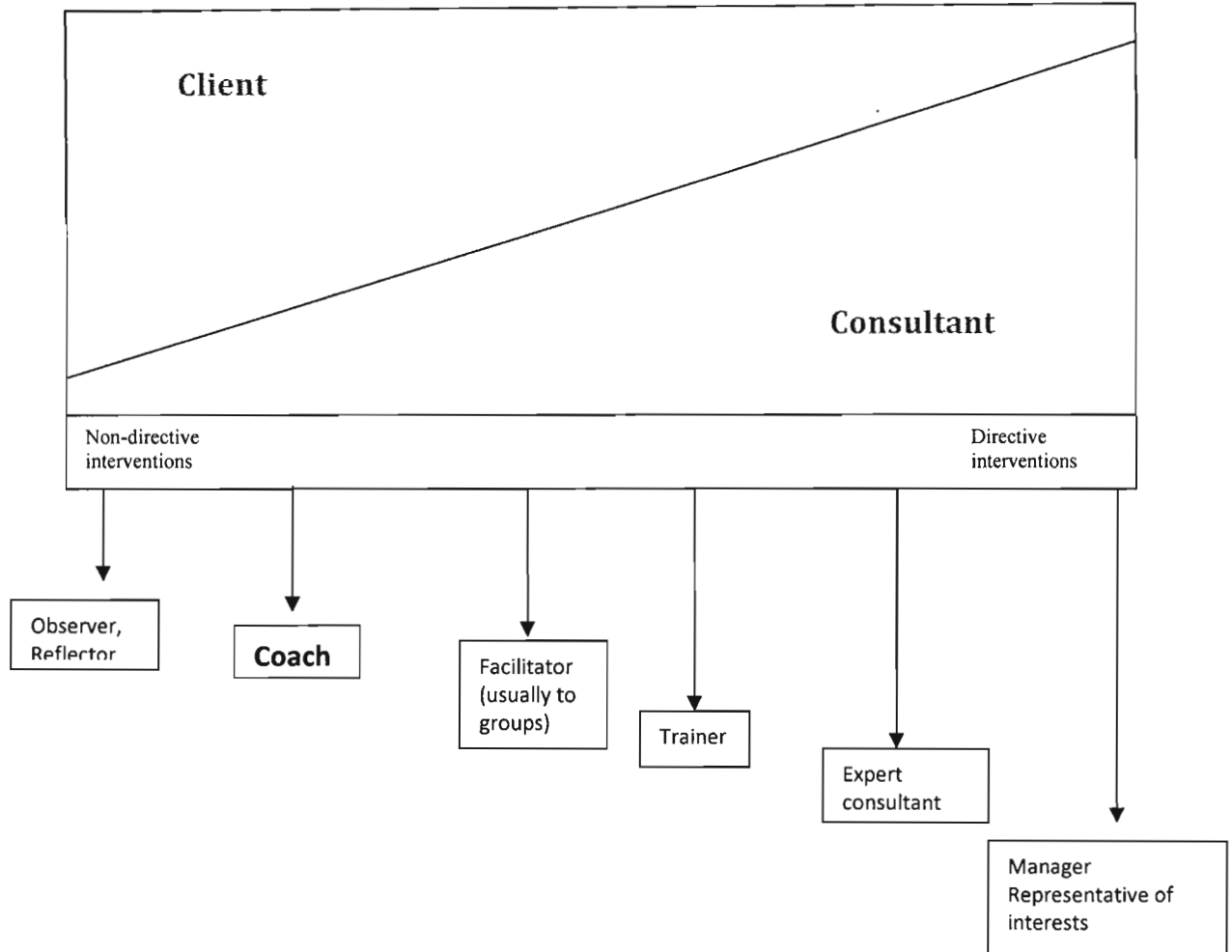
The NCDD-S Facilitators and Mentors on provincial and district level will be expected to act in different roles at the same time. They are providers of technical expertise and on the job advice on the one hand side, and on the other hand side they are expected to work as coaches to individuals and facilitators to groups whereby they should help their clients or coachees to develop their own solutions. It will be a continuous challenge for them to decide, in which role they are going to act. When are they going to take initiative and “sit in the driver’s seat” and when are they rather going to facilitate the generation of solutions within the client system, with their coachees holding responsibility and sitting in the driver’s seat? Role clarification is a continuous process (see above)

For clarifying whether coaching or another professional role is involved, differentiation is helpful. A criterion for differentiation is distinguishing the coach’s intervention according to the degree to which it is directive or non-directive.

