MODULE 6

Moving forwards; MA to MA coaching and collaborative learning

Staff/volunteers of MA who are selected to support and coach other MAs to introduce /increase/improve a Youth Centred approach and Youth Participation.

Introduction

EN has decided to set up an internal system to encourage MAs to support each other on the journey towards youth participation and a youth-centred approach that suits their organisations. Selected MAs will be the peer supporters/ coaches to other MAs.

Most coaching takes place in a one-to-one relationship and is face-to-face. Group or team coaching is an emerging coaching field on which only a few studies have been conducted. In group coaching, the coach manages the session well and a collective synergy emerges. The group synergy can often be at its best when a group is composed of diverse and aspirational participants willing to learn and develop their shared values. Group coaching helps participants to become aware of their own experiences and work in youth participation in your MA both by thinking out aloud in a group and by listening to others' stories and experiences. Collaboration offers the best space for reflection. It makes people more creative, enhances reflection and encourages ideas to emerge. In this toolkit, you will find some examples of group coaching that may be useful for your MAs who will collaborate to enhance the YCA in your organisation.

The alternative methods of group coaching in this tool can be excellent mechanisms to discuss things that may be affecting the structures and many staff and young volunteers. For example, when there are issues of demotivation, and important institutional changes need to be made to improve youth participation.

Collaborative learning needs to be managed and organised by the leader of the coaching MA in collaboration with a contact person in the MA that is being coached.
All the modules in this YCA TOOLKIT will help you in the coaching process.

Explanation of terminology used:

MA Peer coach:	staff member of more experienced MA who coaches another MA
MA Peer coachee:	staff of less experienced MA that is coached by MA peer coach
Peer Coach MA:	MA who will support/coach another MA
Peer Coachee MA:	MA that will be coached by Peer coach MA
MA to MA Peer coaching:	structured/systematic process of coaching between MAs

This module includes the following sections:

- What is peer coaching and what does it mean for MA-to-MA support?
- Competencies of the MA peer coach and MA peer coachee
- Process of MA-to-MA coaching/support
  - One-to-one
  - Group coaching and collaborative learning

1. What is peer coaching and what does it mean for MA-to-MA support

We know the word coaching is not completely new to anyone. Any sports follower, for instance, will have come across this term multiple times. Athletes, footballers, cricket players and any other sportsperson often have coaches that guide the individual or team towards their objectives and beyond. Have you ever wondered why they are called coaches instead of teachers, trainers or supervisors?

Let's start with a definition of coaching, but we first need to acknowledge that coaching is a learning field, in constant development, and so definitions continue to evolve:

Coaching assists a client to bridge the gap between where they are now, to where they would like to be. It helps coachees to raise self-awareness with powerful questioning techniques, so they can clarify what they truly desire and who they are at their core; it helps them to create practical, step-by-step action plans to reach their objectives; provides constant support through any changes or obstacles; offers tools, techniques and strategies for the coachee to create lasting change and success.

The coaching process is a journey, guided by clear objectives and tasks, that will help to bring the coachee from point A to B in his/her professional capacity. Other outcomes often self-reported by beneficiaries of this process include:

- Increased self-efficacy: belief in one's ability to succeed in specific situations.
- Increased resilience: capacity to plan for, adapt to, respond and recover from changes in circumstances.
- Increased motivation: positive attitude to implement specific actions.
- Improved team relationships: as a result of the changes at the individual level and the capacity to empathise with others in the team.
- Decrease in the need for external validation combined with an increased capacity to self-assess areas of improvement.

Key principles of coaching

Coaching is a planned process. It includes a step by step approach, with structured sessions that include reflection backwards and forwards. It needs to focus on learning and a positive advancement. To be effective, coaching requires a conducive environment and must draw on a range of disciplines, including educational science, business science, philosophy, sports psychology, positive psychology, ethics and neuroscience. The following are key principles of coaching that, regardless of the definition you use, must be followed to ensure the best results:

