



## IO4 – Coaching Model

How Coaching Processes can improve the  
implementation of Diversity and Inclusion



# SENSENET

## PARTNERS

DLF - Det Lærende Fængsel

APROXIMAR – Cooperativa de Solidariedade Social

FACE – Fondation Agir Contre L'exclusion

Associação IBIS – Iniciativa Beira Inovação Social

CPIP – Center for Promoting Lifelong Learning

EASI – European Association for Social Innovation

FGB - Fondazione Giacomo Brodolini

## AUTHORSHIP

Kate Maria Vinther, Jan W. Andreassen, Robert Vollstedt – DLF

## PUBLICATION DATE

June 2020

## ACKNOWLEDGEMENTS

DLF thanks our SENSENET partner for their contributions and all participants to the Joint Staff Training events for their high level of interaction and valuable feedback.





# Index

# Index

<b>INTRODUCTION</b> .....	<b>6</b>
Objectives .....	<b>8</b>
<b>THE SELF-REFLECTION COACHING METHOD "PROTREPTICS"</b> .....	<b>9</b>
The Conversation Principals .....	<b>12</b>
The Questions of Diversity in a Conversation .....	<b>12</b>
Exercises to practice Protreptic.....	<b>13</b>
<b>TRAIN THE TRAINERS</b> .....	<b>14</b>
The following questions are the central focus .....	<b>15</b>
Why Train The Trainer to SEOs and SEEs .....	<b>16</b>
The training programme particularly focuses on your personal training style .....	<b>17</b>
Train The Trainer example .....	<b>17</b>
Learning outcomes .....	<b>17</b>
Getting Started .....	<b>18</b>
The 4 important points for effectively designing a Training the Trainer programme .....	<b>19</b>
Follow-up and feedback .....	<b>20</b>
<b>METHODS</b> .....	<b>21</b>





# Introduction

# The SENSENET project

The SENSENET project (Social Enterprises Sustainability Network) aims to strengthen the skills of managers and human resources of social economic organisations in the management of diversity and its performance. This project, running from September 2017 to August 2020, is held in 5 countries (Denmark, France, Italy, Portugal and Romania) with 7 organisations.

**The implementation of this project stems from an observation:** the social economy organisations (SEOs) and enterprises (SEEs), if they have an ambition of social inclusion, do not have the necessary tools and skills to recruit and support in employment profiles from diversity. The Consortium's goal is to answer to this issue by supporting SEOs and SEEs deal with diversity through the development and experimentation of adapted tools and trainings.

Being SEO's or SEE's in the social economy includes also the role of being a coach or mentor. Being a coach or mentor to their teams, employees and volunteers is investment in improving diversity and its performance management. And most important pass insight on to everybody in the organization or social enterprise. This Coaching Model will answer the question; What is coaching and mentoring in its essence? And what is the difference between the two concepts? This coaching model will provide a reflexion method, practical answer and links to addition information that support the subjects. It will also provide examples of how SEO's or SEE's can design their very own Train The Trainers programme fitting to their objectives and target groups.

Because small and middle size non-profit and social enterprises are struggling with funding possibilities, the coaching model is made with that in mind so all information and recommendations are trackable via links to more information and links to various Train The Trainers' programmes as White Labels and free for download.

Working with SEO's and SEE's the SENSENET consortium learned that when aiming to develop D&I practice in an organization one of the main challenges is to raise awareness of the importance of the topic and to trigger the willingness to change. Only then change can be implemented through a training. Such a training is in need of two different sets of skills and knowledge. First, trainers must know about subject they're teaching (content-related expertise) and secondly, a trainer must know how to convey this information to the trainee (instruction expertise). SENSENET aims to provide materials for all these steps. While IO1 and IO2 provide the data to raise awareness of the topic of D&I, IO3 provides content-related expertise to teach and develop certain topics of D&I. The IO4 Coaching Module can be used in both steps, to trigger the willingness to change as well as to convey the information of the training to the trainee.

# Objectives

The IO4 Coaching Module is divided into two steps. First the coaching method "**Protrectics**" is explained in the context of Diversity and Integration. This coaching method aims to enhance communication skills and thus can be helpful when trying to raise awareness for the topic of Diversity and Integration as well as when trying to train others. The second part of this module is a guide on how to develop a **Train The Trainers** programme to ensure that other people can use the expertise OF IO3 to foster Diversity and Integration.

