

Assignment

PROFESSIONAL COACHING

TUULA MASALIN, BMPF7013
POST GRADUATE DIPLOMA NEURO COACH

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1 Introduction

In this assignment, the coaching course and how it relates to my personal and professional development, career and clients will be reviewed. The focus will be on the process of how I developed as a coach, and it will be examined through learning the Clean Language method (CL). The theory of the CL method will be explained and how I learned to coach will be discussed through my experiences, theory, and a client case. In this assignment, Driscoll's model (DM) of reflection is used because it offers a simple and yet profound framework for reflecting on my learning.

2 Reflective model

The learning process will be reflected on and analysed by using a DM of reflection (Figure 1) (Taylor, 2019, p. 11). DM is well suited for better understanding my learning and attitude when I was studying as a coach. DM is simple and clear and serves as a good basis and strong foundation for reflection. However, the model has guided me to think deeply about my own experience and learning. It has also helped me learn more about myself and coaching.

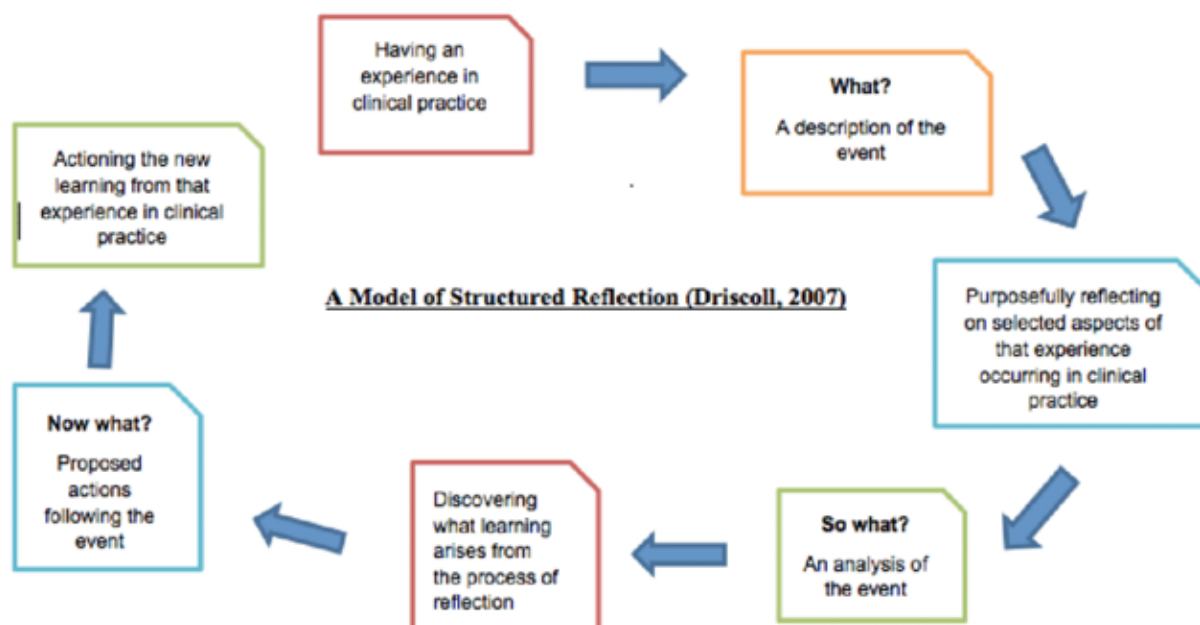


Figure 1 Driscoll's Model (Taylor, 2019, p. 11)

It has been shown that DM improves learning. In their study Wallace et al.(2022) examined the experiences of health visitor trainers (HV) who participated in a cascade training programme for family resilience. In this study, HVs were asked for feedback after the cascade training by using DM. Training was generally evaluated positively and using DM helped HVs to “organise their experience and identify future actions to be taken on return to their practice base.” The conclusion of Wallace et al. (2022) was that the feedback collected using DM provided information about the HVs “experiences, understanding and helped to planned actions regarding future trainings.”

Another example of using DM was when the effect of combining case-based learning and reflection in continuing education for nurses was examined (Golaghaie, et al., 2019). In an experimental study, 80 participants were divided into two groups. The first group, which was the experimental group, was presented with information about the medical treatment of real patients and the participants were asked to think about the treatment of patients using DM as a group. In the second group, the same teachers gave a traditional lecture. The results revealed that both groups reacted to the teaching in almost the same way, but there was a significant difference between the groups in regards to what was learned and in independent competence. Research shows that reflective, active learning improves critical thinking skills and provides better learning outcomes, improving student learning and self-perceived competency (Golaghaie, et al., 2019).

3 Theory of coaching

In this chapter, various definitions of coaching will be presented. The International Coaching Federation (ICF) refers to coaching as a creative collaborative process between the client and the coach, the purpose of which is to inspire the client to utilize one’s full potential both personally and professionally (InternationalCoachingFederation, 2022).

