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Coaching model for young people choosing vocational pathways

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1. Introduction – analysis of the conditions of the coaching process while working with vocational students

An important feature of the present world is the socio-economic reality that is changing around us. This gives young people a lot of different options for action and development at school, in free time, in Poland and abroad.
They are required to have new competences, responsibilities, decision-making capacity and overcoming many obstacles in order to find a place in this world and realize their dreams. Changing social conditions also require a change in the approach to working with young people.

The teacher has always played the role of an expert, a master introducing the student into the world of tradition, cultural codes, concepts and meanings. Forms and methods used in achieving these goals are focused on the message, allowing the teacher to clearly control the communication process.
This means that the questions asked by the teacher usually do not aim at learning something new from the student, to get to know their interpretations, opinions, views, the world of his values, aspirations, dreams, goals, or stumbling blocks. Questions used by teachers are primarily aimed at verifying the degree of material acquisition.
This approach very much contrasts with the form and principles of coaching, where one of the basic slogans is: "The question is not really a question, if you know the answer."

Reformulating, expanding the teacher's work with the coaching model requires a radical change of approach to the student, which means the need to go towards recognizing their full subjectivity. It entails undermining the established hierarchy, the dependence expressed by domination, underpinned by a relationship based on the commander / executor of commands approach, and replacing them with relationships based on cooperation, mutual respect, trust and acceptance. In this approach, the role of the teacher remains crucial, but not as the external decision-maker in the student's progress, but as the organizer of the educational process, responsible for its course and structure (to a lesser extent for the effects), designer of the development environment that is chosen independently by the student!
Shaping the relationship on the coaching assumptions means recognizing the fact that each and every student is unique, allowing one to stop working based on deficits and instead emphasize the strengths of the student. Such a change leads to a genuine interest in the student's world, their interests and aspirations, as well as the rejection of criticism and reprimand for the search of positive intentions.
The implementation of such a model leads to an increase in the sense of responsibility and the sense of the young person's self-agency regarding their own choices. The key is skill and readiness to make decisions, and this can only be learned by making decisions, not only by listening to commands. Coaching fosters development of independent thinking and coping with life challenges.
Undoubtedly, implementing this way of working at school constitutes a big challenge. It requires changing the classical education model. The current system is based on perceiving young people as imperfect and immature beings that require the formation and implementation of values and norms in the adopted system and in a properly organized

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space. This is accomplished by treating the student as an object of top-down influences, setting aside their subjectivity and independence.
Pedagogical theories based on the idea of learner empowerment, building a new relationship culture based on acceptance and listening to the learner's needs are becoming more and more popular.

In this trend of interacting and shaping relationships with students, coaching is included as an invisible form of work with another person, consisting in accompanying them in their development, in learning about oneself, discovering one's potential and using the acquired knowledge to set goals, design ways to achieve them and effectively implement. This means reformulation by placing greater emphasis on the art of listening and hearing what the student communicates. Working as a coach is about asking valuable, exploring, opening questions and nonjudgmental curiosity about students' answers.

2. Students' needs in the field of coaching support

Looking at students through the prism of the individual and the group, the need is noticeable to find or build their own group and find their place. Such groups arise around a certain hobby, the willingness to act, very often in order to change something. Acting in a group, young people believe that they are strong, that they can do more. By meeting, contacting, belonging to a group, they simply want to act.
They often want to change the world to a different one from the one in which they live, but at the same time they do not necessarily want to begin with themselves. Of course, they still want to be appreciated by adults. Sometimes they need to be encouraged, sometimes knowledge of personal and group possibilities of action, thanks to which they can achieve goals on a personal and social level.

The main needs of young people include:
1. Finding the purpose, meaning by defining the goals and directions of their actions
2. Collecting experiences primarily from their peers
3. Discovering their identity
4. Exploring themselves through self-definition and self-discovery
5. Discovering their own resources, potentials, strengths
6. Building courage and awareness that every step has some effect
7. Drawing positive conclusions from various, sometimes difficult, experiences
8. Getting ready to change in relation to the new environment, future work, contact with different generations in a new environment and in different relationships.

At the time of puberty, students' choices are strongly influenced by what they think about themselves and the world they believe in. Some students at the threshold of adulthood have a rather negative attitude towards themselves and to the surrounding reality, including:
• they do not like themselves,
• they do not know what they like, what they want to do, they do not really know what they want,
• they have a sense of living in a virtual world,
• they think the world is dangerous,

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• they are afraid of deeper relationships with other people,
• they cannot take care of themselves,
• they consider caring for their own needs selfish and antisocial,
• they are waiting for a fairy-tale princess or a prince riding a white horse to make them happy,
• they think that happiness is impossible,
• they wear masks convinced that nobody wants to know what they really are,
• they think nobody appreciates them,
It often happens that they prefer to suffer in silence than to tell someone what they want, their satisfaction in life depends on whether other people do what they come up with, and nothing else.

3. Assumptions of the coaching process

Exerting influence by showing support under coaching is:

- • A communication process focused on the needs or goals of a person or group,
- • A cooperation process, the effect of which is to work out a solution of a problem by a person or group,
- • A development process based on discovering the potential of people or groups

This process includes ongoing commitment to support people who acquire knowledge and skills, and implement activities aimed at achieving important goals for themselves. This is all the more important during the whole process, especially that the initial enthusiasm can be reduced when encountering difficulties or obstacles. The student takes the direction of development and determines the goals and scope of cooperation, while the coach accompanies the journey, but only to the extent to which they will be invited to this common path.

The key criteria for the effectiveness of this process are:
• Clarity – transmitting and receiving information in an appropriate manner.
• Perspective – total focus on the student's interest.
There is no universal approach in holistic coaching. This means that the specific situation of the student, their particular potential, talents and weaknesses determine the individual nature of the work (appropriate selection of methods, techniques and style) and the student's responsibility for the results achieved. Therefore, it is important – if there is such a need – to make the individual aware that the final effect of the session depends on them.

4. Introduction to issues related to work as part of coaching support

Forms of coaching work can be individual or group, and aim to achieve the goal of equipping the student with the competence to actively and effectively set personal and professional goals as well as to implement them using the available resources.
There is a clear division of responsibility between the coach and the student within coaching support. The coach is an expert on the process and communication realized during individual and group sessions. However, the student is an expert on their problem and its solution.