## The IO4 Coaching Module's objective is to provide information to:

- Improve communication and coaching skills:  
The coaching method "Protrectics" is an excellent method for improving your communication skills and interaction with others. <sup>1</sup>
- Learning the difference between coach and mentor<sup>2</sup>
- Gaining knowledge about the skills you need to be an effective coach or mentor<sup>3</sup>
- Developing the knowledge of how a good mentor can stimulate others: This particular objective is important to intergrade in organization and social enterprises very own Train The Trainers programme fitting to their objectives and target groups. See page 8 and following, in the section Train The Trainers programme.<sup>4</sup>

---

<sup>1</sup> A good summary on communication skills can be found here:  
<https://www.youtube.com/watch?v=xr1q-uBtIH4>  
[https://www.youtube.com/watch?v=P\\_rsXLguafk](https://www.youtube.com/watch?v=P_rsXLguafk)

<sup>2</sup> A good explanation can be found here:  
<https://www.youtube.com/watch?v=UR8dZqn8rZc>

<sup>3</sup> Some videos on basic skills:  
<https://www.youtube.com/watch?v=ngTPeNdiWAE>  
[https://www.youtube.com/watch?v=Ss\\_PO5knp0Q](https://www.youtube.com/watch?v=Ss_PO5knp0Q)  
<https://www.youtube.com/watch?v=3dD2VCsPrsg>

<sup>4</sup> You may find more information on this here:  
[https://books.google.dk/books?id=xN1Ep5s5h\\_YC&printsec=frontcover&hl=da](https://books.google.dk/books?id=xN1Ep5s5h_YC&printsec=frontcover&hl=da)



# The self-reflection Coaching Method “**Protreptics**”





## The self-reflection Coaching Method “Protrectics”

**Protrectics** is a way how listeners and speakers act cooperatively and mutually accept one another to be understood in a particular way. It strengthens the ability to argue, discuss and present in a convincing way. **Protrectics is a philosophical coaching tool** that helps to become clearer about one's own as well as the community's values. Protrectics education helps you as a person or leader to be aware of your values so that you can appear strong and authentic in a dialogue. It can stimulate new thinking on values, themes and concepts and can ensure that the dialogue has space for others and their individual needs. Using Protrectics puts the focus away from the goal to be reached and instead focuses on the needs and values of the people in the conversation.

Starting a **protrectic conversation** with the organization's management, the organization's board, the staff as well as the stakeholders, can help to develop a clearer picture and action plan to answer the questions:

- How do we capture the mindset and valorise D&I into our organizations?
- How do we get our Boards and Senior Management to commit to an action plan and programme of D&I performance improvement?
- How can we improve understanding, empathy and awareness of the whole organization regarding D&I initiatives?
- How do we energize change to move D&I initiatives into our existing organizations?
- How do we learn about and avoid biases in our management?
- How do we develop a D&I culture with our organization's stakeholders?

**Protrectics aims to translate the organizations focus, its DNA, into values and let the conversation flow around the values that everyone can identify with.** These values can then be connected to the topic of Diversity and Inclusion to foster its awareness and convey the information important to the topic.

ORGANIZATION'S GOAL / DNA	VALUE BEHIND IT	NEW FOCUS
Focus on working with target group satisfaction	Values of Quality, Integrity and Trust	<b>DIVERSITY AND INCLUSION</b>
Focus on welcoming new initiatives and tools	Values of Openness, Curiosity	
We have good corporations and help each other	Values of Honesty, Feedback and Well-Being	

It is recommended to start to work with this method of the **IO4 Coaching Module** as it increases the ability to reflect on the concepts being worked on and can be integrated into the other aspects of the module and the overall SENSENET programme. This method can also be used as a *walk and talk* method, both in small groups and individually.

**Familiarize yourself with the three steps:**



## The Conversation Principals

- Put yourself into the other's place.
- Be there for the other one and put yourself into the background.
- Do not get carried away by the atmosphere.
- Be aware of the other, be open but also somewhat critical of your views and questions.
- Act cooperatively with mutual acceptance.
- Motivate a desire for change.
- Create a safe haven.
- Be aware of your bias and its impact in the conversation.
- Find the right time to stop the conversation.

