

Collegial Coaching in Groups

Process (online format)



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18. Appendix
 - Procedures for established, self-organized groups
 - «Typical» concerns and limitations of the method
 - Contact, further information, explanatory film

Agenda (online)



- Introduction with [explanatory film](#), 3'45"
 - Overview with pages 3-7, 5'
 - Tech info, page 8, 1'
 - Group check-in (if not already done):
 - Right now I feel ...,
 - What I hope to get out of this session is ...,
 - What I need to let go of in order to be fully present here is ...,via chat, 5'
 - Group work, pages 9-17, 70'
- Total time required: ~85 minutes**

Coaching Mindset @ ETH Zurich



Our goal is to promote coaching as a way of thinking about learning, research and collaboration in the university community.

In the context of leadership and personnel development at ETH Zurich, we understand coaching as a

- solution-focused dialogue,
- in which one person (coach) helps another person (coachee) to develop his/her/their own solutions, and
- in which they explore ideas together.

We believe that a coaching mindset is integral to our culture and values: taking on responsibility, openness to new ideas, diversity, team spirit, excellence.

Why use Collegial Coaching in Groups?



Our work requires us to constantly deal with issues, processes and teams.

We cannot and do not have to solve every problem ourselves.

Colleagues, whether from the team or outside our field, can help us.

This is where the method of "Collegial Coaching in Groups" helps.

**COLLEGIAL COACHING
IN GROUPS**

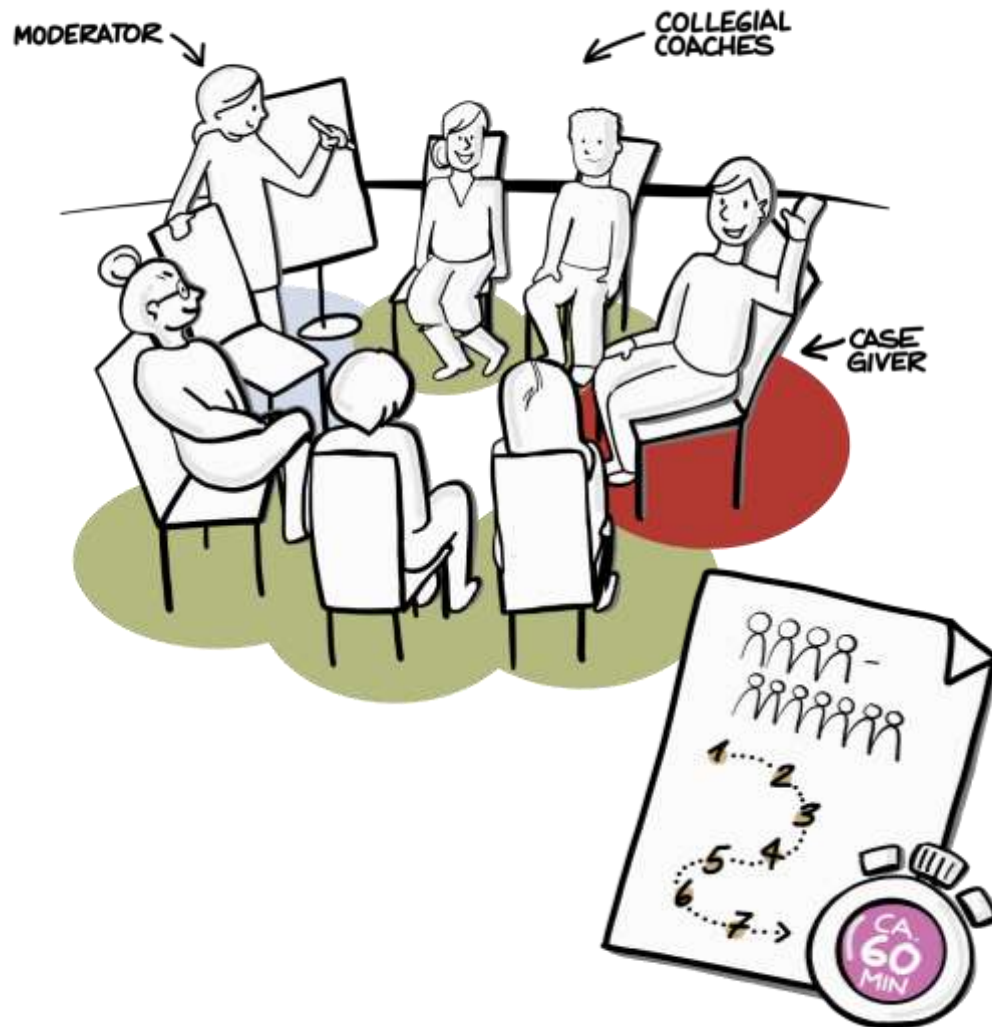
LEARNING FROM ONE ANOTHER

What is Collegial Coaching in Groups?