- **Use of a learner-centred approach: as mentioned above, coaching leads to a learning process.** Learning, however, should not be understood in a traditional, old-fashioned way i.e. as a process of acquiring or memorising information. Learning requires the acquisition of cognitive tools but also skills to explore, perform, reflect, analyse and participate. Learner-centred approaches allow coachees to actively participate in learning processes and encourage distinctive learning styles. Because learning can be seen as a form of personal growth, students are encouraged to make use of reflective practices to think critically about their own lives.
- **Use of a collaborative approach:** all parties involved are aware that the success of the process requires common objectives, sharing and regular communication to achieve the desired results. Working on isolation, avoiding exposure to others' views or insisting on imposing one-sided solutions to complex real-life situations will lead to failure in a coaching relationship.
- **Accountability:** the coach and the coachee commit to specific tasks or practices and are committed to being answer able to each other for those commitments.
- **Safety/do not harm:** a coaching relationship cannot work if any of the parts involved fear negative repercussions from the process e.g. after sharing information about their areas of improvement or challenges. Ensuring privacy and confidentiality of the information exchanged during the process –as well as clarifying instances when confidentiality cannot be maintained (e.g. illegal actions), and ensuring a horizontal

communication coach-coachee will support the creation of a safe space for coaching to operate successfully. In addition, safety is about ensuring coaches and coachees set and maintain clear, appropriate and culturally sensitive boundaries with regard to physical and virtual interactions.

- **Consent:** nobody can be forced to participate in a coaching relationship. Both coaches and coachees need to understand and explore the benefits of this process before committing to it.

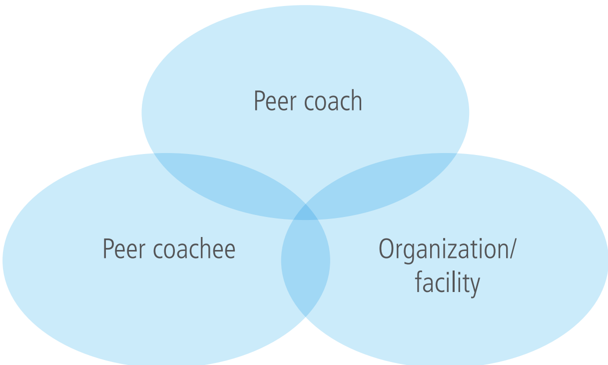
How does coaching differentiate from other interventions to support MAs?

	Emphasis / Focus	Relationship	Approaches	Outcomes
Training	Development of new skills Short term focus and input Refreshing old skills Technical or 'soft' focus	Highly transactional Short term few days 'Teacher and pupils' scenario Ownership is with trainer to impart skills	Trainer as expert Expert knowledge Trainer led Activities, discussions, role play, exercises Support primarily at time Objectives identified as start of session and coaching intervention	Increased skill set Increased confidence in using skills Not always a plan of how to apply skills
Supportive supervision	Develops competences and capacity to comply with set standards	Ongoing	Supervisor as an expert Observation of activities implemented by the supervisee to provide recommendations for improvement Establishing performance indicators and regularly following them up	Improved competences Higher performance
Orientation	A process for new employees (or all employees, when there are drastic changes in structure/ strategic vision of the organization), aimed at sharing the basics of the organization (mission, vision, main programmes and projects), structure/ accountability and management lines, policies, protocols, benefits, health and safety standards, among others.	Short-term, often a series of activities when an employee is recruited.	Face to face meetings with different members of the organization Lectures, reading Observation of activities/ services	Increased understanding of the organization

Coaching	Develops existing skills Develop confidence Longer term focus and input Considers 'how' to achieve something Developing person not skill	Longer term, more transformational 4-6 sessions for 1-2 hours Ownership of actions is with learner	Learner as expert Learner with expert knowledge Questions and exploration by coach Experience, scenario, options and metaphor based	Increased application of skills Increased awareness of behaviours and impact Increased options of approaches Plan of approach often present Increased confidence
Mentoring	Mentor sharing their experience with learner Longer term development focus	Long term relationship Can be lifetime relationship Transformational Ownership with learner	Mentor as expert Mentor led Questions and exploration by mentor Experience based Evolving agenda over time	Increased clarity on direction, career, role or life Increased awareness Mentee led plan Increased confidence

How does this approach apply to MA-to-MA coaching?

Traditionally, MAs train or give workshops to representatives of other MAs to help introduce a new programme or intervention. Training focuses in the development of new skills or refreshing old skills. Training activities often last for a time-bound short period of time. They generally involve an expert, who leads the training activities (discussions, role plays, hands on exercises) and a group of trainees/pupils. In the MA-to-MA approach, training and orientation workshops have a place, but coaching goes beyond that one-time intervention.



It is a longer-term commitment of two organisations to work together to improve the approach, strategies and skills needed for the given objectives. One organisation - the MA peer coach - is a representative of a more experienced organization, whereas the MA peer coachee comes from a less experience organisation.
MA Peer coaching programmes require the interaction of three key stakeholders:

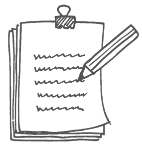
Both the peer coach and peer coachee are members of two different organizations who commit to interact in an equal but transformational relationship.

