



PEER COACHING WITH CLIPS

TO BE USED THROUGHOUT THE LAYERS

The term 'Collegial Coaching' is widely used in social enterprises to target issues of importance to one person for which this person seeks advice from their peers. The method has been adapted in a way that while coaching, the CLIPS model is brought in as a reference. It could be typically applied at the end of an introduction to the CLIPS-model, and can be used with any audience that is familiar with the CLIPS model.



Aims and Objectives

- To give a frame for peer-coaching applying the CLIPS-model.
- To support individuals within a group with issues that are of importance to them.
- To apply the whole CLIPS-model in one method.



Time

60 - 120 minutes
Depending on the size of the group, including group findings and debriefing.



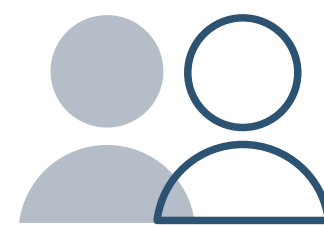
Materials Preparation

2 big sheets of paper for each group
Markers.



Target audience

People that want to learn to apply the model (facilitators) and people who have an issue where they need collegial coaching. They can take the method to their communities and apply it without external expertise.



Number of Participants

From 4 upwards.
If more than 6 people: Split up in groups with ideally 1 "coachee" and 2-4 coaches.



CLIPS
COMMUNITY LEARNING INCUBATOR



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METHODS



5'	INTRODUCTION
10'	IDENTIFY WHO WILL BE COACHED
5'	INDIVIDUAL WORK: FORMULATING THE ISSUE.
5'	FIND THE GROUPS
5'	GROUP WORK: DECIDE FACILITATORS AND SCRIBES
5'	GROUP WORK: COACHEES NAME THE ISSUE.
15'	COACHES ASK CLARIFYING QUESTIONS
10'	GROUP WORK: COACHES SPEAK AMONG THEMSELVES.
25'	GROUP WORK: MIND MAP WITH SOLUTIONS
5'	GROUP WORK: COACHEE FORMULATES NEXT STEPS
10-30'	PLENARY: HARVESTING

FRAMING- 5 MINUTES

The method that we are to be using is widely used in many social enterprises to give peer-coaching. It has been adapted and integrated into the CLIPS-model as a tool to integrate the CLIPS-learning experience and to adapt the model on a real question. Using it can be helpful for all people involved: The people who have an issue and are coached get valuable coaching, the ones that work as coaches gain experience in applying the CLIPS-model.

PEER COACHING WITH CLIPS

INSTRUCTION 1: IDENTIFY WHO WILL BE COACHED, FORMULATING ISSUE AND DEFINING GROUPS - 20 MINUTES

Ask who has an issue on which they want collegial coaching. Identify ideally $\frac{1}{4}$ of the participants as 'coachees' with an issue, and the other $\frac{3}{4}$ as coaches. The method works with 2-4/5 coaches per coaching-group, giving some flexibility in the numbers.

Ask them to formulate their issue. It is important to formulate an open question, that is of importance for the coachee, and that is within the scope of influence of the coachee. The issue should be formulated with a positive goal. The facilitator can give an example.

Give the coachees 5 minutes to write down their issues. For the others this can be a 5 minutes break - or be used for them to talk about their previous experience as coaches.

Then ask the coachees to name their issue and to position themselves in the room. Ask the remaining people to form groups around the different people with the different issues and to make sure that these groups have about the same size.



PEER COACHING WITH CLIPS

The actual peer-coaching session in working groups

INSTRUCTION 2 WORKING GROUPS: FIRST STEPS 10 MINUTES

1.) The working group decides who will be the facilitator of the coaching session (responsible for the steps and the time-keeping) and who will be the scribe (responsible for documenting the results of the coaching in a mind-map).

2.) The coachee formulates his/her issue and describes the background.