The diagram below (figure 3) shows the range of roles according to which the role of the coach / consultant is more directive or non-directive. The more the role is in the left part of the diagram; the more it is marked by a non-directive intervention style in which the coach provides methodological know-how to support the problem-solving process of the client. The basic attitude of the consultant vis-à-vis the client is: ‘You actually have all the capabilities; we only have to remove the obstacles to make fruitful use of them.’ Corresponding to this is the basic attitude of the client which is: ‘Help me to see the way more clearly and develop the necessary capabilities.’ At the right extreme the consultant is the problem solver. The consultant’s basic attitude could be described as follows: ‘I know what’s good for you.’ The corresponding attitude of the client is: ‘Give me the solution; I’ll do whatever you say.’ The big disadvantage is that through a problem solving role of the advisor, the capacities of the client are not really fostered. The client will most probably need the assistance of the consultant again when the problem occurs again.

The roles and role transitions are not always absolutely clear-cut and in development cooperation all roles are frequently called for. For effective consultancy activities it is important to envisage the role from which one’s actions originate and consciously choose or develop the tools which are useful for this.

Figure 3: Range of coaching roles



Another way of representing consultancy or consultancy-like roles (see also article by Douglas B. Champion, 1990: "Choosing a Consultant Role"):

Coach: Helps on a demand oriented basis. Provides feedback to the client, might develop options together with the coachee. Is interested in the client's growth on specific professional issues

Mentor: Is interested in the client's growth in general, not only on a professional level

Facilitator: Generally working with groups, providing methodological support in brainstorming, agenda-setting etc. Not necessarily having any great subject matter expertise

Trainer: Is concerned with general performance and theoretical issues rather than with performance in a specific situation. Knowledge from the "bookshelf" is transferred to

Expert / technical advisor: Is project-result oriented and not necessarily interested in the client's growth. Helps solve the client's problem, but client will most likely need the help of the expert again next time.

3.3. Role-diversity and Role-conflicts

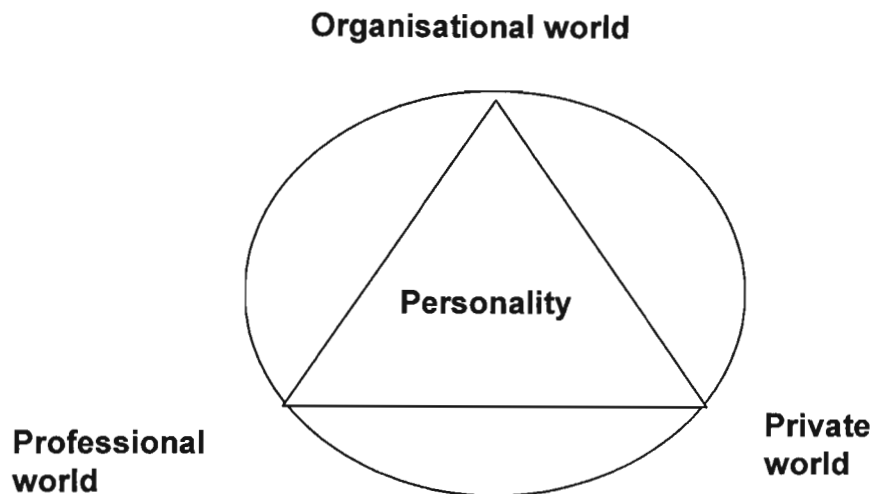
Life would be easier if we only needed to deal with a manageable number of roles which were clearly defined and compatible with one another. However, we all have had the experience that role requirements are not always easy manageable, private and professional roles conflict with one another and even within an organisation various functional bodies impose role requirements which are difficult or impossible to combine.

In modern society with its diverse associations, successful integration is becoming more and more difficult. People see themselves in a professional and a private context vis-à-vis role requirements which are increasingly difficult to control and to bundle into viable entities.

Besides the task of managing in the network of various roles, conflicts between role requirements from different worlds must be faced. The tension between family and career is a familiar example of this. Models which help to make the individual treatment of roles describable and hence accessible to reflection are needed for this.

The '3 world' model distinguishes the three fundamental worlds in which professionals live – the private world, the organisational world and the professional world – and in which roles must be shaped:

Figure 4: '3 world' model of different roles



Private world: The private world consists of the direct personal context including family, relatives, friends and acquaintances and extends into the social context. Familial, regional and societal origins belong to the private world just as previous life experiences and the private lifestyle which developed from it. Concepts of one's private future and the shaping of it play a role here.