MA Peer coaches, MA coachees and organisations provide input (resources, knowledge, experience, partners), needs and priorities into the equation. However, the intervention must always centre on how to ensure that the process leads to improved delivery of high quality youth participation mainstreamed in the coachee organisation.

Peer coaching and support is about changing your mindset

To get involved in the coaching initiative requires a change in mindset of coach the coach and the coachee. It includes collaboration, provides for more rapid and effective sharing of innovation and good practice, and quickly captures information about the MA coachee's aptitudes and progress. It includes an equal relationship between coach and coachee whereby the MA coachee approaches problems and gaps in their working their own way, grasp ideas at their own pace, and respond to multiple forms of feedback . Effective twenty-first century peer coaches cultivate the individual sense of wonder of coachees and inspire them to explore different applications for the knowledge and skills they have learned.

2. Competencies of MA peer coaches and MA peer coachees



What competencies do you need as MA peer coach and a MA coachee to help introduce and improve YCA

MA Peer coac	MA peer coachee
Attitudes	
Be willing and motivated to support other MAs	Be willing and motivated to learn from other MAs
Be aware that one's own experiences, attitudes, and behaviour influence the way you organise youth participation in your organisation	Be aware that one's own experiences, attitudes, and behaviour influence the way organise youth participation in your organisation
Have a positive attitude towards youth participation and a YCA	Have a positive attitude towards youth participation and a YCA
Trust that the MA is willing and able to make changes towards a youth-centred approach	Be willing to make your MA a more youth-centred organization
Understand and respect the many different perspectives relating to youth participation	Be open and respect the many different perspectives relating to youth participation
Be willing to explore and address personal /professional / organisational deficits of youth participation	Be willing to explore and accept personal /professional / organisational deficits of youth participation
Be willing to ask for help/accept advice	Be willing to ask for help/accept advice
Other	

Skills	
Be able to search and assess existing materials and methods and evidence-based information and research with regard to youth participation and YCA	Be able to search and assess existing materials and methods and evidence-based information and research with regard to youth participation and YCA
Be able to translate organisational experiences in useful advice for other organisations	Be able to translate lessons from other organisations to your local context
Be able to give accurate evidence-based information in a positive way	Be able to accept evidence-based information

Be able to create and maintain a safe, confidential, inclusive and enabling environment for the coaching process	Be able to create and maintain a safe, confidential, inclusive and enabling environment for the coaching process
Refrain from imposing personal views, assumptions, and beliefs on coachees	Refrain from imposing personal views, assumptions, and beliefs on coaches
Respond appropriately to provocative and challenging questions and situations	Be able to formulate critical questions
Be able to work as part of a multidisciplinary, diverse and intergenerational team	Be able to work as part of a multidisciplinary, diverse and intergenerational team
Be able to translate feedback from MA Peer coachees and the Peer coachee MA into improved action	Be able to give supportive feedback
Other:	

Knowledge	
The mission, vision, main policies, programmes and processes or your coachee's organisation	The mission, vision, main policies, programmes and processes or your coach's organisation
SRHR of young people and their evolving capacity to make decisions	SRHR of young people and their evolving capacity to make decisions
Social and cultural determinants of sexuality (e.g. gender norms, laws/policies on consent etc.)	Social and cultural determinants of sexuality (e.g. gender norms, laws/policies on consent etc.)
Have knowledge of child protection policy and other important policies	Have knowledge of the determinants of sexual behaviour of young people in your context
Be knowledgeable about useful and up-to-date materials, methods, and sources for YCA	Be knowledgeable of the national youth statistics and context

Coaching with a focus on performance vs. learning. Becoming a youth-centred organisation is a process of action, making mistakes, starting over again, being frustrated, insecure and happy and confident. As a peer coach you can approach this process in two ways:

- Focussing on performance: it is about reaching a set of criteria for implementing a youth-centred approach
- Focussing on learning: it is about how you can learn to transform your organisation into a youth-centred MA

Of course, there is some overlap in the two approaches. If you approach the peer coaching as ensuring performance and quality you will set criteria of knowledge, attitudes and skills that the provider needs to achieve. But if you approach the peer coaching relationship as a journey of learning, you also want to achieve quality, but you focus more on supporting the youth peer coachee to overcome personal challenges as a positive way to move forward.

If you focus more on performance, the MA coachee needs to show what he she can already do successfully; failure is not seen as something positive; this often has a negative effect on less confident peer coachees. This can trigger self-defence mechanisms from your coachee, such as trivialising and even hiding or lying about mistakes.
If you focus more on learning, the MA coachee will be less scared to share his/her mistakes. Mistakes are not seen as a step backwards, but as a way to move forward. Without mistakes, no progress can be made!