## Energy to fuel a conversation

Be aware of how your **energy** effects a conversation:



**Your Mental Energy:**  
Mental and emotional behaviour



**Your Physical Energy:**  
Food, sleep, recover and training



**Your Professional Energy:**  
Environment, talent and skills

## The Questions of Diversity in a Conversation

- What happens in the experience of diversity?
- How is diversity felt?
- Where does diversity live?

- What moods are associated with diversity?
- How can diversity be a friend?
- How do you know if diversity has been here / there?
- Is diversity present now?
- How do you make room for diversity in your lives?
- What metaphor would you use to tell me about diversity?

### Exercises to practice Protrectic

1

Reflect on each conversation principle and why it is beneficial in a conversation. How have you used it in the past? What can it lead to?

2

Think about how you can keep a high Mental Energy in a conversation. Reflect on why Physical Energy is important for a good conversation and find examples on how you have seen positive or negative effects of Professional Energy.

3

Practice a conversation with the questions of Diversity and try to think about how such a conversation can trigger change. Replace "Diversity" with other values important to the topic.

The SENSENET consortium has held a workshop on how to practice the coaching method Protrectic. You can follow the [workshop online](#) to gain a deeper understanding.





# Train the Trainers



# Train The Trainers

After a **Train The Trainer programme**, trainers should be able to return to the workplace and train their colleagues in order to move the team forward in the desired way without having to hire outside trainers to accomplish this task. These trainers can then mentor other candidates to conduct the same training with others down the chain of command. One key aspect in the replication of SENSENET training course is the selection of the adequate trainer to implement the training contents and activities. Train The Trainers is a concept with certain principles that allows to design one's own customized programme tailored to a specific target group. To choose the right participants to become trainers, the *IO3 SEOs' Managers and Human Resources Learning Programme on D&I manual*, Chapter 3, "Trainers" defines the characteristics of a good trainer.

Every trainer needs two different sets of skills and knowledge. First, they must know what subject they're teaching (content-related expertise). Secondly, they must know how to convey this information to the trainee (instruction expertise). The IO3 SEOs' Managers and Human Resources Learning Programme on D&I manual defines the content-related expertise needed and this coaching module aims to define the instruction expertise.

## The following questions are the central focus:

- How do you train the group?
- How do you come across as a trainer? Do you need a professional coach from outside or do you have a coach education?
- Have your practical knowledge about mental or psychology behaviour?
- How do people respond to you?
- Self-directing: What does this mean? What are the limits to self-directing?
- What competencies should you have as a trainer? What training method suits you?



## What is coaching and mentoring in its essence?

Coaching and mentoring are often thought of as the same thing. While they are similar, they are not exactly the same. A coach is helping someone to learn skills. A mentor has a higher goal for the person they are working with. Mentor gives insights about things over and above the work to be done, bringing the employees and volunteers, into meetings, appointments, networks and help with personal. As a there are benefits to be a coach or mentor in the workplace. You build a better relationship with employees and volunteers, and they are more likely to buy into the vision of the organization and social enterprise and work harder to succeed. Coaching helps to mitigate problems sooner rather than later. Mentoring builds loyalty and employees willing to go the extra mile because they see opportunities and bigger success in their future. It is advised to arrange a professional coach, not from the organization or social enterprises. Maybe by pro bono or through a CSR deal.



## Why Train The Trainer to SEE's and SEO's?

In our ever-changing world, one of the biggest challenges' organizations/ social enterprises face is how to stay on top of their game while adapting to new challenges. To stay competitive, workforces needs to be up-to-date with the latest trends so it is not uncommon for employees to attend trainings in the workplace. Train The Trainer is a programme/model that's often used in the workplace. The trainers are professional coaches who have been trained by professional coaches. The training programme is intended for (starting) mentors, trainers, teachers and educators to optimize and professionalize their current method. A competent and skilled group of internal mentors will also help a lot in supporting any future change and transformation initiatives that your organisation might undertake. The very best thing about Train The Trainers is that it can be tailored to your team and organization/social enterprise.



## The training programme particularly focuses on your personal training style

Together with an experienced coach, you select a proven Train The Trainer programme, from preparation to evaluation. Here, you investigate who your target group is and when your participants are satisfied. It's important that you also experience the effect of the various ways to convey your knowledge. You can experience this by applying various methods. In short: You learn how to prepare a training programme as effectively as possible. Finally, the results are evaluated at the end of the training and you reflect on new insights and capacities.