Examples: father, wife, friend, neighbour, member of a sports club etc.

Organisational world: Here a person's function usually exists independently of the person. The rules of the game are determined by several factors over which one has no direct personal or institutional influence (obligations, organisational roles and their integration into networks of both official and unwritten rules of the organisational culture, influence and leeway etc.). The organisational role is a function of these structures, hierarchies, rules etc. Within these ascribed roles, one can of course interpret and shape one's own role.

Examples: department head, clerk, subordinate, chief etc.

Professional world: The world of the organisation is permeated by the world of the profession. Every position holder is simultaneously a member of a certain profession. Here one's concepts, one's specialised qualifications, one's ambition and one's career concepts and professional quality of life play a role. Questions of professional personality are always also questions of lifelong development of professionalism and professional.

Examples: industrial engineer, attorney, education expert, political scientist etc.

This model generally eases the professional positioning and intelligent control of complexity in the organisation of situations and roles. Especially for people working as advisors / coaches it additionally represents structuring assistance for situation clarification: professional actions of advisors / coaches are increasingly being played out in a world in which role and context structures are rapidly changing. The more these situations are no longer pre-defined, the more effort coaches must make for clarification. This means that part of the coaching competence consists of coming to a shared understanding of expectations and roles of the different parties involved. For example by asking oneself and the others explicitly or implicitly: 'Why are we here? Who is present in which role with which responsibility? In which context do we find ourselves?'

By means of the 3-world model, professionals can clarify various aspects such as:

- With which different role levels are we dealing?
- Are we addressing ourselves at the correct role level?
- What is the logic between relationships within the respective roles?
- Are the relationships we are entering appropriate for the role and context?
- Are our roles complementary; do they supplement one another fruitfully?

3.4. Significance of the understanding of roles for coaching and advisory work

Four main conclusions can be derived for handling roles in professional actions:

▪ Role awareness

Being clear as to the role setting, becoming aware of the diversity of attributed roles and knowing one's own role definition are prerequisites for being able to take up, shape and change roles consciously.

▪ Role transparency

Making the role used as a basis for actions transparent to oneself and to others facilitates intervening in a focussed manner and promotes acceptance. It is necessary to convey the action-determining role in a transparent manner especially due to the fact that one's actions frequently emanate from a number of roles.

▪ Role clarification

Roles and the expectations and ways of behaving associated with them must be clarified. There are very often different and possibly conflicting expectations towards the exercising of a coaching or advisor's role. Clients might think that the advisor should "do the job" whereas the advisor has a different opinion on that. Role clarification and review is not a one-time act, but must be repeated at certain intervals to prevent role conflicts from arising.

- **Role negotiation**

The diversity of the roles to be taken up and the different and in part divergent expectations make role conflicts unavoidable. The expectations towards a role and the ways of acting out a role do not simply have to be accepted and implemented. Wherever the exercising of a role comes to conflict with the expectations towards that same role or the role of others, this should be negotiated. .

Annex 1: List of participants

No	Name	Institution
1	Mr. SokSothy	Deputy Chief of Policy Analysis and Development Unit
2	Miss HengSethea	Deputy Chief of Monitoring, Evaluation and Information
3	Mr. HengSolidin	Chief of Sub-National Function Office
4	Mr. CheySambathPhalla	Chief of Sub-National Capacity and Human Resource Development Office
5	Miss VorngSreymom	Chief of Inter-Sector and Collaboration Office
6	Mr. KheanYuthin	Chief of Sub-National Finance and Planning Office
7	Miss ChuonSomaly	Deputy Chief of Sub-National Capacity and Human Resource Development Office
8	Mr. Sun ChhunHeang	Deputy Chief of Sub-National Function Office
9	Miss Kong Bunna	Deputy Chief of Inter-Sector and Collaboration Office
10	Mr. Tort Vannak	Deputy Chief of Sub-National Finance and Planning Office
11	Mrs. Sok Mary	NCDDS-Gender and Policy Advisor
12	Mr. LyBunthay	NCDDS-Capacity Development Policy Advisor
13	Mr. PrakVanarith	NCDDS-Sub-National Council Capacity Development Officer
14	Mr. ChhinTepirum	NCDDS-Sub-National Council Capacity Development Advisor
15	Mr. PrumBunthoeun	Officer of Department of Local Administration
16	SochPisey	Representative from National League of Commune Sangkat
17	Dy Dina	Advisor-Decentralization Reform, SPACE/GIZ
18	Touch Thavrith	Advisor-Decentralization Reform, SPACE/GIZ
19	Hel Simon	Advisor-Decentralization Reform, SPACE/GIZ
20	PorSoknak	Advisor-Local Governance, SPACE/GIZ
21	Sam Monorom	Advisor-Local Governance, SPACE/GIZ
22	May Sreylon	Advisor-Local Governance, SPACE/GIZ
23	Ruth Gruber	SPACE Consultant
24	Gereon Kaus	Advisor/Output Responsible