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The coach's role in the coachee's work process is well defined within the so-called Seven Principles of Coaching set out by Carol Wilson:

1. Awareness
   Everything that the coach does and says is aimed at raising self-awareness and knowledge of the coachee about themselves, and therefore about possible solutions.
2. Responsibility
   Through the use of appropriate tools, the coach learns to put aside their judgments and beliefs resulting from their own cultural origin and experiences, etc.
   The coach manages the process, the coachee complements it with content.
3. Self-belief
   People develop self-confidence if they are provided with a learning space in which they can both make mistakes and achieve their goals. The coach encourages you to make further attempts, also believing in your strength.
4. Blame-free
   In coaching mistakes are perceived as an opportunity to learn and gain experience, not a reason to look for a 'scapegoat' or guilt. The coach is to help crystallize the goal: when the coachee sees what the most consistent decision is with their inner world, they will stop feeling guilty and be able to go on.
5. Solution focus
   When the client focuses on the problem, it seems to be getting bigger. When the client focuses on the solution, the problem returns to real shape, and the client finds energy within themselves to face it.
6. Challenge
   Some people like challenges and raising the bar. The coach helps the coachee to take a step back, take a look from a distance, from different perspectives on their life, their goals or challenges, as if showing them a reflection in the mirror.
7. Action
   In the coaching process, the participant discovers new perspectives, has a new view of themselves and the world, gains new motivation to make changes. The coach ensures that this motivation is turned into concrete actions.

4.1. Types of support used in the coaching process

Coaching aimed at vocational students is an interactive team of structured, professional psychosocial interactions aimed at transferring competences to develop the student's potential. Coaching relies on the release of human potential by maximizing their own efficiency.

Young people, more than anything else, need a flexible relationship with the people they could trust. They need someone to listen to them, let themselves be tested and accept them as they are.

A person working with young people can use various forms of support and can combine them in accordance with their abilities and views.

A coach can do it in a limited way and with the consent of the student, where the coach clearly marks and names and explains the form of work that is other than coaching. These forms include these working methods:

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- Training is the process of gaining knowledge and skills through studying, experience and teaching. By definition, the trainer is an expert and the course of training requires focusing on acquiring specific skills in order to achieve immediate results.
- Consulting means working with a student who is not satisfied with their life. Such students need guidance and advice. The adviser helps to solve students' problems.
- Mentoring takes place when a person perceived as knowledgeable gives advice to someone less experienced. In mentoring, discussions concern a wide range of topics that may not be limited to the work context. The mentor is a patron with extensive professional experience within the professional interests of the student.

It is important that the coach supporting the student concentrates on their:

1. Needs (instead of problems),
2. Potential and strengths (instead of deficits and weaknesses),
3. Previous successes (instead of failures),
4. Exceptions to the problematic situation (instead of the frequency of occurrence and size of the problem),
5. Defining and constructing a vision of a desired future instead of the overwhelming one of the past.

The coach's approach in coaching young people should be guided by the following rules for the coach and student:

- Together, they focus on success in the learning process. The coach helps to emphasize what the student is doing, what their possibilities and strengths are, which will allow to build motivation and strength to achieve the goal.
- Together, they believe that the student himself / herself knows the answers to their key questions and how to solve their problems.
- Together, they share responsibility in a conversation. The student is an expert on their life who knows what serves them and what is important to them. The coach asks, listens, checks whether they understand well, and is the 'facilitator of the birth of ideas' and solutions that are in the student's mind.
- Together, they focus on what is here and now, building the future of the student.
- Together, they treat the past as a treasury of knowledge and positive experiences that a student has.

4.2. Goals and areas of impact within coaching for young people

The basic areas of coaching for students are the areas of personal development and personal identity as well as professional future. The approach to coaching for young people considers these areas to be intertwining and interdependent. Therefore, the activities carried out as part of individual sessions and the whole process are focused on the development of student's competences and gaining a conscious choice of the direction of professional development.
Coaching activities cover the following topics:

- Reflecting on and viewing the current situation, insight and understanding, perceiving benefits and losses,
- Seeing the possibilities and the consequences in the present and future personal and professional situation of the student,
- Identification of resources by the student,

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- Development of skills, competences, and taking actions by the student in the field of achieving a balance of personal and professional development,
- Emotional balancing of the student.

5. Developing competences as part of coaching for youth

The assumption in the coaching process with vocational school students is support in the choice of professional development and the development of competences that increase the student's chance of achieving these goals.

Three groups of competences have been identified that are important in planning professional development:

- Process and system competences
- Personal competences
- Social competences

5.1. Process and system competences

The group of competences building awareness and knowledge about the functioning of selected processes and rules includes:

1. Controllability – knowledge and availability of available resources to meet the requirements,
2. Comprehensibility – the ability to structure, anticipate and explain the stimuli that flow through life from the internal and external environment,
3. Time management. Organization of own work,
4. Knowledge of own centres of life,
5. Awareness of phenomena occurring in the process of change,
6. Knowledge and awareness of the importance of work in personal development,
7. Active and effective search for employment in the field supporting the accomplishment of professional and personal goals.

5.2. Personal competences

The group of competences related to personal development and functioning includes:

1. Aiming for the result,
2. Flexibility in thinking and acting. Accepting behaviours that are often perceived as different from commonly accepted ones
3. Self-awareness of yourself, your style of behaviour, your resources and limitations. An accurate overview of your strengths and weaknesses and readiness to improve them
4. Making decisions
5. Coping with stress, stress management. Controlling emotions and reducing tensions
6. Problem solving
7. Independence and agency, taking initiative
8. Awareness of the impact of beliefs on decisions and actions taken
9. Feeling of control, self-control

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10. Self-esteem, self-confidence
11. Perseverance
12. Readiness to learn, self-development
13. Readiness for change, adaptability
14. Sensibility – awareness that requirements are challenges worth the effort and commitment

5.3. Social competences

The group of social competences includes:

1. Ability to build relationships in the surroundings and between generations,
2. Communicability in rational and emotional channels,
3. Cooperation, working together to achieve goals,
4. Negotiating,
5. Conflict resolution,
6. Sharing knowledge and experiences,
7. Empathy, sensitivity to the needs of others,
8. Keeping promises,
9. Assertiveness.

6. Forms of impact as part of coaching for young people

The scope of activities and a wide range of competences that influence the effectiveness in following personal and professional goals and achieving a positive feedback in these areas. To increase efficiency and effectiveness, other forms of work with the students were also included, i.e .

- Basic form of impact –coaching tools / interventions,
- Mini lectures aimed at acquainting the student with new topics, strategies and techniques,
- Exercises / mini workshops allowing the application and consolidation of new techniques and strategies,
- Elements of mentoring clearly separated from coaching activities and communicated to the student after receiving their consent with this form of work,
- Work in groups in the form of group coaching in a situation of purposefulness, and above all, the possibility of including other students and people from the adult environment,
- Tasks, experiments to be done between sessions,
- Summary of completed tasks in order to highlight new experiences and start the change process,
- Diagnostic tools that allow the student to increase self-awareness of resources, strategies, behavioural styles, problem solving, etc.