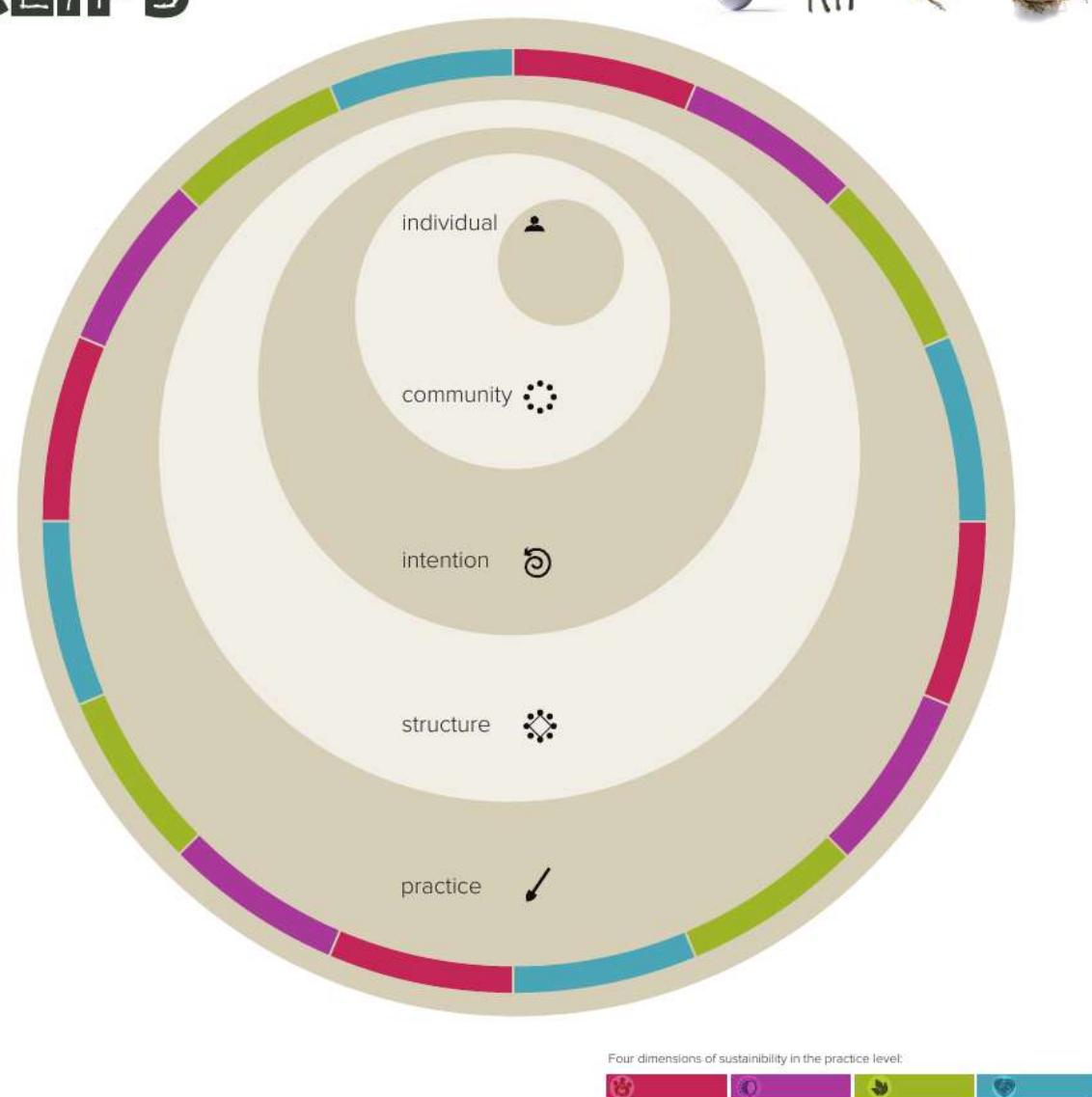
MAKE THE CLIPS-MODEL VISIBLE

For this method, it is extremely important that the CLIPS model is visible in the room or on handouts that the group has on their table.

INSTRUCTION 4 WORKING GROUPS: REFLECTION OF COACHES 10 MINUTES

The coaches speak amongst themselves about their impressions and hypotheses.
The coachee remains silent.

CLIPS



INSTRUCTION 3 WORKING GROUPS: CLARIFY THE ISSUE 15 MINUTES

The coaches will now ask clarifying questions to better understand the issue. The questions shall be inspired by the CLIPS-model and encompass all the layers of the model.

It is advisable that these questions:

- include active listening: I understood that ..., I wonder if, how, why ...
- are openly formulated, so that the coachee answers with an explanation and not just with yes or no.
- include some systemic questions: What do you think that xy would say about the same issue? How would z react if..?

INSTRUCTION 5 WORKING GROUPS: FINDING SOLUTIONS 25 MINUTES

The coaches suggest solutions written down in a mindmap. The solutions shall be used looking at the CLIPS-model, and cover all layers of the model. The coachee can add informations or further develop ideas brought up by the coaches.

INSTRUCTION 6 WORKING GROUPS; DEBRIEFING 5 MINUTES

The coachee resumes what was important for him/her and what will be his next steps.

INSTRUCTION 7 PLENARY HARVESTING 10 - 30 MINUTES

The group meets in the plenary and the coachees exchange how they experienced the coachings. After the coachees have spoken, the coaches are invited to speak as well.

TIP for Facilitators: I

It works best if there are as many experienced facilitators as there are smaller working groups. This will ensure the most learning of the groups, as then, each working group will have one experienced facilitators with them.

If this is not the case, it makes more sense that the facilitator does not enter any group but remains available for process questions from all the groups. Note that it is not advisable that the facilitator enters several groups and tries to participate without having heard everything that has been said in the group.