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Annex 2: Program outline as sent to the participants before the training

**Training on coaching strategies, methodologies and concepts
for the responsible NCDD-S team and SPACE staff
working on the capacity development of councils**
5-day seminar on roles and competencies in consulting changes processes

Dr. Niko von der Lühle

Objective of the workshop:

At the end of the workshop, participants have an understanding of coaching as a concept, have learned about different coaching strategies and methodologies and have tried out and tested a number of coaching tools.

Contents of the workshop:

- Key differences between technical advice, training and coaching approaches
- Basic instruments and tools for coaching
- Characteristics of a coach
- Relationship between coach and coachees
- Differences of coaching of individuals and groups
- Reflecting coaching concepts in the participants' working context
- The process of coaching (contracting and clarification of roles, exploring the context, finding /exploring solutions, negotiating next steps, identifying necessary support)
- Reflection and follow-up

Programme outline¹

Monday, April 2nd

- Opening (presentation of participants, objectives, program)
- Success factors for good coaching
- Working definition for coaching

Lunch break

- Differences between technical advice and process oriented advice and coaching
- Exercises
- Participants' working and coaching context

¹

The volume and the contents of the program will depend on progress in the execution of the program and participants' interest

Tuesday, April 3rd

- Understanding change in behaviour of people and organisations
- Prerequisites for voluntary change (on individual and organisational level) and what it means for coaching

Lunch break

- Coaching tools 1: systemic questions
- Exercises

Wednesday, April 4th

- Coaching tools 2 : coaching phases
- Exercises

Lunch break

- Role analysis in coaching
- Role conflicts and clarification of roles
- Exercises

Thursday, April 5th

- what it means to be a coach within NCDD-S and SPACE
- mutual coaching sessions

Lunch break

- coaching exercises with video analysis

Friday, April 6th

- Identifying participants need for support on individual and group level
- Introduction to Peer Coaching approach
- Exercise

Lunch break

- Setting up of peer coaching groups
- Next steps and Evaluation of the training

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Annex 3: Carried out program – facilitator's scenario

Monday, April 2nd

Time	Content	Objectives	Methods	Remarks
08 :00	Opening : • Welcome • Workshop objectives • Participants presentation • Program • Organisational issues	Getgoing	Sociometric exercises : • How long with cooperating with SPACE ? • Percentage of work as advisor / coach • Origin (Town / District) • Married / Children	• Who does opening? • Niko takes over after opening • How well do participants know each other? • Seating around tables with 4 people each
09 :00	Success factors for good coaching	Participants have identified the different elements which make a coaching successful	In groups of three	Bei Einführung Wertschätzung mit als Auftrag erteilen
09 :45	Analysing exercise and making a first definition		Writing down the things on flipchart	Visualisation of definition ?
10 :30	Coffee Break			
11 :00	Differences between coaching, advice, teaching etc.	Participants know the difference between the different categories	Presentation of board What is understanding of participants? What is expectations from clients? What is understanding within the program	
12 :00	Lunch break			
13 :30	Energizer			Guiding the blind
13:45	Analysing participants' working context	Participants analyse their working context by visualising	1. Develop elements together in plenary	Wachstumsstufen mitnehmen

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		relevant (systemic) parameters	2. ToRs for visualisation 3. Make the drawing / scetch	
Time	Content	Objectives	Methods	Remarks
14:30	Asking open questions	Participants know benefits / rationale for open questions	What are tools, / attitudes / faculties which are helpful for coaching ? Introducing open questions : what is it ? Advantages ?	
15 :00	Coffee breaik			
15 :30	Exerciseswith open questions	Participants have gained first experiences		Vor der Übung sollte jeder TN ein Anliegen formulieren nach den Regeln (er sollte es beeinflussen können, positive Veränderung, offene Frage)
16 :00	Sharing of experiences in plenary			
16 :30	Participants' expectations	See in how far expectations can be met with what trainer has prepared	Introduction of the consultation triangle	Preparethequestions
17 :00	End of first day			