7. Process implemented as part of coaching for young people

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The coaching process creates a solid foundation for a holistic approach within the student's functioning. Concentration on the development and use of competences that are important in personal and professional development guarantee the actions undertaken and the the entire process are effective.

7.1 General coaching framework for young people

The very process of direct coaching intervention in phases 1–4 includes a time-limited plan of interventions in the period of 4–6 months, during which 6–8 individual coaching sessions are planned. Each session is carried out within a 60-minute time frame.
Individual sessions will be held no more than once every two weeks and not less than once a month.
In addition, due to the different form and impact force, included in the process will be 4 group sessions, 4 hours each. Group sessions will be implemented after the first 2–3 individual sessions, one session per month. The composition of the group should remain unchanged due to the building of trust and openness. The number of participants should be between 5 and 8 people. An adult person with professional experience in shaping professional paths can be included in the team.

The coaching process model is based on the following activities:

Setting goals
- current areas of interest,
- changing areas to objectives,

Identification of resources
- from goals to resources,

Increased motivation
- from resources to planning activities,

Transfer
- from plans to action,

Monitoring
- from action to reflection on the effects obtained

7.2 Stages of the coaching process

The structure of the coaching process in working with young people includes 4 stages of interactions:

1. The stage of preparation and problem analysis, the challenges indicated by the student
2. The stage of goal identification and action planning
3. The stage of implementation of actions and realization of partial objectives
4. The stage of summarizing and winding up the coaching process

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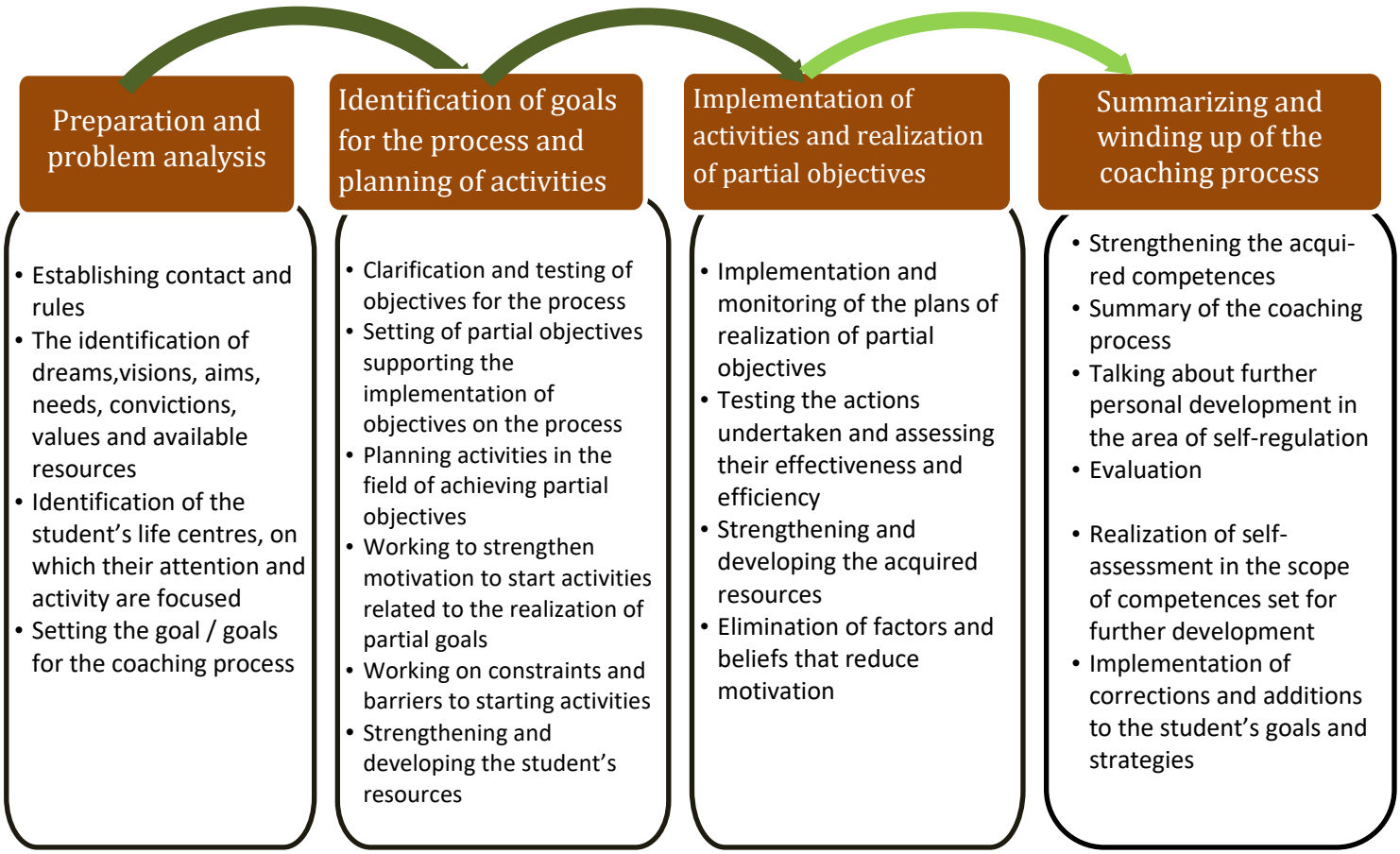

Within the framework of coaching for students, the following activities are carried out:
The stage of preparation and problem analysis, the student's challenges

- Establishing contact and rules
- Identification of dreams, visions, aims, needs, convictions, values and available resources
- Identification of the student's life centres, on which their attention and activity are focused
- Setting the goal / goals for the coaching process

The stage of identifying goals for the process and planning of activities

- Clarification and testing of objectives for the process
- Setting of partial objectives supporting the implementation of objectives on the process
- Planning activities in the field of achieving partial objectives
- Working to strengthen motivation to start activities related to the realization of partial goals
- Working on constraints and barriers to starting activities
- Strengthening and developing student's resources.

The stage of implementation of activities and realization of partial objectives

- Implementation and monitoring of the plans of realization of partial objectives
- Testing the actions undertaken and assessing their effectiveness and efficiency

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- Strengthening and developing the acquired resources
- Elimination of factors and beliefs that reduce motivation

The stage of summarizing and winding up of the coaching process

- Strengthening the acquired competences
- Summary of the coaching process
- Talking about further personal development in the area of self-regulation
- Evaluation
- Realization of self-assessment in the scope of competences set for further development
- Implementation of corrections and additions to the student's goals and strategies.