3. The process of MA-to-MA coaching

The process of MA-to-MA coaching can take different forms:

- MA peer coach with one representative of MA peer coachee
- MA peer coach/es with group of representatives (staff, board, young volunteers) with representatives of peer coachee MA

Every peer coach will have his/her own way of working. What they have in common is that the process of peer coaching is not just about asking or receiving advice. It is a structured and transparent process, supported by the facility or organisation you work with, that helps you to understand your practices, motivations and barriers, and change them. Organization of the peer coaching scheme.

Introducing a peer coaching scheme requires, as for any other program, to follow a program cycle approach, where organizations invest time and resources in design, implementation, monitoring and evaluation and scaling up/down. These phases are not always executed one after the other (e.g. You monitor, at the same time that you implement) and the tasks proposed under each are flexible, according to your needs and context. Here is a snapshot of your journey as organizations involved in introducing a peer coaching scheme –then, we provide an explanation of each step:
(see Annex 1 Terms of Reference: example from the MA to MA peer coaching project 2019)

The steps include:

1. Start- up coaching initiative
2. Preparation: Self -assessment and first SKYPE call
3. Face to face visit
4. Structured coaching SKYPE calls
5. Concluding coaching scheme

1. Starting the initiative

Finding your motivations to start the peer coaching program

Peer coaching is not a miracle solution to strengthen YCA. However, it offers you the opportunity to work towards a more democratic, equal and youth centred organization. Peer coaching works as a complement to other proven mechanisms to support the professional growth of staff and volunteers of both Mas involved. Many MAs have written policies on capacity building and training of its staff. However, how this will be implemented depends often on the internal organization culture and management styles. While there are no rules written on stone about when is the right time to introduce a peer coaching scheme, the culture of management of an organization will be supporting or challenging the introduction of a coaching programme. The following elements and management styles in the culture of the organization will motivate and support / or give barriers to the introduction of such a scheme:

Supportive elements	Barriers
- The MA is committed to support the introduction/improvement of the YCA - All staff members and volunteers are treated equal and can be involved in the process - The MA is able and willing to assess the status of YCA in the organization through objective - The organization is willing to invest time and human resources, to the extent possible - There is a culture of belief that team work within the organisation will benefit from a YCA - The organisation feels responsible for the wellbeing of their staff/young volunteers	- The board makes decisions and exercise power over staff/young volunteers - Training plans are made by manager and focus mainly on performance and outputs of the MA - The results of the MA (e.g. number of beneficiaries) are more important than the process of the programmes - There is a lot of bureaucracy with fixes standards and procedures

Questions and decisions to make regarding a peer coaching scheme

Is the peer coaching program time-bound? Apart from the face to face first visit, a coaching session should take up to maximum 45 minutes/one hour. It is recommended to establish a start and an expected end for the peer coaching process. However, that does not mean, necessarily, setting a fixed date to close the program. Flexibility is a must! Peer coaching relationships entail the identification of needs/gaps by the coachee, through the self-assessment of the MA coachee, and the development of a joint work plan coach-coachee to address such needs. That means, that the peer coaching relationship will come to an end when both parts identify that the objectives set have been fully or at least partially achieved and that the coachee has enough tools to continue his/her growth journey without additional support. Having said that, it is possible that keeping such flexibility translates into challenges for the organization, as a coach-coachee can agree on a 3 months collaboration plan, with one SKYPE call per month, while other coach-coachee may decide they need 9 months, with one SKYPE call every three months (or more), depending on what issues they need to change/implement.

Tip: Set clear expectations from the beginning, giving MA coach-coachee a minimum and a maximum length to work on the process.

Who will be involved?

Generating buy-in

Peer coaching may be new for your MA which means not everyone would be on board. Some people in both the coach and coachee MA may doubt the benefits of this program to strengthen YCA or have concerns about the sustainability of the idea. Below, some tips for generating interest and commitment towards peer coaching: Organize consultation meeting/sessions to share the motivations and objectives of the peer coaching programme and get feedback. Meetings may have different objectives according to the target audience. A session with board or senior staff may be focused on ensuring support, financial and human resources and commitment to sustain the programme. A session with the board and management may be focused in helping them to understand how the investment in peer coaching will translate into better services/health outcomes for youth beneficiaries and listening their views. This is true both for the coach and coachee MA. For the coach MA it will enhance the credibility and the status of the MA and is therefore worth the investment. For the coachee MA it will give an opening for new ideas and programmes. A session with young volunteers can be focused on explaining, in more detail, how the program works in practice and ask for practical recommendations.