- Collegial Coaching is an effective method by which a group can help a person develop ideas for solutions.
- Experts are not required for this kind of coaching. On the contrary, a group made up of diverse backgrounds will in fact help to see problems from different perspectives.
- In a small group, current issues are worked on in a **self-organized, confidential and appreciative manner**.
- Thanks to the group, new ideas and food for thought are generated, which the case providers may not have come up with on their own.
- In the process, everyone learns from one another: the peers within the group as well as the case provider.

Roles and Setting



- A **group size** of four to seven people is ideal.
- One member of the group presents an issue from his/her/their current daily work that is causing him/her/them concern. This is the **case provider**.
- The **peers within the group** analyze the initial issue and help to develop ideas that could lead to solutions.
- In addition, there is a **moderator**. This person keeps an eye on the time, makes sure everyone adheres to the process and takes notes of what is being said.
- The **process** has seven phases and takes about one hour (excluding the time it takes to select a case).

Collegial Coaching in Groups: Process overview

(ca. 60 Minutes, plus 10 Min. for the selection of a case and distribution of roles)



<p>1. Describing the situation and defining key question (~ 10') Situation, problem, issue, conflict, people involved Steps already taken and approaches already tried – and outcome Question(s) to be answered in the session, e.g.: «How can I...?»</p>	<p>Case provider</p>	<p><i>no interruptions!</i></p>
<p>2. Clarifying questions (~ 5') to better understand the situation (W-questions), case provider answers them.</p>	<p>All</p>	<p><i>no advice, no feedback, no justification!</i></p>
<p>3. Analyzing situation and collecting hypotheses (~ 15') Thoughts, feelings, perceptions: «I suppose, i think it might be, ...»</p>	<p>Peer group</p>	<p><i>no discussion, case provider just listens!</i></p>
<p>4. Short statement, feedback (~ 5') What was new? Surprising? What do I agree with? Possibly adapt key question.</p>	<p>Case provider</p>	<p><i>no justification, peers just listen!</i></p>
<p>5. Developing and collecting ideas for solutions (~ 10') Ideas for solutions and next steps, matching the key question.</p>	<p>Peer group</p>	<p><i>no discussion, case provider just listens!</i></p>
<p>6. Evaluating solutions (~10') Comments on ideas, suggestions, solutions: What is helpful, what provides a different view? What is worth considering as solution or next step? What ideas do I wish to further develop? Which are the most attractive suggestions? Which answers do I find to my question(s)?</p>	<p>Case provider</p>	<p><i>no discussion!</i></p>
<p>7. Reflecting in group (~ 5') Share (individual) learnings, how was the session experienced, what was helpful, ...</p>	<p>All</p>	

Phase 0: Select case, Define roles

- a) Potential cases are presented, e.g. a difficult situation within one's team or a field-specific issue in one's project.
- b) The group selects a case and determines the roles.

For virtual and newly formed groups, it is recommended that one follow the step-by-step procedures found on the following pages. Start with the check-in, for example, on p. 2.

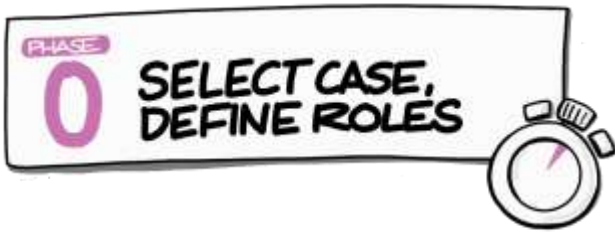
Tech Info:

- All: Have this protocol ready, group work is described starting on page 9, go phase by phase. Total duration: 70 minutes.
- Video recordings are not allowed.
- A (digital) flipchart is important for effective brainstorming. Try using [edupad.ch](https://www.edupad.ch), the server for which is located in Switzerland, and which was initially developed for universities.



For Zoom or Teams hosts:

- Send this paper to all (via chat or email).
- Share your screen with everyone.
- For parallel groups: Allow peers to choose breakout rooms, broadcast phase changes.