- **7.3. Structure of coaching sessions**

The coaching process is divided into eight sessions. Each of these sessions has a recommended goal, a range of activities and an indicated range of recommended techniques and tools. The goals of individual sessions include:

- Session 1
  Conclusion of the contract and identification of the student's situation;
- Session 2
  Defining the student's resources and expectations;
- Session 3
  Defining objectives for the process – competences developed by the student;
- Session 4
  Formulating and approving action strategies;
- Session 5-7
  Implementation of objectives and tasks within competence development;
- Session 8
  Summary of the coaching process

7.3.1 Session 1

1. Session goals:

Establishing contact, concluding the contract and identifying the student's situation

2. Recommended actions:

a) Establishing contact

b) Getting to know the student's expectations

c) Concluding the contract by establishing rules for coach-student cooperation

d) Introduction of the coaching method and ways of working as part of the process (during coaching sessions and while doing homework assignments)

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e) Building relationships

f) Determining the level of satisfaction with the student's areas of activity

2. Recommended tools:

a) Mini lecture – introduction to the coaching form of work
b) Circle of Life
c) Circle of Values
d) Goal grid
e) SWOT – personal
f) Other wheels
g) Family tree

7.3.2 Session 2

1. Session goals
   Determining the student's resources and expectations

2. Recommended actions
   a) Analysis of available resources
   b) Identification of systems and roles (family, group of friends, school)
   c) Determining the centres of life
   d) The present tensions between roles and systems
   e) Setting preliminary goals for the process (including those related to career development)

3. Recommended tools
   a) Seven principles of working with goals
   b) Resource card
   c) System map
      - Tensions as connecting lines
      - Support as a building force
   d) Sociogram of the family
      Sociogram of relations (according to the standard model or in the form of figures, cards)
   e) Resources
      - Circle of Life
      - Resource Card
      - Needs / Challenges internal needs – external challenges
   f) Areas for development or change
      - Balance of profits and losses
   g) Values
      - Moral reasoning – sunshine, cards, etc.

7.3.3 Session 3

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1. Session goals:
   Defining goals for the process – competences developed by the student

2. Recommended actions

   a) Training in the way of formulating the goal

   b) Identification of the student's individual goals

   c) Defining the objectives / competences developed by the student in selected systems with the support of the coach

   d) Indicators – defined, description of indicators and determination of expected values (descriptive or numerical) with the support of a coach

   e) Preliminary action plan and using the available resources and identification of the resources needed

   f) Goals that include aims in perspectives that the student can achieve (impact areas)

3. Recommended tools
   a) Aim – criteria
      - A sheet used to verify if the goal is well formed
   b) Verification of the individual goal
      - Dilts' path
   c) Action plan, resources for goals and motivation
      - Kurt Lewin's Force Field Analysis
      - Profit and loss analysis –for me, for others, for ...
      - Three items
      - A map of goals
      - Grid of goals
      - SWOT

7.3.4 Session 4

1. Session goals
   Formulating and approving the strategy of action

2. Recommended actions
   a) Impact of set goals on personal, family and future professional areas
   b) Communication as an element supporting the achievement of goals and realization of actions
   c) Creating a tree of goals
   d) Clarification of objectives
   e) Determining the actions realized to achieve the set goals
   f) Obtaining a consensus (objectives, supporting actions, dependent actions) within the system
   g) Begin working on goals related to the exploration of the area of interest, passions and related professional interests
   h) Starting work on the competency chosen by the student

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3. Recommended tools
    a) Action plan
    b) Walt Disney strategy
    c) Dilts' logical levels
    d) Stages of changes

7.3.5 Sessions 5 – 7

1. Session goals
   Realization of goals and tasks in the field of competence development and exploration of professional development

2. Recommended actions
    a) Summary of previous activities and analysis of gained experience
    b) Identification and evaluation of the level of development of selected competences
    c) Monitoring of progress and analyzing the realization and the results obtained
    d) Implementing corrective actions
    e) Studying the effects and possible modification of the strategy
    f) Setting goals and actions for the period between sessions

3. Recommended tools
    a) 5 questions (what can I do more or less, stop doing, start doing, do differently to support the achievement of family goals)
    b) My your land
    c) Types of personality
    d) A card of delights
    e) Coping with stress, controlling emotions
    f) Meta Mirror
    g) Anchors
    h) Three items
    i) Transactional analysis
    j) Circle of conflicts, mediation
    k) Communication techniques, empathic communication

7.3.6 Session 8

1. Session goals
   Wrapping up the coaching process

2. Recommended actions
    a) Strengthening acquired competences and resources
    b) Summary of the realization of objectives
    c) Retrospection of the implemented process, ways of achieving goals, failures and successes
    d) Summary of the coaching process
    e) Talking about further development of competences and actions undertaken within personal development and professional development

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f) Evaluation of the coaching process

3. Recommended tools
   a) Agreement Card
   b) Summary Card

7.4 Diagram of the stages of an individual coaching session

The structure of each session is based on the GROW model, which includes four basic actions:

GOAL – Pointing to a specific point you want to reach helps to focus on the solution rather than on the problem itself

REALITY – Analysis of the current situation of the coachee

OPTIONS – The flow of energy thanks to a clearer picture of reality

WILL – Choosing thosw action which the coachee promises to actually undertake.

The recommended structure of each session based on the GROW model includes the following actions and activities:

1. Building a relationship, checking the student's readiness and supply of resources
   a. Checking the situation
   b. Raising and strengthening resource supply
      i. Summary of achievements and progress.
2. Setting the goal for the session
   a. Specifying the topic – the source for the goals of the session
      i. Discussing the current problem
      ii. Discussing and drawing conclusions from the experiment realized by the student between sessions (homework)
      iii. Application of diagnostic tools
      iv. Continuation of the goals set for the entire process, summary of progress.
   b. Clarifying the goal for the session
   c. Defining criteria for the goals set for the session
   d. Strengthening motivation
      i. Reference to the value standing behind the goal
3. Present situation – exploration
   a. Talking about this situation – current status
   b. Determining the target state
   c. Expanding awareness of functioning in various areas, relationships and systems
   d. Levels of identity, emotions, states, skills
4. Actions and interventions
   a. Various types of interventions
   b. Identification of resources
   c. Strategies to achieve goals, solve problems
5. Determining the steps / objectives to be implemented
6. Strengthening the motivation to achieve the set goals
7. Formulating tasks and experiments to be realized between sessions

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a. Tasks designated by the coach
b. Tasks designated by the student

8. Summary of the results obtained by the student during the coaching session

8. Group coaching session

Group / Team coaching is a way of increasing personal development, interpersonal skills and group work efficiency.
Group coaching differs from individual coaching in that it allows reaching more people, their experiences, reflections, resources and so allows for deeper, stronger experiences of individuals, which translate into the changes being implemented.
The Section consists of 5-7 people and an external moderator-coach, who supports and monitors how the group works.
Group meetings can be all-day sessions, except high efficiency is achieved with 4-hour modules. They should be organized in such a way as to avoid interrupting or disrupting the process by the participants who need to return to various other duties.
The group meets 6-8 times in 2-4 week time intervals. This means that the entire work process of the section takes about 6 months.