According to Jones, Woods, and Guillaume (2016) who cited Smither, J. W. (2011), “Coaching is a one-to-one learning and development intervention that uses a collaborative, reflective, goal-focused relationship to achieve professional outcomes that are valued by the coachee.”

Grover & Furnham (2016) describe coaching to be, “A collaborative solution-focused, result-oriented, systematic process in which the coach facilitates the enhancement of life experience and goal attainment in the personal and/or professional life of normal, non-clinical clients.”

In his study, Ives (2008) shows that there are several different approaches to coaching as can be seen in Table 1 Table 1 Approaches to Coaching (Ives, 2008, p. 102). The paper suggested that, “Most approaches could be broadly grouped into personal-development and performance coaching.” (Ives, 2008, p. 103)

Table 1 Approaches to Coaching (Ives, 2008, p. 102)

Approaches to coaching chart – Chart 0.1

Type of coaching	Objective of coaching
Humanist	“Coaching is above all about human growth and change” (Stober, 2006 p. 17)
Behaviourist	“The purpose of coaching is to change behaviour” (Peterson, 2006 p.51)
Adult development	Coaching is about helping clients develop and grow in maturity
Cognitive coaching	Coaching is foremost about developing adaptive thoughts
Goal-focused	“Coaching is a goal-oriented, solution-focused process” (Grant, 2006 p. 156).”
Positive psychology approach	“Shift attention away from what causes and drives pain to what energises and pulls people forward” (Kauffman, 2006 p. 220)
Adventure coaching	Stretching the client through entering into challenging situations and the learning that arises.
Adult learning	A learning approach that helps self-directed learners to reflect on and grow from their experiences
Systemic coaching	“Coaching is a journey in search of patterns” (Cavanagh, 2006 p. 313)

Quotes selected from Stober & Grant (2006).

Ives (2008, p. 108) divides the different approaches to coaching into different categories, as can be seen in Table 2 (Ives, 2008, p. 108), according to whether they are directive or non-directive, whether the focus is on development or a solution, and whether the approach is therapeutic or performance oriented.

Table 2 Coaching Categories (Ives, 2008, p. 108)

Comparative chart – chart 0.5

Type of coaching	Directive vs. non-Directive	Solution development focus vs.	Therapeutic vs. performance
Humanist	Non-directive	Development	Therapeutic
Behaviourist	Directive	Solution	Performance
Adult development	Directive	Development	Therapeutic
Cognitive coaching	Directive	Development	Therapeutic
Systemic coaching	Non-directive	Development	Therapeutic

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Positive psychology	Directive	Development	Therapeutic
Adventure coaching	Directive	Development	Performance
Adult learning	Non-directive	Development	Therapeutic
Goal-oriented	Non-directive	Solution	Performance

In conclusion, coaching can be defined in many ways and there are several approaches. What they all have in common, however, is development and goal-oriented cooperation.

4 Code of Ethics

The ICF Code of Ethics defines their values, ethical principles, and ethical standards of conduct for all ICF professionals (InternationalCoachingFederation, 2022). I have profiled myself as an NLP coach and I therefore I have followed the ethics of the International Association for NLP (IANLP) (2022) which are much more general than the ethical guidelines of the ICF. I had had several experiences with NLP and its effectiveness before participating in the coach training programme and I felt I was an NLP coach rather than an official ICF coach. Consequently, I have not fully followed the ethical guidelines of the ICF (2022) regarding the signing of contracts. I have written a contract (Appendix A) with corporate clients, but not with individual clients. I had made this choice because before starting the coach training, I had had experiences in NLP coaching and the NLP coach had never asked me to sign a contract and it seemed like a natural way to continue.

Before studying coaching, I did not understand what boundaries meant as a term, let alone in practice. This caused me to extend my own schedule without demanding compensation, even for sudden cancellations. I feel that the skills I learned in the coaching training, also related to contracts and setting boundaries have increased my professionalism.

My work as a coach with individual clients has often been relaxed and informal. Often my clients have a single problem that they need help with. Based on my own experience, I know how effective NLP and social panorama are and my belief is that one meeting is usually enough. I have also thought that as a coach, my thinking influences clients in terms of whether they think they need one or several meetings. In general, I have suggested that we meet once so that they get an idea of whether my coaching method suits them and then we can agree on a possible continuation if they want to meet again. During the session, however, we have always discussed what the client's desired outcomes are, and I have asked if they feel they need another appointment. However, writing the contract helps a client to understand the framework of coaching. It also adds security and clarifies our respective responsibilities during the meeting and in potential future sessions. Failing to sign a contract can lead to misunderstandings, wrong expectations, and disappointments, as well as the experience of the service being unclear. Other consequences can be, for example, lack of compensation for appointments cancelled by the client on short notice.