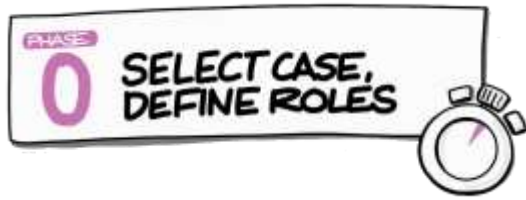


Phase 0: a) Case selection



All: Camera and microphone on. One group member reads out loud:

1. In the group, agree upon a **confidentiality contract**: everything discussed here should stay within the group. Can we all agree on this? Nod if you agree. If you do not want to be part of this group, change groups now.
2. Each person in the group describes **an issue (a problem)** which is currently preoccupying him/her/them. For example, something you wanted/needed to tackle for a long time but kept putting it off for various reasons.
3. Write your problem/question **in one sentence in the chat** and label it with a number on the scale of 1 to 10. 10 stands for “high intensity“, i.e. "it would help me a lot to make progress here". Hit ENTER.
4. Now select the case with the highest number. If this does not result in a clear decision, group members should vote on which case interests them most? Keep in mind: Everyone learns something in the process, but of course the case provider gains the most to learn. But also: **Just choose one case** or a case provider. Opting to mix various cases is not suitable for this method.



Phase 0: b) Determining roles & preparing



One (other) group member reads out loud:

The **case provider** is already determined: The more open you are in describing your thoughts and your issue, the more you will benefit. You do not have to justify anything. Take notes for yourself, this makes active listening easier. Even despite the confidentiality contract: make the names anonymous, for example say “person x said ...”.

Group peers: always orient yourselves to the initial question/issue and try to understand it as comprehensively as possible. Share your perspectives and ideas in an appreciative and positive manner. Fundamentally, the method is a highly structured brainstorming session, so please do not get into discussions and or comments on what others say.

When online, the role of the **moderator** should be divided between two peers:

1st person: watches the time and makes sure the guidelines in each phase are followed.

2nd person: records the most important points on a (digital) flipchart visible to all.

To do this, set up an empty edupad.ch now and copy the following three lines there:

Phase 1: Case in one sentence / Key question.

Phase 3: Hypotheses

Phase 5: Solution ideas

PHASE
1 THE CASE AND
THE KEY QUESTION



10 Minutes

60 min.left...



- **Case provider:** Describe your issue, situation, problem, conflict, involved parties, steps already taken, approaches tried and consequences that have resulted thus far. At the end, formulate your question for the group: e.g. "How can I proceed so that I have a better overview of my project and so that the process runs better?"
- **Peers in Group:** Listen without interruption.
- **Moderator:** Share your screen so that everyone can see the (digital) flipchart. Under Phase 1 (at least), record the **key question**.

PHASE
2 CLARIFYING
QUESTIONS



5 Minutes

50 min. left...



- **Peers in Group:** Ask substantive (W) questions about the case. This step is about a common understanding of the initial issue. No advice, no suggestions for solutions, no discussion.
- **Case provider:** Answer the questions. No justifications are necessary.
- **Moderator:** Intervene if possible solutions are already being discussed. Add to the key question on the (digital) flipchart if it has changed.

PHASE
3 ANALYSIS AND
HYPOTHESES



15 Minutes

45 min. left...



- **Case provider:** In this step, you only listen. Turn off the camera and microphone.
- **Peers in Group:** Express your thoughts, feelings, perceptions, and associations about the case provider's situation. It is not about any "right" statement, it is about collecting a variety of assumptions about the situation - without making any comments. Do not make suggestions for solutions, nor discuss.
- **Moderator:** Write down the thoughts being expressed by peers as keywords on the (digital) flipchart, under phase 3. Intervene if potential ideas are being discussed.

PHASE
4 ASSESSMENT & FEEDBACK



5 Minutes

30 min. left...



- **Moderator:** Share the eduPad link with the case provider via chat.
- **Case provider:** Turn on the camera and microphone again. Now explain which hypotheses might fit best, which surprised you or which do not apply at all. Note this accordingly on the eduPad/flipchart (e.g., bold or cross out statements as you see fit). You do not have to justify your choices.
- **Peers in Group:** Just listen.
- In addition: Is the key question from the beginning still true? Adjust if necessary.

PHASE
5 SOLUTION
IDEAS



10 Minutes

25 min. left...



- **Case provider:** In this step, you only listen. Turn off the camera and microphone.
- **Peers in Group:** Based on the hypotheses selected by the case provider, develop as many different solution-oriented ideas as possible. These are collected, but not judged. Do not discuss.
- **Moderator:** Write down potential ideas on the (digital) flipchart. Intervene if possible solutions are being evaluated and discussed.