8.1. The process of a group coaching session

The team's work is carried out within a standardized group process, which is supported by a moderator, whose task is to provide a sense of security and mutual trust to the members of the group. Time intended for one person or work on a real, common issue, a problem for the group, should last between 60 to 90 minutes.

The process consists of the following phases:

1. Starting group work – expectations and proposals.
2. Discussing the progress and evaluation of the actions undertaken subsequent to the previous session should take 2-5 minutes for each participant.
3. Time to work on an individual issue of a given person. This stage consists of the following steps:
   a. A given person presents their problem, challenge, dilemma
   b. A given person is asked questions by other participants and responds on a voluntary basis
   c. Experiences are shared by the participants in the context of a given problem of a given person
   d. A group discussion follows, without the active participation of the person whose problem was discussed
   e. The person presenting shares their reflections and sets tasks and goals to be implemented
   f. Other people share their reflections and declare goals, changes, actions they want to implement
4. A mini workshop on a selected topic that supports the participants' needs.

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5. Discussing the all-day group's work, reflecting on the way of working during the session, group relations, etc.
6. Implementation of the objectives of tasks between sessions by students.

8.2. Rules of group coaching sessions

The following conditions are critical to the effectiveness of the process:
1. Trust between participants
2. Openness to group members
3. Confidentiality within the group and not taking information outside

For this reason, it is important that these conditions are met:

- Do not change the group's make-up throughout the group coaching process. If a new person joins, a quick and effective process of including a new person should be carried out, and the process of retrospection and supervision of the group's work should be deepened in the first classes.
- Leading (especially during the first group activities) the discussion of each work process for each iteration (after completing work on an individual or group issue). Determining what actually supported individual and group activities, and what disturbed openness and trust.
- Proceeding in accordance with the adopted process indicating the form of work for a given stage, e.g. asking questions only.

9. Guidelines for implementing a coaching form of support for young people

Within the implementation of the coaching form of support, one should follow five principles important for the coach and related to achieving results:
The way people behave reflects their thoughts.
You should appreciate individuality and look for it.
Lack of motivation often reflects discouragement.
The action is determined by its predicted consequences.
People treated responsibly behave responsibly.

9.1. Guidelines for working in the form of coaching with vocational students

The learning process – teaching with the use of coaching tools changes the perception of the teacher-student relationship to a more partner relationship. The coach-teacher becomes a partner in the relationship, a friendly, interesting and inspiring companion on an educational journey in which the student influences and co-decides about the goal and the pace of task completion, has the opportunity to work in accordance with an individual learning strategy and has the feeling that it is unique.
Continuous commitment to support knowledge-obtainers is important throughout the entire process, especially since initial enthusiasm can gradually diminish. The student as a partner takes the direction of development and decides about the goals and scope of cooperation, while the coach accompanies them on the journey, but only to the extent to which they are invited on this common path. As part of the implementation of coaching culture in relations with students, the following approach should be ensured:

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1. Clarity – ensuring the transmission and receipt of information in an appropriate manner.
2. Perspective – total focus on the student's interest.
3. There is no universal approach – the specific situation of the student, their unique potential, talents and weaknesses determine the individual nature of the work (appropriate selection of methods, techniques and style) and the student's responsibility for the results achieved. Therefore, it is important to – if there is such a need – to make students aware that the final effect of the session depends on them.
4. Commitment – real interest in the student. Thanks to them, you can find out what motivates them, what worries them, and what activities inspire them.
5. Confidentiality – the ability to protect information about relationships and creating a sense of trust and security.
6. Authentic relationship – the basis of the action is a close, partner relationship based on mutual trust. The foundation of the coach's work is their genuine commitment, interest in the student and openness to their needs. Creating relationships based on truth and mutual trust. A conversation based on equality – it is unacceptable that the coach adopts an attitude of superiority and authority in all areas of life.
7. Creating a sense of self-confidence in students – personal commitment to creating and maintaining a good opinion about themselves.
8. Cooperation – atmosphere of partnership where everybody or nobody wins.
9. Focusing on the goal – a constant focus on the thoughts and goals formulated and implemented by the student. Coaching is a task relationship, focused on achieving specific effects: improving the functioning of a person in everyday life, making changes, and solving problems.
10. Risk – encouraging innovation and learning through action and efforts to eliminate punishment for errors.
11. Patience – going beyond the short-term goals for the vision of time and action.

When working with young people, you need to start with building relationships and trust, creating space for mutual acceptance. An authentic supportive coach is needed and the ability to listen, ask questions, share experiences and allow for mistakes. Supporting is not a one-off act, since it implies building trust, authenticity and acceptance. It needs time and is subject to changes consistent with the development of the student, group, school as an organization, also in accordance with the professional and personal development of the supporting person – the teacher-coach.

10. Guidelines for implementing the model

The changing social reality gives many young people various possibilities of action and development at school, in leisure time, and at the same time they are required to have ever new competences and responsibilities, and so the number of obstacles that must be overcome to realize their dreams can be overwhelming. Changing social conditions also require changes in the approach to working with young people.
What is needed here is not only time but also expansion of their communication skills from listening through asking questions to providing feedback.
Supporting is a process:

- of communication that is oriented to the needs or goals of the student and the group.

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- of collaboration, as a result of which a method of solving a problem by a student or a group is developed.
- of development based on discovering the potential of students or entire groups.

One of the approaches that includes support is coaching, which radically changes the approach in the teacher-student relationship, where the teacher has a higher rank than the student, and in the coaching relationship there is an equal relationship. The student ceases to be a student, they become someone who needs the coach's support on the path of development.

Coaching is a process aimed at both immediate solution of emerging problems and long-term development. The basic tool for this development is a conversation about a very specific, defined structure where the problem is discovered and plans to solve it are made together with the student.

The key principle is that the student be the first to make both the diagnosis of the problem and determine the way to solve it. Thanks to this, with the support of a coach, they learn to analyze their own activities and look for solutions that will eliminate problems in the future. The task of the coach is to monitor the degree to which the issues discussed are relevant to the student's goals. The coach mainly uses effective communication techniques, i.e. they ask questions that get to the bottom of things, enabling the students to use their own potential, they actively listen to be able to give constructive feedback based on the 'I' message, does not give advice, does not evaluate and does not teach, but sometimes – as part of a summary – proposes several options so the student can choose the best solution.