5 Clean Language

CL will be defined and explained in this chapter and more detailed information can be found in the appendix B and C. Carol Wilson (Training Journal 2018) defines CL to be, “A process that uses metaphor and neutral questioning to ease emotional blocks and the resulting limiting behaviour patterns.”

The CL method includes 12 basic questions and 19 specialised questions (appendix B and C) (Sullivan & Rees, 2008) that are "clean" in that they prevent the questioner's own interpretations and assumptions from contaminating the client's process (Lawley, et al., 2018). The questions utilize human perception of events, categories, definitions, and purpose (Sullivan & Rees, 2008, p. viii).

CL is a phenomenological form of therapy based on cognitive linguistics, created by psychologist and psychotherapist David Grove (Owen, 1996), and it focuses on asking certain questions about the metaphor brought up by the client (Lawley, et al., 2018, p. 4). Owen (1996) describes how CL aims to focus on the relationships between speech and experience. In their article, Lawley, Tompkins, and Manea (2018 p. 4) study reveals that CL is an effective approach in many different contexts such as coaching, organizational work, and qualitative research methods.

In summary, it can be said that CL is a question model that is used to work with metaphors. It can be applied with versatility and by following its principles, the clients' worldview and process are respected.

6 Review of the coaching course

The coaching course and how it relates to my personal and professional development will be reviewed.

I participated in the first coaching training course a couple of years after I graduated as an NLP Trainer and after I had already started my own business working as an NLP coach and trainer. The reason for studying to be a coach was that I wanted to learn how to use a clear structure in client meetings and gain some professional credibility.

My goal in the coaching course was to learn to follow a structure in coaching sessions and to learn to listen and ask questions instead of giving advice. During the coaching course my counselling decreased, both professionally and with my friends and family in my private life, but I replaced listening and asking questions with NLP interventions with my coachees. However, I noticed that when I used NLP, the clients found new perspectives, and felt that they could explore their own

thinking and behaviour more deeply. They were able to do this, for example, by becoming aware of their mental images, word choices and their own physiology, beliefs, or roles. It may be that the clients would have become aware of them through coaching, but I cannot know that in hindsight.

The most significant things that I learned in the coaching course were open questions and their meaning. It reminded me of the importance of giving space instead of my own interpretation influencing the client's thinking through closed questions. Also, understanding the meaning of the coaching agreement and getting a template for the contract contributed to my development as a more professional entrepreneur.

The influence of the coaching course on my learning was limited, which was due to my inability to absorb new information. Learning the GROW model (Whitmore, 2009) (Figure 2, (PerformanceConsultants, 2017)) helped me to outline essential steps when working with clients. What I liked about the GROW model was its clarity and the fact that it contained everything relevant to the coaching process, creating a clear framework for the coaching session. On the other hand, I think the model was too simple and the questions were aimed at the conscious mind. Although this is also important, it does not necessarily enable the clients to become aware of the subconscious factors that influence their behaviour and choices. I am not consciously thinking about the when I coach. However, I think that it often comes through during the session without me noticing.



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Figure 2 GROW model (PerformanceConsultants, 2017)

After the coaching course I continued studying different approaches, but I did not focus on learning how to coach because I used NLP instead. 5 years after the coaching training, I continued my studies as a coach in the IANLP Coach training where I felt I could deepen my understanding of coaching and clarify the essential issues related to it.

In conclusion, it can be said that I was not able to adopt much of the things taught during the training, but it was a good start that sparked my interest and was the impetus for my becoming a coach.

7 Application of Clean Language

The process of learning the CL method and using it to understand coaching better is described and reflected on below. This is done by using Driscoll's reflective model to reflect on a client case as well as the coaching training I did.

7.1 Description

In the first stage of DM, my experiences of learning CL are described.

In the coaching training, I used NLP when coaching instead of learning to ask questions and tolerate not knowing what to ask. After using NLP, I felt that coaching was superficial because only questions are asked, listened to, echoed, challenged and a summary of the coachee's speech is made. I held the belief that it could not bring about change and that is what drove me to combine NLP with my coaching.

I became acquainted with CL in the first coaching training I attended. Since I was not ready to learn the art of coaching and asking questions without NLP, I was not interested in CL either. I did not understand the value of that method, so I did not study what I had learned in more detail.

Over the years, while continuing my IANLP studies as both a trainer and a coach, I came across CL again and I became accustomed to using it in practice. Unfortunately, my first experiences with CL were negative. Regardless of whether I was the coach or I was being coached, the processes never progressed, and that left me feeling disappointed, frustrated, angry and ashamed. This led me to thinking that CL was a difficult approach, and I did not continue to practice it. Fortunately, in the last IANLP Coach course, I had more success with using the CL method, and I began to better understand how to apply it in practice. Encouraged by this, I have dared to use the method with certain clients, and I have come to appreciate how effective an approach it can be.