Costing the scheme

To establish the cost of the program, take into consideration salaries, incentives offered (if any), travel cost (during the face to face visit, refreshments (e.g. for group activities), A simple budget matrix can help you plan for the costs –Note: involve a finance person, if needed, to ensure accuracy; human resources can also offer guidance about salary costs e.g. daily rate of the coach and coaches.

Plan for the unexpected

You may be wondering, what could potentially go wrong when implementing a peer coaching program. Well, some unexpected things can come up –positive or negative-, and as an organization, you must be prepared to cope with the situation

Make everyone in the MA aware

Once the programme is ready for start, make everyone in the organization , also those who will not be directly involved are aware of its existence, and the terms and conditions. That will help transparency and set clear expectations.

2. Preparation

Both the MA coach and MA coachee need to prepare themselves.:
They both have to read modules 1-5 of this TOOLKIT
They both need to reflect on:

- What experiences and learning they can bring to the coaching relationship
- What their own expectations for the relationship are
- Whether there any obstacles that could impede the relationship's development

The MA coachee need to fill in the Self-assessment checklist (module 5)

Getting acquainted (by phone or Skype)

Building rapport in coaching is firstly about really wanting to be there with your coachee and then simply listening at the deepest level in order to understand them; their values, wants and needs. This enables you to enter their world; you can talk their language and help them move forward. Developing a relationship of trust and ensuring an equal relationship with your coachee takes time. The first meeting online is important to get to know each other.
During this first session both parties can start working on the following issues as preparation for the face-to-face meeting:

Understanding and agreeing on areas for growth developing objectives

You can use the why-why why technique to think of doable objectives that can be translated in future solutions. For an effective coaching process, you need to understand the root of problems in your implementation of YCA or the lack thereof.

It is important to look at issues in depth before setting objectives. The final objectives need to be agreed upon during the first face-to-face session. It is better to address one issue thoroughly than trying to address all issues at the same time. When the MA comes up with an issue they want to address, the coach MA can ask at least three times why this is an issue before you decide jointly to set it as an objective. In this way you can help to unpack the issue and then develop a feasible objective to work on.

Developing objectives

When developing objectives you need to consider the following. An objective needs to

- Be based on the assessment
- Refer to a problem that can be addressed though coaching. There is a difference between a restriction and a problem:
  - Restriction: is something that is not in your control: the weather, your boss, the government
  - Problem: e.g. how to manage YCA; communication between manager and youth group
- Include, thoughts, feelings and behaviour:
  - how do we create opportunities; develop the potential as a good YCA manager
  - We want to be more resilient: how to navigate in difficult /discussions between adults and young people
  - How do we deal with negative attitudes among some staff members towards sexuality of young people
  - How can the board be more motivated to sustain a YCA in the organization

Introduction of log books

Both the peer coach and coachee receive logbooks to develop objectives and objectives the peer coachee wants to work on with you (see Annex 3 for an example log books with objectives)

The logbooks need to be discussed and should ideally be filled in by both parties. They can be finalised during the first face-to-face meeting.

Making agreements for collaboration

During the online sessions, the face-to-face meetings should be agreed upon. The two parties also need to decide jointly on how many meetings they will have and how often, both face-to-face and online.

3. Face-to-face meeting

During the face-to-face meeting, the MA coaches and MA coachees will

1. get better acquainted with each other and the work of the MAs
2. Formalise ways of working together
3. Agree on objectives to work on together
4. Set priorities
5. Decide on first steps
6. Make future plans

Issues to discuss during the meeting

During the meeting the objectives and realistic outcomes the for coaching process need to be finalized together. Questions that can help you during the face to face meeting include:

Which of the problems do you want to work on?

- What does this problem mean to you?
- What have you already tried to change?
- What was helpful doing that How did it help you to improve/change?
- What would you like to do differently?
- What would make our discussions worthwhile?
- What do you want to change/ what is your objective?
- How would you know that you are changing in the right direction?
- How would you know you have achieved your objective?
- Which small steps do you need to take get there?

You can also discuss the Motivation and Confidence of the MA coachee.

Ask: On a scale from 1 to 10, one is being not motivated at all to change to 10 being willing and open to do anything to achieve your objective; how motivated are you at this moment to change things so you can effectively address your problems?

Confidence Scale
On a scale from 1 to 10, one is having no confidence at all to change to 10 being very confident that you can achieve your objective you are here for; where would you put yourself?