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Tuesday, April 3rd

Time	Content	Objectives	Methods	Remarks
08:00	Review of Monday and program of the day			
08:30	Participants' expectations	See in how far expectations can be met with what trainer has prepared	Introduction of the consultation triangle	Prepare the questions
09:00	Asking open questions	Participants know benefits / rationale for open questions	What are tools, / attitudes / faculties which are helpful for coaching? Introducing open questions: what is it? Advantages?	
09:30	Exercises with open questions	Participants have gained first experiences		Prepare ToR
10:00	Sharing of experiences in plenary			
10:15	Coffee Break			
10:30	Understanding change in behaviour of people and organisations	Participants have understood why it is better to "ask questions" instead of "giving answers" in coaching	1. Inputs on models of human behaviour 2. Triangle exercise 3. Consequences for coaching	
11:00	Introduction to systemic questions	Participants know and...		
12:00	Lunch break			
13:30	Exercise with systemic questions	 have practiced working with systemic questions	Writing question on cards by "coaches"	Prepare ToR
14:30	Introduction into phases			
15:00	Coffee break			

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Time	Content	Objectives	Methods	Remarks
15:15	1 st "real" Coaching exercises	Participants have made first hands-on experience with coaching tools and have received feedback on their performance	1 Coach; 1 Client; 1 Observer 15' Exercise 15' Feedback (first coach, then client, then observer)	Prepare ToR Organise the setting
16:15	Round-up of exercise in plenary			
16:30	End of day 2			

Wednesday, April 4th

Time	Content	Objectives	Methods	Remarks
8 :00	Review of Tuesday and Program			
8:30	Tools for systemic coaching 2 : The phases of a coaching process	Participants know the different phases of a coaching process		Prepare cards & Exercises
10 :00	Coffee break			
10 :15	Feedback		Introduction Discussion on Khmer feedback-culture Setting rules for feedback which are appropriate in the context	
11:00	Coaching exercises	Participants gain first experiences in coaching	Groups of three (Coach / Coachee / Client) do coaching exercises	Große Übung !
12 :00	Lunch break			
13 :30	First feedback on coaching exercises in plenary			
14:00	Coaching exercises continued			
15 :00	Coffee break			

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15:15	Role analysis in coaching : Role conflict and clarification of roles	Participants understand importance of clarity of roles	Relate to experiences made in the coaching exercises	
16 :30	End ofday			

Thursday, April 5th

Time	Content	Objectives	Methods	Remarks
8 :00	Review of Tuesday and Program			
8:30	Demonstration of a coaching session; discussion on phases etc	Participants get a better understanding of the concept		
10 :00	Coffee break			
10 :15	Introduction intorole-plays		Distribution of roles Explication that there is ambiguity Handing out the different roles	Make printouts and copies!
11:00	Role-plays registered on film	Participants have opportunity to see themselves		
12 :00	Lunch break			
13 :30	Feedback on video	Participants get feedback on their performance by colleagues an trainer		
15 :00	Coffee break			
15:15	Feedback on video continued			
16 :30	End ofday			

Friday, April 6th

Time	Content	Objectives	Methods	Remarks
8 :00	Review of Thursday and Program			
8:30	Introduction into social roles	Participants know basics of	Inputs and plenary discussion to:	Prepare cards

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		social roles and their implications in professional life	- What is a social role? - What are the different "stages" where we are playing them? - What are role conflicts and where do they arise? - What can we do to address them? - In how far can they be avoided?	
10 :00	Coffee break			
10 :15	Exercise on social roles	Participants have analysed their own social role	- Following the instructions on the sheet - Filling out the sheet individually - Exchange/coaching with a partner: what kind of role conflict do I have? How can I deal with it?	
11:30	Discussion in plenary about role conflicts of coaches in the Cambodian decentralisation process	Part. acknowledge that there are going to be role conflicts Part. are going to develop ideas how to deal with these	Questions: - What kind of role conflicts do you believe do the different levels of coaches in the decentralisation process in Cambodia have? - What can we do to help them deal with these?	
12 :00	Lunch break			
13 :30	Group Photo			
14:00	Way forward	SPACE has recommendations how to further support the system in coaching related issues	In Buzz – groups: ToR of Buzz groups to be discussed with Gereon / Ruth	
			Presentation an discussion of buzz group results in plenary	
15 :00	Coffee			
15:15	Evaluation and closing of workshop			