In the last year, I have been using CL more and I have learned a lot about coaching through it. The coaching process that I have started with my client, whom I will call AT, and which is continuing, has been particularly informative. My client works as an entrepreneur, and she wanted to analyse her business and how it had changed over time and after Covid-19. She naturally described her thoughts and experience metaphorically by saying that now her work was like being in the middle of a herd of zebras grazing in a meadow. The future of her work was a faraway bubble, and the meadow and the bubble were separated by a terrifying, bottomless chasm that could only be crossed via a narrow bridge.

As I listened to her description, I started asking her CL questions. The metaphor was dynamic and kept changing, except for the bottomless, terrifying chasm. Our coaching session ended even though the process was still in progress. When I asked how my coachee was feeling she seemed thoughtful and said it was okay to give the process time. We met the following week and the process progressed, but the chasm remained unchanged. After two weeks, a change began to happen in the chasm as well, once she understood what it was all about. She had acknowledged her childhood depression and understood her own actions and choices better because of it. Her perspective of her business operations changed, and she felt that the process was powerful, and it had changed her world view decisively.

I noticed how my attitude had changed over the years. Previously, I would have been distressed by the process being left unfinished and the fact that I could not influence the chasm. Now I trusted that the process would proceed at an appropriate pace and that my client would find the answers and solutions to her situation naturally.

In retrospect, the good thing about my initial difficulties with CL is that it reminds me to persevere and give new concepts a second chance. CL has also helped me to finally understand, after all these years, what coaching is all about and to trust the client's process.

7.2 Analysis

In the second stage of DM, my experience of learning CL is analysed and discussed through theory.

When I was studying coaching, the most difficult thing for me was whenever I was in a situation where I did not know what to do or what to ask next. It made me feel a sense of helplessness and shame and by using NLP, I did not need to face those feelings. I did not recognize that I was avoiding the feelings I experienced as unpleasant, but instead I told myself that it was good to integrate all competences, meaning that I combined NLP with coaching.

One factor that influenced my desire to use NLP interventions instead of asking questions was the 4 Working Levels model (Toivonen & Kauppi, 1999), that I had learned when I studied NLP. Bateson's (1978) The Logical Categories of Learning and Communication levels have been applied, for instance, to a model of Working Levels by Toivonen and Kauppi (1999) and cited by Ahokas (2022, p. 29) (Figure 3)

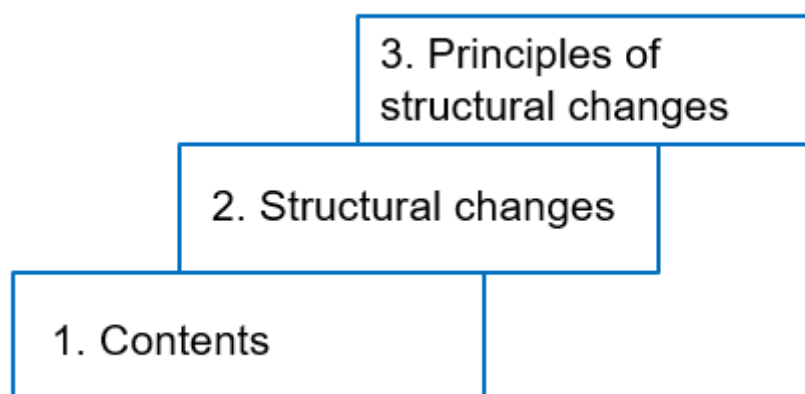


Figure 3 Working Levels (Ahokas, 2022, p. 29)

At the content level, we often work by talking and this is often used, for example, in traditional therapy, teaching, and management (Toivonen & Kauppi, 1999, p. 18). Speaking at this level is describing feelings, thoughts, and experiences with the aim of understanding them. Often at this level, processing is slow, so the processes take a long time (Toivonen & Kauppi, 1999, p. 18). At the level of structural changes, experience is studied at the level of the structure of the experience. In other words, the focus is on how the experience of learning, understanding and motivation takes place. Mental images and their features and relationships between things are examples of structures. (Toivonen & Kauppi, 1999, pp. 193, 219). Working at the level of the principles of structural changes involves how one experiences time, which is included in all experiences, skills, beliefs, and so on. Therefore, changing the time experience is more effective than simply working at the structural level or the content level (Toivonen & Kauppi, 1999, p. 19).

I had the belief that coaching is working on level 1 and that working on levels 2 and 3, which includes NLP interventions, would be more effective. However, there is no scientific evidence for my belief. In their critical review, part of a series of 4 articles, Passmore and Rowson (2019) examined NLP coaching from several perspectives. They reviewed studies from 1980–2018 and found only 40 peer-reviewed studies. The small number of studies over this long period of time may also indicate that the subject has not been studied much. In the conducted studies, NLP had been tested in coaching empirically, without solid scientific planning and traditional research methods. The credibility of NLP is also weakened by the fact that several publications only refer to NLP in passing and the fact that some books make claims about the results obtained with NLP without valid grounds. Based on the research evidence they collected, Passmore and Rowson (2019) concluded that there is little evidence of the effectiveness of NLP coaching and that NLP coaching has little to offer coaches.