(See Annex 4 for Example of face to face visit agenda and follow up)

4. Continuing the coaching process after the face-to-face meeting

Because of geographical and financial constraints, face-to-face coaching cannot continue indefinitely. Skype is an excellent alternative. Decide together how often you want to work together; once or twice a month.
These SKYPE calls should be well structured and go beyond asking how things are going.

Example of a structured coaching session (face to face or online)

Once the objectives and objectives have been set, the coaching process can begin. Based on the objectives, you can set out a plan with priorities. Your coachee has logbooks to fill in before and after the session. It is good to discuss these logbooks and use them as the basis of your sessions (Annex 3 Examples log books)

You have your own logbook to ensure an effective structure and 'flow' in your sessions. They will help you to evaluate your sessions and prepare the next session to ensure you are achieving the objectives and objectives of your peer coachee.

You can use the GROW model (Objectives, Reality, Options and Will) as a way to structure the session with your coachee and sequence the questions to ask and maximise progression.

The GROW approach uses the following stages:

1. Objective setting; setting objectives for the session bearing in mind the long-term objective for learning
2. Reality checking: Questioning and exploring different aspects of the situation/progress made so far
3. Options: exploring with the coachee different strategies or action the coach can do towards the objective
4. Ending the session with a structured solution as a step in the right direction involving what is to be done, by when, with whom and, importantly, with the will to do it.

Another model you can use during the coaching (SKYPE) meetings is OSKAR

This model follows the following steps to discuss together:

O – Outcome What do you want to achieve today? What do you want to achieve in the long-term? The 'Future Perfect': Suppose that the problem vanished overnight – how will you know tomorrow that the transformation has happened? How will others know? What will you be doing? Suppose the new process was instantly implemented. How would it look?

S – Scaling On a scale of 0 to 10, with 10 representing the 'future perfect') and 0 representing the worst it has ever been, where are you on that scale today? You are at a particular number ('n') now. What did you do to get this far on the scale? K – Know-How and Resources What helps you perform at 'n' on the scale, rather than 0? When does the outcome already happen for you? What did you do to make that happen? How did you do that? What did you do differently? What would other people say you are doing well?

A – Affirm and Action What is already going well? What is the next small step? What would you like to do personally, straight away? You are at 'n' now – what would it take to get you to 'n' + 1?

R – Review What is better? What did you do that made the change happen? What effects have the changes had? What do you think will change next? How would you know you had got to 'your number plus one' on the scale ('n' +1?)

Tips for the coach MA:

- Do not assume that everything you ask can be done, especially when it comes to extra work. Accept that a peer coachee cannot do everything. Being a kind peer coach means that you peer coachee will feel happier to implement YCA, and guilt feelings do not help.
- Give feedback in a positive way, also called 'feedforward, to help your coachee what he/she could do differently and how the peer coachee can contribute to that. With that you put the view of the future in the past and make more use of your coachee's strengths.
- At the outset of the coachee-coach relationship you ask permission to be able to do this.
- Listen and show that you are listening; Listening is key and this means listening at levels which includes not being afraid of using your intuition. But it is not enough to just listen and understand and be there with your coachee – they have to know that you are. So use active listening techniques to selectively feedback what you are picking up. For more information on active listening in coaching see https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/
- Talk your coachee's language: Once you are tuned into your coachees you can start to speak her/his language. This is about picking up on your coachee's words and phrases and using these selectively in your own dialogue. This should be feel natural if you are in rapport.
- Listen to establish 'where' your coachee is in your dialogue: One key factor to being in peer coaching is ensuring that you are at the same 'level' of communication with your coachee. To be in rapport we need to be at the same level at any one time – rapport will not be built for example if we start exploring feelings and emotions with our peer coachee if they haven't even got to the stage of exchanging facts and information.
- Provide affirmations: When you tune into your coachee and really know where your coachee is coming from you can pick up their strengths, qualities, attributes. Let them know what you are seeing. Often people cannot see their own qualities and it can be immensely powerful in building your relationship if you accurately feedback some strengths that you are observing.
- Give open and honest feedback: Remember integrity, honesty and openness are all qualities of a good coach. Remember the rules of good feedback stating how you feel rather being judgemental.
- Understand and use these tips for the coaching sessions and you will find a real opportunity to improve the relationships you have with your coachee

Tips for the coachee MAs

- Asking for support/feedback: The most crucial element of successful peer coaching is an open and honest communication between you as a peer coachee and the peer coach. To ask for help is not always easy. You may not be aware of a problem or shy to ask out of fear of being judged. To start the communication with the peer coach, your question for support should not be too general. It should be a question that is of personal concern (why do I keep ending up in a situation like this, where I …., etc.); The peer coach may ask you; Why is this question important to you?' Or: 'What do you want to learn (about yourself)?' Next, you and your peer coach can discuss what kind of peer coaching method would suit you best.