As part of coaching support, attention should be paid to the so-called consultative style of cooperation that gives results, but sometimes there are moments when it is appropriate and destroys the already developed partner and trust relations, because a coach more or less authoritatively may impose certain solutions. A constant assessment of progress, setting deadlines and short-term goals is essential when working on development. It brings specific positive results and through small achievements gives the effect of strong motivation and increased energy to students' actions.

11. Measurement of the effectiveness of the support provided

As part of the evaluation, it is recommended that a questionnaire be used that would identify change and the resources acquired as a result of various forms of impact during the period of coaching support.

The questionnaire completed by the student at the first session and the last one should be supplemented with the coach's questions allowing clarification of the initial and final situation.

It results from the importance of the student's understanding of a given situation, which would not be based only on the opinion expressed numerically.

In addition, the evaluation sheet is also a coaching tool that allows the student to identify their own needs, deficits, and to see the scale and significance of changes and achievements.

The proposed questionnaire based on the identification of resources, including competences, is included in the Annex.

The questionnaire includes the following aspects:

• A sense of agency and control over one's life
• The feeling that I am pursuing my developmental goals
• Personal balance

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• Motivation to achieve goals related to one's career
• Self-discipline
• A sense of optimism
• Satisfaction with relationships with the peer group
• Process and system competences
• Personal competences
• Social competences

The assessment takes place in the perception at a given moment and then at the expected level.

Then the student is expected to identify those aspects and competences that are important to them. For these aspects, it is necessary to discuss the results now, and want to change or maintain the session based on a session of exploring questions allowing the student to refine these assessments (elements of the environment, surroundings, behaviour, relationships, results, etc.)

12. Methods and techniques of supervising the coaching process

Supervision is a form or method of professional development based on the fact that a specialist in a given field of assistance uses in their work the support of another specialist in this field who has comparable or greater professional experience. The person providing the supervision is referred to as the 'supervisor', and the person using it – the "supervisee". The supervisor is most often a person who has a supervisor's certificate, or whose qualifications have been confirmed in another way, e.g. by the society they belong to or another organization possessing appropriate qualifications. Supervision consists in the mutual exchange of experiences and views relating to the problems reported by the supervisee, seeking their essence and structure and new solutions.

The perspective of reflective learning (D. Schon, Ch. Argyris) assumes that:

• Real problems are complex, unique, unstable – 'scientific methods' may be insufficient.

• We all have a set of our own theories for different life situations (knowledge, experience, unconscious action)

• Professionalism is the ability to consciously reflect on your own theories and to apply them adequately in the changing reality, and also to consider the new possibilities; the meaning of supervisor and coach work is the attitude of constant creative reflection.

As part of coaching supervision, three types of supervision are used:

1. Developmental supervision, whose aim is to support the coach in its development in various areas of their professional functioning – defining an individual style of coaching, discovering the resources of development areas, planning paths of further development.
2. Problem-based supervision, the aim of which is to analyze difficult cases that the coach has encountered in their practice. The supervisor helps to understand what the real challenges and limitations are of a coach, as their system of internal beliefs and values influences the effectiveness of their work with students.

- 3. Normative supervision, which aims to develop specific coaching skills in accordance with competency models defined in various approaches and accreditation systems. Such supervisions are often required mandatorily as part of the certification or accreditation process in coaching schools and accreditation organizations for coaches. The supervisor

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analyzes the sessions conducted by the coach and provides them with feedback on the level of compliance of his skills with the required standard of competence.

The process of supervisory support usually includes the following areas:

- Self-awareness of the coach.
- Showing feelings and dealing with difficult emotions adequately to the situation.
- Relevance of recognizing the nature and structure of the current student's state (the essence of the problem).
- Adequacy of the description of the desired state (goal).
- Knowledge and proper selection and application of methods that allow the student to move from the current state to the desired state.
- Quality of contact and communication with students.
- The level of understanding the quality of the coach-student relationship and utilizing it for the student's good.
- The correctness of the contract with the student and the level of respect in the entire coaching process.
- The degree of comprehending the coaching process and its management (adequate recognition and utilization of the stages of changes the student is going through, the moments of 'getting stuck', crises, turning points, etc.).
- The ability to think systemically, which allows you to understand the interdependencies, interrelationships and impacts that the student is subjected to at the workplace and take into account the objectives of all elements of the system to which he belongs (eg region, department, team), as well as the system as a whole. This ability is also necessary to initiate such changes in the student, which will only cause positive effects in his relationships with others.
- The degree of access to their internal resources by the coach and the recovery of this access when it has been lost.
- Ways to deal with stress, crises and other difficult situations.
- Compliance with the ethics of the coaching profession described by international and national coaching and coaching organizations.

Individual supervision usually takes 1.5 hours and concerns face-to-face work with a coach and supervisor (sometimes two supervisors). It can take place either in the form of a direct meeting, or by phone or Skype. Depending on the topic and purpose the coach came with, it can be implemented in the following way:

- The supervisor enters the role of a student for whom the coach conducts a session, presenting their workshop, then such a meeting is recorded, making it possible to discuss the session together. One person is a student, the other a supervisor.
- Supervision is based on a joint analysis of the actual coaching session that the coach recorded, with the student expressing consent to the recording.
- Supervision using the method of reflective learning, based on considerations related to the topic (goal, expectation) of the coach.
- When conducting individual (and group) supervision, the level of the coach's development is extremely important, because each time the form of work and the way of conducting it should be adjusted to the client's supervision. It should be remembered

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that the essence of supervision is reflective learning of the coach, caring for the hygiene of their own work and awareness of support.

Developmental supervision is realized as a process consisting mostly of 8-12 supervisory sessions. Some processes are shorter, and less often they are longer. At the beginning of the process, the objectives for the supervisory process are defined with the coach. Within collaborative work, the following techniques and working methods are used:

- Analysis of recorded and transcribed sessions
- Case study analysis
- Getting acquainted with specially selected articles and book chapters – individually tailored to the needs of the coach
- Performing individual tasks, e.g. examining the effectiveness of your coaching processes, creating tools, testing new coaching techniques
- Participating in projects with other coaches taking part in supervisory processes.

Problem supervision can be implemented as a process, usually shorter than that for development supervision –3-5 sessions on average – or as individual intervention sessions. As part of our collaborative work, we usually analyze specific, actual sessions conducted by the coach.