## Train The Trainer example

When a trainer is hired to train e.g. your team, he needs both skills. The problem is that the trainer masters the subject matter and has the required experience and diploma but hasn't been trained how best to convey the theory. One example; The school assumes that teachers, after having been exposed to so many learning experiences, have learned how people learn by looking at other instructors who teach. But usually, these skills are taught in the traditional lecture style, which isn't interactive and effective for various learning styles.



## Learning outcomes

The following bullets provide a framework on what you should reflect on, before designing your own Train The Trainers programme.

- Introducing the basic terminology about the coaching and mentor methods and programme
- Familiarizing with the roles of trainers / mentors.
- Raising the awareness about the need for mentoring in own organization.
- Development of tools and techniques for innovative problem solving.
- Improvement of language and communication skills.
- Practicing activities aimed at boosting teams, employees and volunteer's motivation.
- Enhancing intercultural awareness.
- Improve knowledge of best practices.





### When developing and conducting a coaching session, be aware of:

- Put yourself into the other's place
- Act cooperatively with mutual acceptance
- Motivate a desire for change
- Create a safe haven
- Be aware of your bias and its impact in the conversation
- Trainers will be better prepared to have interactive discussion with the group. This allows the trainer to train others to deal with their participants by having everyone process and think on a deeper level.
- The trainers will have a better understanding of how to appeal to a diverse learning participant and are truly able to 'retain' content. This could be important, not only for actually teaching training programmes, but also when the participants are part of developing the content.



### Getting Started

There are three levels in a proven Train The Trainers course.

**Level 1** is about creating a strong team and develop self-insight and discipline.

**Level 2** is about knowing what subject they're teaching and

**Level 3** is about how to convey this information to the trainers or participants.



### A valuable Train The Trainers programme is about:

- Train all employees with the ability to reflect (awareness)
- Train all employees in the power of teamwork (skills)
- Make all employees aware of the need for change (awareness)
- 'Walk the talk' (self-awareness)
- Remove artificial barriers (skills)
- Provide practical training (skills)
- Measure your results (motivation)
- How to actively listen with empathy
- And to train the participant in the target group to facilitate them self's



## The four important points for effectively designing a Training the Trainer programme

### 1. Consider educational psychology

- An effective programme treats the relevant educational psychology and how the trainer can use this psychology, both in designing and delivering the learning options.
- A good understanding of educational psychology will enable the trainer to guide the participants more effectively while training them, as they're able to respond to situations when these begin to arise.

### 2. Develop objectives and an assessment process

- Trainers and participants must be able to design goals based on behaviour and realistic assessments to measure the outcome of the course. In that case, both work on a series of objectives based on behaviour. At the end of the course, they'll know whether they have or haven't achieved these.

### 3. Make sure the content of lessons supports the objectives

- The content of lessons should be related to the objectives.

### 4. Make it interactive

- Make sure the lessons are interactive. Engage your participants in dialogue and work with the various senses. Here the method Protreptics have proven its value.



## Follow-up and feedback

Participants should be given soft and hard copies of all lesson materials, which they presenting to their colleagues in their own organizations to generate and pass insight on to everybody in the organization or social enterprise. In addition, a mailing list of participants should be created in order to exchange ideas/ experiences. Self-evaluation materials should be provided. At the end of the Train The Trainer programme the participants should accomplish a questionnaire in order to get a detailed feedback for the effectiveness of the training event.

### Links to Train The Trainer White Labels:

[www.sessionslab.com](http://www.sessionslab.com)  
[www.eleapsoftware.com](http://www.eleapsoftware.com)

Following is an example of a structured plan of objectives you can be inspired by to design your own Train The Trainers programme plan. Developed and designed by professor and coach *Reinhard Stelter* from the University of Copenhagen, Department of Sport, Individual & Society.