The peer coach can ask you to come up with examples/case studies to formulate your question in a different way: Present your problem as a case study/example:

- that happened recurrently or will do so soon;
- is happening regularly
- is work-related;
- is a puzzle to you;
- gives you an opportunity to learn;
- is one in which you is an active player.

Ask general questions: There is a difference between technical, emotional and aspirational questions

- technical: What do we do well/what should we not do anymore?
- emotional: How can the board feel more comfortable working with young people work: e.g. not to judge certain sexual behaviour I dislike
- aspirational: What was your MA able to do when you were at my stage/position?

Some tips:

- Try to keep in mind what you want to achieve
- Make a difference between technical issues and emotional reactions
- Keep it simple; unpack complex situations
- Receiving Feedback: Receiving feedback is not easy. You can feel threatened by it. If you have a good relationship with your peer coach and he/she treats you with respect and kindness, you will find it probably easier to listen to his/her feedback
  - Be open to feedback and try to understand it; look at it as a learning moment
  - Listen carefully and if necessary ask for clarification
  - Don't get defensive and don't see it as an attack
  - Ask yourself (check) how useful the feedback is
  - Feedback can be positive, be happy to receive a compliment
  - Thank your peer coach person for his/her feedback

How to ensure you get the best out of your relationship with your peer coach

- Ask questions when your peer coach tells you something you don't understand
- Ask your peer coach not just to tell you things, but show them as well
- Accept responsibility for your mistakes
- Always ask and accept feedback
- Share success stories with your peer coach; it is not just about problems/mistakes
- Make notes (use logbooks)
- Ensure your relationship with your peer coach is two-sided
- Always show up at SKYPE meetings with your peer coach

5. Concluding the coaching process

You may both agree that you have come to the end of your mutual journey; your work objectives and learning objectives have been achieved. There can also be other reasons you want to end the peer coaching relationship: You are no longer happy with the peer coaching because of personal or professional reasons. Be sure that you don't end the relationship because you don't like the feedback. If you decide to end the relationship here are some tips

- Be transparent and direct; tell why you want to finish it. If you discuss it with kindness, you don't need to worry about whether the peer coach will be upset. You can explain what has been valuable for you but what more you want to learn elsewhere
- Disengage with kindness and gratitude: emphasize the positive parts of the process and be thankful
- Keep the door open; you may want to talk //contact your peer coach again in the future

See Annex 4 extra tips for coaching

Alternative ways of coaching:

Inter-Vision

InterVision is a sort of 'group reflection' – it has a long tradition in the Dutch community and is widely used by managers, staff experts and professionals in very different disciplines. InterVision has become embedded in the minds and hearts of coaches.

What questions have you heard recently that made a decisive impact on your work? Good questions can bring about change far better than any answers you might get. InterVision is about asking and receiving questions from colleagues about your work. It can help you to make fast, targeted changes in your life and in your organisations. InterVision gives you insight into how you behave at work and what you can do to improve that. You do this by asking constructive questions. Knowing how to ask helpful questions is also useful in other aspects of work.

InterVision is based on the idea that you alone are ultimately responsible for your own behaviour. You learn to look differently at yourself, at what you do, and search for things to improve. In InterVision, you take charge of your professional development, your expertise in your field, the way you work with others and your personal performance.
InterVision fits in our peer-centred approach to coaching. It is more than swapping work experiences, giving advice and solving known problems. Good InterVision dares to go one step further, to the level of self-reflection and research into underlying views and behavioural patterns – the hidden drivers behind the things that confront people and subconsciously keep on acting out in their lives. If you can reach that level, you really can change and grow.

A group of five to eight participants unravel a problem submitted by one participant, the case provider, by asking questions. The participants try not to come up with solutions, but by asking questions, encourage the case provider to think up his own answers. The questions should help the case provider develop new ways of thinking, gain insight into his own case and, through these insights, develop new and alternative solutions.
InterVision is fundamentally different from supervision: In supervision the emphasis is not just on learning from one person and is not about the future. Supervision is led by a supervisor, someone who has a different relationship to the person being guided, either because they know more about the issue or because they hold a higher hierarchical position. This is unlike InterVision, where relationships are equal and where you work as a group.

How does it work?