On the other hand, while studying CL, I was very aware of the feelings that I was experiencing as negative. I could not regulate my emotions, and I did not know how to deal with feelings of disappointment, shame, and frustration. After experiencing failures while practicing using CL, I could not understand what had gone wrong. I did not know how to reflect on my actions and thinking, which would have helped me learn CL. However, instead of persevering I gave up and did not continue practicing the method. In hindsight, I think I know why my early CL experiences did not go well. After finding a metaphor, it is still important to echo the coachee's words and carry the metaphor with you when asking questions (Lawley & Tompkins, 2000). In both situations, both myself and my coach simply asked the questions, without tying them to the chosen metaphor by repeating what was said before. I think this contributed to the coaching processes not progressing.

The importance of emotions in learning has been studied and one of the latest studies focused on studying the meaningful emotions of university students. The focus was their studies and the students' ability to process and express their emotions (Ekstöm, et al., 2021) .

Ekström, Raatikainen and Isacson (2021) collected qualitative data from different fields and study levels (master's and bachelor's) and answers were received from 45 students. Students were asked to report their meaningful, empowering and/or frustrating learning experiences at the university of applied sciences. In the research, the Geneva Emotion Wheel (GEW), Figure 4, (Ekstöm, et al., 2021, p. 234) was used to define experienced emotions. The research material described 30 negative emotions as opposed to 19 positive emotions. From 49 described emotions, 20 were related to active arousal and 29 to passive calmness.

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Figure 1.
Data in the Geneva
Emotion Wheel
(modification of
alternative
dimensional structures
for the semantic space
of emotions)

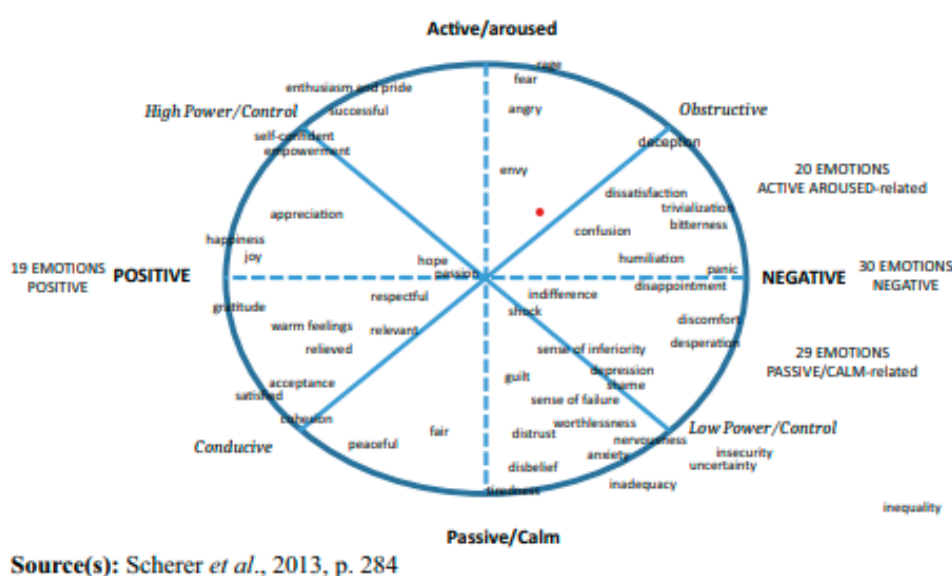


Figure 4 Geneva Emotion Wheel (Ekstöm, et al., 2021, p. 234)

In the collected research material, most of the stories were related to negative emotions. The stories revealed that many situations were resolved because the person participating in the study had written about a negative feeling. The respondents also said that they made progress in their

studies, and that they learned something about themselves and their reactions. The research results strengthen the notion that reflecting feelings is important both for the progress of studies and for professional development and growth.

In another study, the influence of emotional competence on dropout rates was investigated. Kingston (2008) compared the emotional competence of first-year university students by examining the students' high and low dropout rates (HDR and LDR). Quantitative and qualitative data collection methods were used in the study, and findings were explored with semi-structured interviews.

The study began by examining graduation rates of all students. In addition to this, 2 programs were selected for the study between 2000 and 2005, which either had HDR or the LDR was consistently high. 103 participants took part in the study, of which 52 were from the HDR course and 51 from the LDR course, divided according to gender, age and ethnicity. The study surveyed 4 factors, which were well-being, self-control, emotionality, and sociability.