<b>1.</b>	Introduction. What is coaching? And how does coaching differ from mentoring?
<b>2.</b>	Narrative coaching and team development
<b>3.</b>	Team development, team management and team coaching
<b>4.</b>	Coaching sessions, reflection and logbook writing
<b>5.</b>	Deeper understanding of coaching approach. Methods and approaches to coaching and their use in practice & demonstration, own practice and supervision.
<b>6.</b>	Between evidence and expertise – possibly work with video/supervision in smaller
<b>7.</b>	Coaching in different context, e.g. Diversity & Inclusion
<b>8.</b>	Presentation of own coaching projects



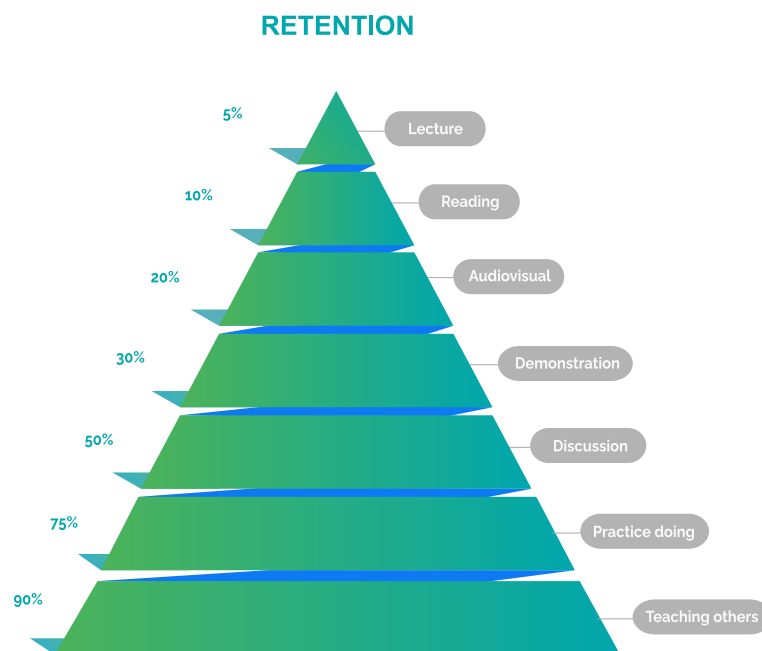
# Methods





## Methods

When making decisions about which methods to apply, the triangular figure is an effective tool for structuring learning processes. The examples of methodological approaches below can be understood as a box of Lego, in the way that the proposed methods can be selected and assembled as needed. However, it is recommended to stay focused on a logical structure.



- 1. Ice-Breaking Sessions;** This is highly recommended to move sessions out of office. Find a park, forest or other place within nature. It will lift the energy and open up for processes of trust.<sup>5</sup>
- 2. Self-reflection coach methods;** See page 9 about the coach method "Protrectics".
- 3. Group Debates;** De Bono's methods "the 6 thinking hats" is a very constructive method to give the opening up processes a very fast direction. De Bono identifies six distinct directions in which the brain can be challenged. In each of these directions the brain will identify and bring into conscious through certain aspects of issues being considered (e.g, gut instinct, pessimistic judgement, neutral facts).

<sup>5</sup> More information can be found here: <https://snacknation.com/blog/boost-productivity-meetings-icebreakers-games/>

None of these directions is a completely natural way of thinking, but rather how some of us already represent the results of our thinking.<sup>6</sup>

**4. Team-Building Sessions;** This is highly recommended to move sessions out of office. Find a park, forest or other places within nature. It will lift the energy and open up for processes of trust.<sup>7</sup>

**5. Group Discussions;**

**6. Problem solving Activities;**

**7. Project – Solving Activities;**

**8. Questioning;**

**9. Goal – Setting sessions;** For goal decision making it is recommended to use a S.W.O.T. or SMART analysis. Both models are useful for both teams and individual analysis.



**10. Decision-Making Sessions;** Also, here both S.W.O.T. and SMART analysis are good tools.

**11. Action-Based Strategies;** For 11, 12 and 13 Mind mapping models refer to as a brainstorm or spider diagram. A Mind Map is a visual thinking tool used to capture information and ideas.<sup>8</sup>

**12. Brainstorming;**

**13. Planning and Structuring;** Page 12 recommends a structured and simple plan of examples how to implement your own objectives.

<sup>6</sup> More information can be found here: [http://www.debonogroup.com/six\\_thinking\\_hats.php](http://www.debonogroup.com/six_thinking_hats.php) & and here <https://www.youtube.com/watch?v=oHiwz7r4wY>

<sup>7</sup> More information can be found here: <https://www.sessionlab.com/methods/9-dimensions-team-building-activity>

<sup>8</sup> An example tool can be found here: <https://www.avoa.com/mind-mapping/>



# SENSENET

[www.sensenet-project.org](http://www.sensenet-project.org)