The recommended forms of coaching supervision are:

1. Individual supervision means that during the session only one coach uses the assistance of a supervisor. The attention of the supervisor is then directed at the issues raised by this coach. This type of form is recommended when the coach has an urgent case to discuss, which requires a detailed analysis. Moreover, individual supervision covers a relatively long series of meetings, more complicated cases can be discussed on an ongoing basis, practically after each subsequent session. The supervisor then accompanies the coach, assisting them in going through the various stages of coaching they conduct.
2. Group supervision includes classes conducted for a group of coaches, which is why it usually takes a long time – a few hours, sometimes even a whole day. The limitation of this form is that individual coaches have little time to deal with their personal cases. The advantage of this form of supervision is the opportunity to learn about different cases presented by other people, working in different contexts and styles. Thanks to this, each participant has the chance to enrich their practical knowledge, expanding it with inspirations from both the supervisor and other group members. In this type of supervision, often discussed are the questions, observations and more general issues concerning problems and situations occurring in the coach's work, which result from the experience of individuals.
3. Peer supervision, also known as 'intervision', is not usually realized by one supervisor who assumes responsibility for the course of classes and provides a response to the participants' needs. In this case, all participants are in an equal position and mutually help each other with feedback, ideas, and all learn from each other. The advantage of this form of supervision is that it is rather easily available and carried out in a less formal, relaxed atmosphere, which helps some coaches to more quickly open up to revealing information about their work, including the problems they face.

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13. Coach's competency profile

The competency profile of the coach primarily includes the following areas:

- The ability to build a coaching contract.
- Ability to build a relationship between the coach and student, non-verbal engagement, the presence of 'here and now', appreciation, curiosity.
- Communication skills in the areas of: summarizing, paraphrasing, reflecting. These skills include reflective listening, coaching questions, silence, direct communication.
- The ability to apply so-called 'strong' questions.
- The ability to support the student in the process of learning and developing new behaviours through use of adequate coaching tools.
- The ability to discover the student's potential.
- The ability to manage the process within a coaching session.
- The ability to constructively resolve conflicts while shaping the emotional sphere in the student's coaching support process in the development of self-awareness, achieving their personal and development goals.

The competency profile of a coach working with students is defined as follows:

Group / Area of competence	Knowledge	Skills	Attitudes
Communicative	Knows the basic language patterns Is aware of the area of interpersonal communication Is aware of communication patterns (principles of effective verbal and non-verbal communication, active listening, asking questions, providing feedback, principles of motivating dialogue) Is aware of communication barriers Is aware of the specificity of communication in the family and the workplace, including the regularity of effective communication in systems	Ability to maintain an intersubjective approach Can apply knowledge in the area of interpersonal communication in practice, Can read the contextual meaning of students' situation (phenomenological approach), Can use language comprehensible to students Accurately expresses their thoughts, feelings and needs, and can read the messages of other people, Can share observations and thoughts, Can formulate feedback that is comprehensible for students Can apply the techniques of active listening in practice (asking open questions, paraphrasing, reflecting, clarifying, summarizing students' statements) Has the ability to read and transmit non-verbal messages	Open to dialogue, Attitude of acceptance and lack of assessment, Follow the student and accept the student as an 'expert in his/her own case'

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Relational	Has knowledge of interpersonal relationships, including intergenerational and hierarchical relations. Has basic knowledge of boundaries and interpersonal spaces. Knows the basic principles of building individual contact with the student: following them, empathizing reaction, kindness, openness, concreteness and concentration on the 'here and now'. Knows the principles of conflict management, including the basics of mediation	Can build partner-oriented relationships, full of trust. Has the ability to initiate activities to build and strengthen partner-oriented relationships between participants in the coaching process. Is attentive to the student's needs, can recognize them and follow them. Can look at the situation from the student's perspective. Can develop awareness of students' creativity, strengthen their sense of autonomy and self-worth. Can react empathically, follow resistance so that answers and solutions come first of all from the student. Can adequately react in conflict situations. Is able to maintain a professional distance and impartiality towards students, and so provide each participant with a safe space to speak and express themselves. Is guided by the principle of confidentiality. Can deal with students' resistance	Attitude of respect, openness, empathy. Attitude of sovereignty towards oneself. Attitude of distance, impartiality and objectivity. Attitude of civil courage, honesty and assertiveness. Attitude of respect for the worldview and value system of students, cultural differences. Attitude to support the sense of student autonomy. Attitude of self-reflexivity
Emotional	Has knowledge in the area of emotional psychology, including the mechanisms of emergence of emotions, their impact on behaviour and ways to deal with emotions and defense mechanisms.	Has the ability to manage emotions. Can recognize and name, describe emotional states – their own and their students. Adequately responds to specific student behaviour. Is able to deal with violent emotional reactions of the student. Recognizes emotional manipulations, knows how to protect themselves from them. Can recognize the student's defense mechanisms and their own and deal with them.	Attitude of stable and mature personality. Attitude of openness to the emotions of others. Attitude of acceptance of student's feelings and own emotions.
Process	Knows the coaching process, its stages and determinants. Has knowledge about the correctness of the coaching process; Knows the rules of making an arrangement with a student. Knows the evaluation criteria of the coaching process	Can explain the basic elements of the coaching process to students. Can apply the coaching process in practice, providing students with a sense of security. Can adequately react in non-typical situations. Is able to monitor the coaching process, assess it critically and make necessary modifications. Can recognize when the coaching process should be interrupted and replaced with other types of activities, e.g. crisis intervention.	Attitude of sensitivity towards, responsibility for the student. Attitude of responsibility for your own reactions. Attitude of acceptance of the student's autonomy in the process of change. Mindful attitude to the student's needs and goals with the perspective of the personal and family system.
Methods and tools	Is aware of the methods, techniques and tools used in coaching to support student development and the principles of their application. Knows the methods, techniques	Has the skills to use the right tools and create their own if necessary. Knows how to choose work methods for specific cases. Can monitor change processes and "take a step back" in the right	Ethical approach in the use of tools, attitude of respecting the value of the student. Attitude of the smallest intervention. Attitude of accepting