The study showed that students who had good interpersonal skills and high self-esteem, but who were controlled by their emotions, had a reactive approach to self-development. These students did not rely on the support of their peers but were more likely to drop out than students who were introverted and had low self-esteem. On the other hand, because introverted students controlled their emotions, this contributed to the fact that they took a proactive approach to self-development and relied on the support of their fellow students.

Kingston (2008 p. 135) concluded that there were significant differences in students' emotional competence when it came to dropout rates. Kingston (2008, p.137) claimed that higher education should offer the student an experience that promotes self-awareness, peer support and a proactive attitude to self-development. Moreover, she believed that the student's emotional competence has a significant influence on the student's decision to interrupt their studies.

Now that I have used CL successfully with a couple of clients, I have experienced freedom and relief as a result of the ease of the method. While coaching AT, I noticed that over the years I have developed as a coach and realized that I do not need to know what will happen next or in which direction the client's process will go. Today, as a coach, I trust the client and I do not control the process too much.

Nowadays, when experiencing failures when I am learning a new skill, I still recognize the same state of mind and reaction in myself, although much milder. I can also express my own feelings and thoughts and ask for clarification to better understand the subject being studied. However, I also recognize a slight sense of discomfort when I do not know what to ask next. In these situations, I have learned to put my thoughts into words by saying that I am thinking about what to ask next or by asking the coachee what kind of question comes to mind in this situation.

I believe that my former beliefs and attitude towards learning and myself, as well as my inability to regulate emotions and deal with disappointments, were affecting my experience while studying coaching and CL. I did not know how to deal with the emotions I found difficult, and I had a need to feel capable and in control. The fact that I had learned to use NLP, found it really useful and effective also contributed to the fact that I wanted to use it when coaching.

Today, I understand how great and what client-respecting approaches both coaching, and CL are. Using CL has helped me realize not only how important a coach's attitude is but also what it really means to respect and trust the client and their process. It has also taught me not to try and control the process too much. At the same time, I have come to understand that coaching is not just about asking questions to the conscious mind, but also about the interaction between two people. Whether it is NLP or coaching, the most important thing is the coach's thinking skills and attitude, not what kind of intervention the coach uses to guide the client.

7.3 Proposed actions

In the third stage of DM, how I can develop as a coach and use CL is reflected on.

I still recognize that I fall into confirmation bias, holding my own beliefs as true without being prepared to question them. Sometimes, when I am lucky, someone challenges my thinking, offers new perspectives, and asks clarifying questions. This makes me think about my thinking and actions from a new perspective and enables me to develop and even change them. In the future, I will be more aware of my own cognitive biases and reactions and will use coaching for reflecting the situation.

I have not previously questioned the use of NLP in coaching. Now, with the help of the reflective model and the conversation I had with my supervisor during my studies, I have become aware of my thinking, feelings and choices and the factors that influence them. I do not know if I can or want to coach without using NLP. I believe I have learned to listen better and ask more questions before using NLP. I feel that using NLP in coaching enables the coachee to become aware of their subconscious thought patterns and be able to change them. I am also impressed by the efficiency and ease of CL. Instead of needing to know what kind of NLP intervention would work best, I will trust that the metaphor the client has found contains everything necessary, and by asking clean questions, the client's process will progress and resolve itself in time.

After struggling with CL, I have now found the courage to use it with some of my clients. It no longer matters to me if they find the questions strange. However, I find that I have reservations about using the method with new clients. To feel freer and more confident, I am going to examine my own attitude towards CL and find new perspectives with the help of CL questions.

These reflections have helped me understand even better that I still have a long way to go as a coach. Although I feel a little bit ashamed of my incompetence, it still motivates me to improve both in my work and in general interactions.

8 Summary

The process of learning how to coach using CL and developing as a coach has been described in this assignment. What made me learn the most during the process was my supervisor's question about what made me choose NLP over coaching. In thinking about the answer to the question and reflecting on my process using Driscoll's reflective model, which provided good reflective questions, I learned a lot about myself and coaching.

Why I chose NLP instead of coaching and the reasons and consequences in relation to learning coaching and following ethical guidelines have been considered and explained. Learning to coach has taken me several years, and only with this assignment have I become aware of the factors influencing the process. Factors that slowed down the process, included my own beliefs and my inability to regulate my emotions. The assignment presents research results from a study of university students regarding the importance of recognizing, expressing, and controlling emotions while studying. The data about how emotions affect the progress of studies, professional growth and development, and the interruption of studies has helped me to understand my own process better. Factors that improved how I learned to coach gave me the opportunity to study coaching in a frame of reference that has been important to me, meaning the NLP approach. Moreover, the fact that Clean Language came up again and again made it possible for me to learn it.

According to Ives' (2008) research, coaching can be defined in several different ways and there are several approaches. Although Passmore and Rowson's (2019) research results show that NLP has only little to offer coaches, I disagree. I believe that NLP has a lot to offer coaches and I will continue to use NLP in my coaching. After my own learning process, having a better understanding of what is important in coaching, I can emphasize certain things when teaching NLP to other coaches.