It is a systematic process:

- One participant, the case- provider, brings in a case - a situation that was problematic, where they were faced with a dilemma that had to be solved.
- Other participants ask questions to clarify the situation but mainly to help them to think critically about the situation and what happened. Participants cannot ask the case provider how the case was solved. When they investigate the issue, they need to go through a number of levels: personal, emotional, factual, underlying patterns and drivers of behaviour of the case provider.
- Participants help the case provider to discover and clarify their views in order to grow personally and professionally. The case provider is helped to inspect their own strategy, while maintaining a distance from the actual situation, to get to know their patterns of behaviour. The case provider is encouraged to experiment with their newly formulated behaviour in daily practice. The deeper the case provider reaches to uncover their underlying values and opinions, the more sustained the impact of the InterVision will be on them in terms of change.

- Finally, the case gets discussed in terms of the case provider's professional and personal views. What views underlie the diagnosis? How can I explain them? What do they mean and what is their effect on my specific situation? What assumptions about the profession, me and others became clear in the case discussion? When did things become uncomfortable for me? The specific situation is a tool for learning how to recognise our hidden drivers. These drivers form the behaviour that repeats itself in patterns and influences our way of thinking and acting without us noticing. This is not only useful for the provider but also for all participants of the group.

The methodological phases of InterVision/ Balint method

Phase 0. Preparation of the case (question) and method.

During the InterVision session

Phase 1. The case provider conveys an image of their role in the case situation.

Phase 2. Analysis of case provider's working style and background (hidden drivers).

Phase 3. Case provider lists the insights gained through the case discussion.

Phase 4. Case provider formulates a new working method or behaviour (action plan).

Phase 5. Reflection on the InterVision session.

Important issues to remember:

- The case provider, their case question and their (problem) behaviour are central, not the case itself.
- Focus not on coming up with solutions but on helping the case provider to obtain insight.
- Ask constructive questions and avoid making implicit judgments.
- Help the case provider discover his hidden drivers and make them more explicit.
- Make sure that everyone is an active participant (no free riders).
- Pay attention to non-verbal signals.
- Frequently check if 'we are going the right way'.
- Disruptions/urgent matters always come first.

Reflection on the InterVision session:

- What insights did the case provider gain and what will they do now?
- What insights did the participants gain and what will they do now?
- How did the InterVision method contribute to the process?
- How did the facilitator help?

From: Intervision: Dialogue methods in action learning. Monique Bellerose
Inez Kohlmann 2016 Vakmedianet, Deventer, The Netherlands

Using modern technology

- While most people would agree face-to-face coaching is a crucial component of learning, virtual or online support and coaching may give them the confidence to ask questions they would not have felt comfortable exploring otherwise.
- Seventy to ninety percent of job knowledge is acquired through informal learning, and that's how the benefits of e-coaching can transform people. Capturing informal learning opportunities through short coaching sessions online allows new experiences to take root.
- It also allows the coachee MA participants to create a personalized learning path. Connected through digital channels, peers can experience this support and insight in minutes or hours rather than in the days or weeks previously required to schedule and complete formal coaching and/or training.
- Creating a messaging platform can be a very powerful place where providers of different ages, experiences meet to advance their knowledge base and expertise. Peer coaching though a messaging platform can be organised in sessions spread over the month/year. There needs to be a lead MA peer coach to monitor the interaction within outlined subject areas
- To be able to successfully participate in this specific coaching, one needs to have an account on the chosen messaging platform[1], a smart phone or computer running a messaging platform program on it, and should also have internet access for back and forward interactions.
- Using a messaging platform means there is no traveling, meetings, transportation etc. It also means that peers can always catch up if they are delayed for a session. Peers also have the opportunity to ask questions and share their ideas and thoughts to the leading peer coach and other peers
- Many groups on the messaging platforms are created in social interactions. You can also create a Coaching group which operates with defined objectives and timetables. In these groups there are no forwarded messages, videos or pictures. Every post is authentic to the conversation and the objectives of the coaching. Participants can follow the interaction, ask questions and share their views and suggestions to the group and the lead peer coach.
- To participate in the programme, you need to ask peers to register so you will activate their registration and prepare them for participation. You need to set up a timetable for peers to join and ask questions. Be careful not to be available at all hours.

Based on Developing a group coaching model to cultivate creative confidence, Fumoto, International Journal of Evidence Based Coaching and Mentoring
Special Issue No. 10, June 2016 http://ijebcm.brookes.ac.uk

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[1] Some of the most popular messaging platforms are WhatsUp and Viber, however platforms with higher security standards are Signal, Telegram and Wire.