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	and tools used in individual coaching and is able to apply them adequately in working with the individual within a group context. Knows the tools, techniques and methods of process evaluation.	moments. Is able to evaluate the coaching process / work with the student	student's ambivalence as to the proposed methods, techniques and tools.
Organizational	Has information about the existing system of student development support in a specific local environment and in connection with future professional life Is aware of the legal system related to student support in the context of professional development, Knows the procedures for obtaining help in student support institutions, Knows the rules of conducting the intervention in accordance with the law	Has the ability to establish cooperation with student support institutions and other specialists. Is able to start the procedure of obtaining specialist help for a student in external institutions or can provide students with detailed information on the subject. Has the ability to motivate the student to use the help of other specialists.	Attitude of responsibility for another human being. Attitude of awareness of one's limitations. Attitude of openness and readiness to cooperate with institutions.
Personal and professional development	Has specialist knowledge about coaching. Knows the current coaching literature and related sciences, Has knowledge about the possibilities of personal and professional development (e.g. courses, supervisions, trainings). Has knowledge about their own resources and limitations.	Has the ability to make insights into himself/herself, self-reflection. Is able to receive feedback and use it for their own development and improvement. Is open to participation in supervisions; Has the ability to search for consultations and supervision in case of difficulties; Takes part in additional workshops and trainings.	Attitude of self-development, self-education, self-improvement and innovation. Attitude of openness to participation in supervisions and receiving feedback. Attitude of self-reflection.
System	Has knowledge in the field of sociology, social pedagogy, social psychology, social and educational correctness. Has knowledge about professional functioning and professional development (e.g. aspirations, professional career, motivation) and personal development Knows the correct running of the processes taking place in small groups (group roles, structure, group development stages, principles of group work, leadership, and change management).	Has the ability to recognize and diagnose the specificity of individual stages of career development. Can manage group processes.	Attitude of openness, responsibility. Mindful attitude to the needs of individual group members.
Ethical	Knows the universal ethical values in working with a student Knows the ethical code of the coach	Follows the ethical principles of the coach and can apply them in any coaching situation. Is guided by the student's needs; respects their system of values and autonomy.	Attitude of respect, tolerance and commitment

Specific coaching skills in the context of ongoing tasks include:

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Tasks	Skills
Extracting the potential	Listening Asking questions Positive reformulation Discovering, naming resources Appreciating the unertaken actions
Expanding the perspective	Confronting Showing consequences Feedback Assuming a new perspective: Yes and ...
Support in generating ideas	Identifying strengths
Supporting learning and achieving goals	Appreciation Overcoming failures Building student involvement and focus on their goals Motivating to take action
Strengthening in action	Process and self management Concentration on 'here and now' Organizing information Summarizing

14. Guidelines for coach training

It is assumed that the complementary course for a coach working with young people is addressed to people with basic subject preparation and professional experience in the areas of working with people and professional development support.

The formal criteria for joining the course are:
• Higher education in the field (psychology, pedagogy, social work or similar), alternatively higher education and documented trainings (post-graduate studies, courses, etc.) confirming the possession of preparation in the field of social sciences, methodology of social research, working with people, counselling;
• Documented 12 months of practice in direct work with people (including young people).
• A completed coaching course, testified with a certificate.

Organizational and time conditions
The course has been planned for up to 120 training hours. It is proposed that the learning process be no shorter than 5 months. Appropriate extension of the course is related to the need to consolidate the acquired knowledge and the possibilities of experiencing and (practical) testing of acquired skills. A proven formula for the organization of the course includes 2-day meetings carried out every 2-4 weeks with a duration of 12-15 hours. Education requires integration of obligatory practical and supervisory elements (the last two meetings will be extended to 16 hours). The end of the training cycle is confirmed with an appropriate certificate.

The model course of training
The recommended training process has the following sequence of coaching stages:

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1. Equalizing stage

Participants (depending on their knowledge, skills, experience or professional qualifications) participate in a series of training courses on interdisciplinary knowledge about the family, the basics of psychology (social psychology), pedagogy (social pedagogy), social work, elements of philosophy and anthropology, coaching models, axiology.

The content presented is of fundamental nature, necessary for full participation in later classes. In this way, the possibility of participating in the course is guaranteed to people who do not have formal specialist education, and after mastering / structuring their knowledge are able to start the course.

2. Integration stage

A min. 3-day interpersonal training is implemented using the formula of a team trip. The aim of the training is, on the one hand, to learn about yourself and your functioning in the group, and on the other – raising awareness about the importance of group processes and interpersonal relations. This stage should also introduce the concept of development coaching based on communication and relationships.

The anticipated benefits of participation in training are:

• Better understanding of yourself (developing self-awareness, body awareness, self-reflection).

• Getting to know yourself and other group participants in interpersonal relationships.

• Developing communication and communication skills.

• Improving self-presentation skills.

• Learning to cope in a conflict situation, getting to know your own reactions and other people's to conflict situations.

• Verification of schematic behaviour that hinders building good relationships in the group.

• Learning to provide support and help.

• Ability to receive feedback, constructive criticism.

• Understanding the assumptions and concepts of coaching.

• Showing interest in group processes and their dynamics (under guidance)

3. Main phase – Knowledge, skills, competences

In this stage, participants acquire and expand their knowledge, competences and skills in using coaching in working with young people.

It consists of the following stages:

• Understanding the theoretical and conceptual assumptions of coaching with young people.

• Understanding the basics of youth work, in particular the ability to identify the family environment and its resources as well as the basics of youth work.

• Elements of the practice with an external client, supervised and documented by audio or audio-visual recording.

- • Final exam:

- theoretical – test solution, thesis

- practical – supervision of one session with an external client or participant of the training

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Annexes

selected supporting material

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Selected coaching material

Evaluation questionnaire

Meaning, significance		Level of satisfaction				
		Very low	Low	Average	High	Very high
	Implementation of your development goals					
	Agency and control over life, taking initiative					
	Personal balance					
	Motivation to achieve goals related to a career					
	Self-discipline					
	A sense of optimism					
	Satisfaction with relationships within the peer group					
Process and system competences						
	Controllability – knowledge and availability of resources to meet the requirements					
	Understanding – the ability to structure, anticipate and explain the stimuli that flow through life from the internal and external environment					
	Time management. Organization of own work					
	Knowledge of our own centers of life					
	Awareness of what occurs in the process of change					
	Knowledge and awareness of the importance of work in personal development					
	Active and effective search for employment in the field supporting the accomplishment of professional and personal goals					
Personal competences						
	Aiming for the result					
	Flexibility of thinking and acting					

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	Accepting behaviors that are often seen as different from those commonly accepted					
	Self-awareness of yourself, your style of behaviour, your resources and limitations					
	Having an accurate understanding of your strengths and weaknesses and being ready to improve them					
	Making decisions					
	Dealing with stress, stress management					
	Controlling emotions and reducing tensions					
	Solving problems					
	Awareness of the impact of beliefs on the decisions and actions taken					
	A sense of control, self-control					
	Self-esteem, self-confidence					
Social competences						
	Ability to build relationships in the surroundings and between generations					
	Communicability in rational and emotional channels					
	Empathy, sensitivity to the needs of others,					
	Cooperation, collaborating to achieve goals					
	Negotiating					
	Solving conflicts					
	Sharing knowledge and experience					
	Keeping promises					
	Assertiveness					

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