Overall, coaching training has increased my professional skills, such as understanding the structure of the coaching process and the meaning of the contract. During the assignment, I realized that I had never learned pure coaching before learning Clean Language. The coaching process with my client, where I have used Clean Language, has made me better understand myself and respect the client's process by giving space and time. I still have a lot to learn, and I am happy that I can develop into a better coach through studying and coaching.

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Appendix A: Coaching Agreement

COACHING AGREEMENT

Agreement

The parties have agreed on a coaching mandate.

Coaching is a creative collaborative process between the client and the coach, the purpose of which is to inspire the client to utilize one's full potential personally and professionally.

In coaching, the coach helps the client (coachee) to define and realize their goals. The coach is responsible for the process and the client is responsible for the content of the coaching and their own results.

Parties

Coachee: _____

Coach: Tuula Masalin, Feel Orange

Sponsor: _____

Description of the process XX Coaching sessions of XX minutes

Payment for Services XXXX € + VAT 24 %

Other possible commission-related costs are added to the fee, e.g., the coach's travel expenses (mileage and parking fees) and possibly separately agreed tests, reports or other materials used as tools.

Invoicing The process is invoiced in advance.

Confidentiality Coaching is always a confidential activity, and the coach keeps all the information she receives confidential, unless the parties mutually agree otherwise.

Responsibility The coachee is responsible for their own goals and achievements. The coachee has a sincere will and intention to develop. The coachee agrees to meet at the coach's agreed times, to use that time as efficiently as possible and to do the agreed interim tasks. The coachee is ready to try new ways to learn and is willing to work to achieve their goals and to bring about the desired change.

Cancellation Policy	The rescheduling of agreed meetings must be agreed on well in advance. If agreed the appointment / phone time must be postponed to less than two working days with notice, Coach is entitled to bill as if the session had been held. If the coach must cancel the session for compelling reasons, it will be moved to a new time.
Other Contract Terms	Any other contractual terms are agreed upon in writing between the parties. The contract can only be changed by mutual agreement in writing.
Disagreement	Possible disagreements are primarily resolved through negotiations. Together, we have gone through this contract and Feel Orange's Coaching Principles, which are attached to this agreement. We understand them, and we commit to them. This agreement, of which there are two copies with the same wording, is accepted by our signatures.
Coach	Signed _____ Name <u>Tuula Masalin, Coach IANLP, Feel Orange</u> Date _____
Coachee	Signed _____ Name _____ Date _____
Sponsor	Signed _____ Name _____ Date _____

Feel Orange follows the following Coaching Principles:

I commit to a coaching mindset and professional quality that encompasses responsibility, respect, integrity, competence, ethics, and excellence.

Professionalism

- **Respectful treatment**
I value collaboration, humanity, equality, and diversity.
- **Client orientation:**
My coaching agenda is determined by the client's learning and development goals.
- **Confidentiality:**
I respect a high level of confidentiality, even after the end of the coaching process.

Competence

- **Good coaching competence:**
My competence is at a sufficient level to meet the client's needs.
- **Continuous development:**
My professional competence will be continuously developed.

Respecting boundaries

- **Unconditional honesty:**
Also related to own expertise and know-how.
- **Noticing potential conflicts of interest:**
Dealing with conflicts of interest and remaining self-sufficient.
- **Setting boundaries:**
I recognize the limits of my professional skills and sticking to them.
If necessary, I will refer the client to another professional, e.g., a more experienced colleague or a psychotherapist.

Appendix B: Clean Language Questions

The Basic Clean Language Questions

Developing Questions

- (And) *what kind of X (is that X)?*
- (And) *is there anything else about X?*
- (And) *where is X? or (And) whereabouts is X?*
- (And) *is there a relationship between X and Y?*
- (And) *when X, what happens to Y?*
- (And) *that's X like what?*

Sequence and Source Questions

- (And) *then what happens? or (And) what happens next?*
- (And) *what happens just before X?*
- (And) *where could X come from?*

Intention Questions

- (And) *what would X like to have happen?*
- (And) *what needs to happen for X?*
- (And) *can X (happen)?*

(Sullivan & Rees, 2008)

The Specialised Clean Language Questions

Attributes

- (And) does X have a size or a shape?
- (And) how many X's could there be?
- (And) how old could X be?
- (And) what could X be wearing?

Location

- (And) how far is [symbol's address]?
- (And) in which direction is/does [symbol's movement]?
- (And) is X (on the) inside or outside?
- (And) where is X [perceiving word, e.g. 'seeing'] that from?
- (And) where are you going when you go there?
- (And) where are you drawn to?

Relationships

- (And) is X the same or different as/to Y?
- (And) what's between X and Y?

Intention

- (And) would Y like [intention of X]?
- (And) would X be interested in going to Y?

Time and Sequence

- (And) what's happening now?
- (And) what just happened?
- (And) what kind of X was that X before it was [attribute of X]?

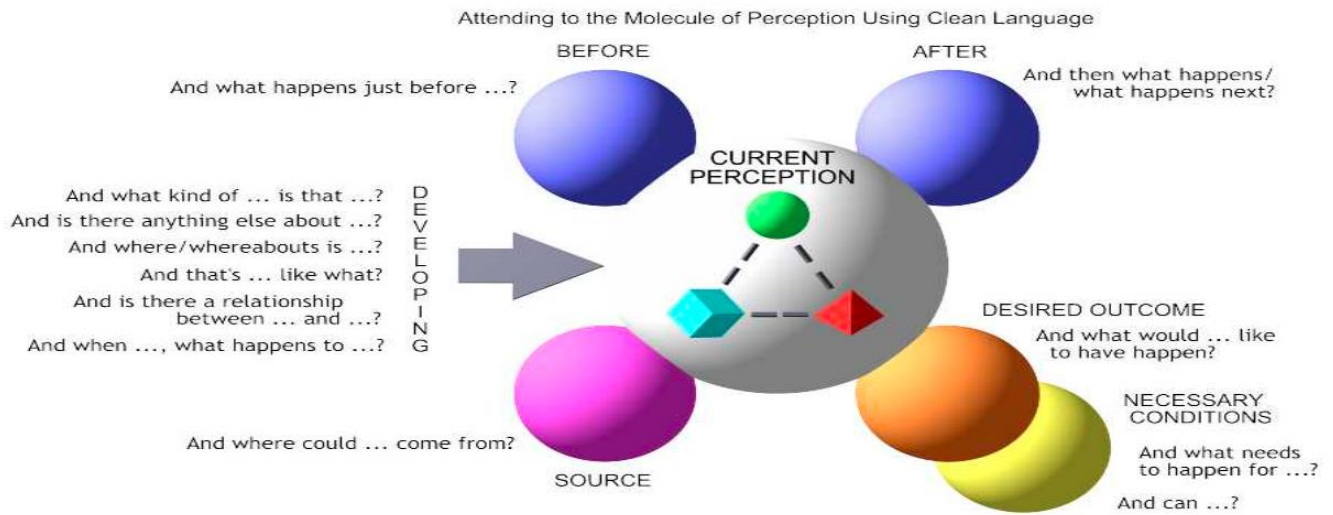
Source

- (And) what determines whether X or Y?

Knowing

- (And) how do/will you know?

Appendix C: Clean Language_Molecule of Perception



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Figure 3: Attending to the 'molecule' of perception using the 9+3 basic Clean Language questions

(The arrow signifies that the Developing questions are asked of the current perception)

(Tompkins & Lawley, 2004)

Appendix D: Glossary of Terms

Cognitive linguistics is an approach to the study of language, mind and sociocultural experience that combines cognitive science, cognitive psychology, neuropsychology, and linguistics.

Confirmation bias - The tendency to extract and interpret information in such a way that it maintains and strengthens the person's existing perceptions.

GROW is a model that is used in leadership and coaching, and which is used to move from goals to actions.

Metaphor refers to figurative language, where the meaning is transferred from one thing or experience to another to describe and explain it. For example, when someone is particularly important, it can be said about him or her: "He /she is the apple of my eye."

Neuro Linguistic Programming (NLP) is an interdisciplinary approach that combines linguistics, cognitive and neuropsychology, constructivism, artificial intelligence studies, and systems and information theory. It can be used to examine a person's subjective experience, with which one can improve interaction and one's own actions, better understand oneself and other people, and change limiting beliefs.

Neutral Questioning is a way to ask questions without an ulterior motive or hidden purpose. The question does not suggest a particular response or direct the clients thinking in any way.

Phenomenological therapy is a form of psychotherapy, where the important thing is the client's own experiences without the therapist's interpretation. The focus is on presence, awareness in the present moment and dialogue.

Qualitative data is used to describe and try to understand the phenomenon under study instead of measuring it through opinions, images, and perspectives.

Quantitative data describes and interprets research results using numbers, figures, and statistics. The information generally offers information about relationships and differences between variables.

Qualitative Research Methods are for example, personal interviews, observations, discussions, surveys, focus groups, secondary research, and case studies.

The Social Panorama model is social psychology in the NLP framework. The model can be used to study and improve interactions between people and relationships with oneself.

Appendix E: Abbreviations

CL	Clean Language
DM	Driscoll's model
GEW	the Geneva Emotion Wheel
HDR	High dropout rate
HV	Health Visitor trainers
IANLP	International association for NLP
ICF	International Coaching Federation
LDR	Low dropout rate
NLP	Neuro Linguistic Programming

Appendices References

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