PHASE
6 EVALUATION



10 Minutes

15 min. left...



- **Case provider:** turn the camera and microphone back on. Comment on the ideas:
 - What do I find interesting?
 - What gives me a new/different perspective?
 - What can I take with me into my everyday life?
 - What do I tackle first?
 - What seems helpful to me in solving the problem/situation?

It is up to you to decide which ideas are useful for you.

- **Peers in Group:** Just listen. No advice.
- **Moderator:** Intervene when there is discussion.

PHASE
7 REFLECTION



5 Minutes

5 min. left...



- **All:** Ask yourself at the end ...
 - How was the meeting?
 - What helped in finding a solution?
 - What was encouraging?
 - Individual learnings?
 - **Case Provider:** Save and delete the notes on the eduPad.
- This is the end of this process.
- Is the group meeting again for another case?
 - Who will organize and invite peers for the next meeting?

Collegial Coaching in Groups

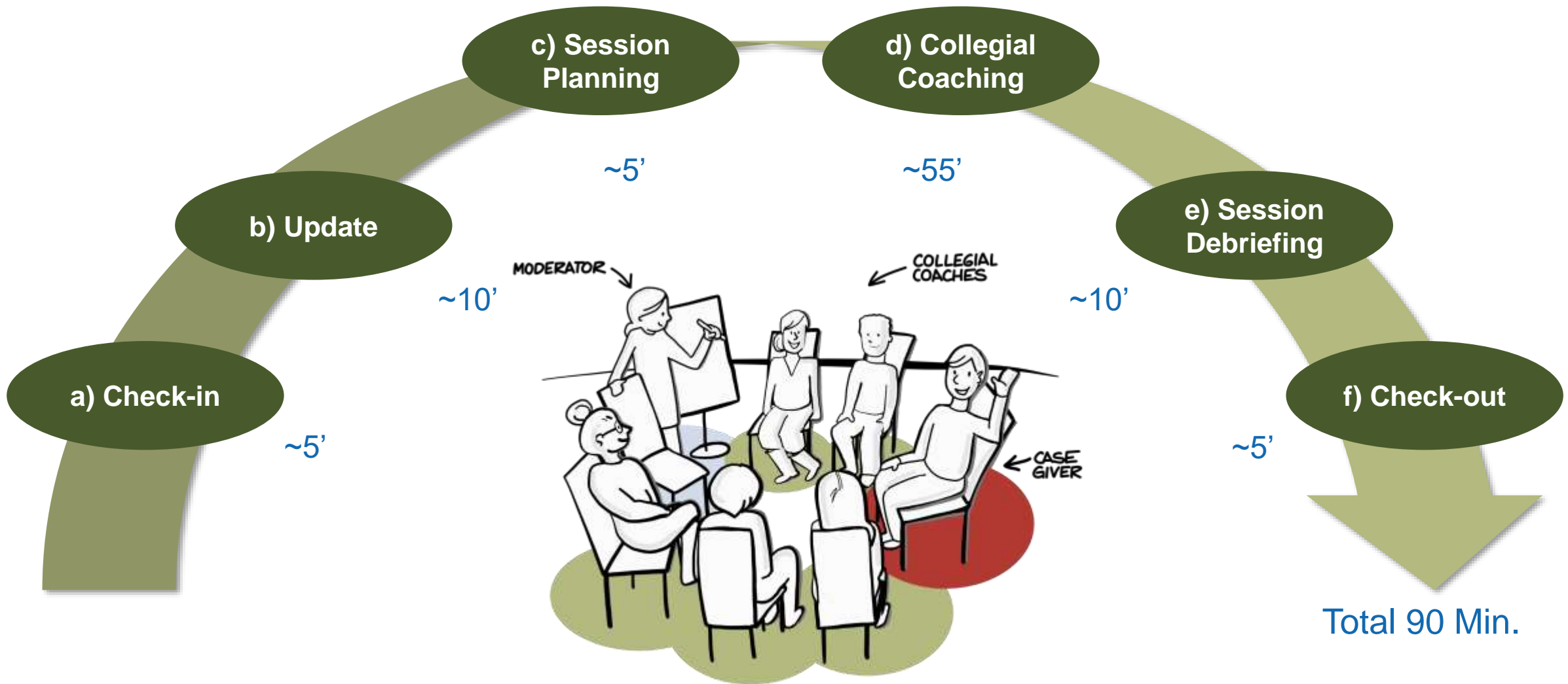


Appendix:

- Procedures for established, self-organized groups
- «Typical» concerns and limitations of the method
- Contact, further information, explanatory film

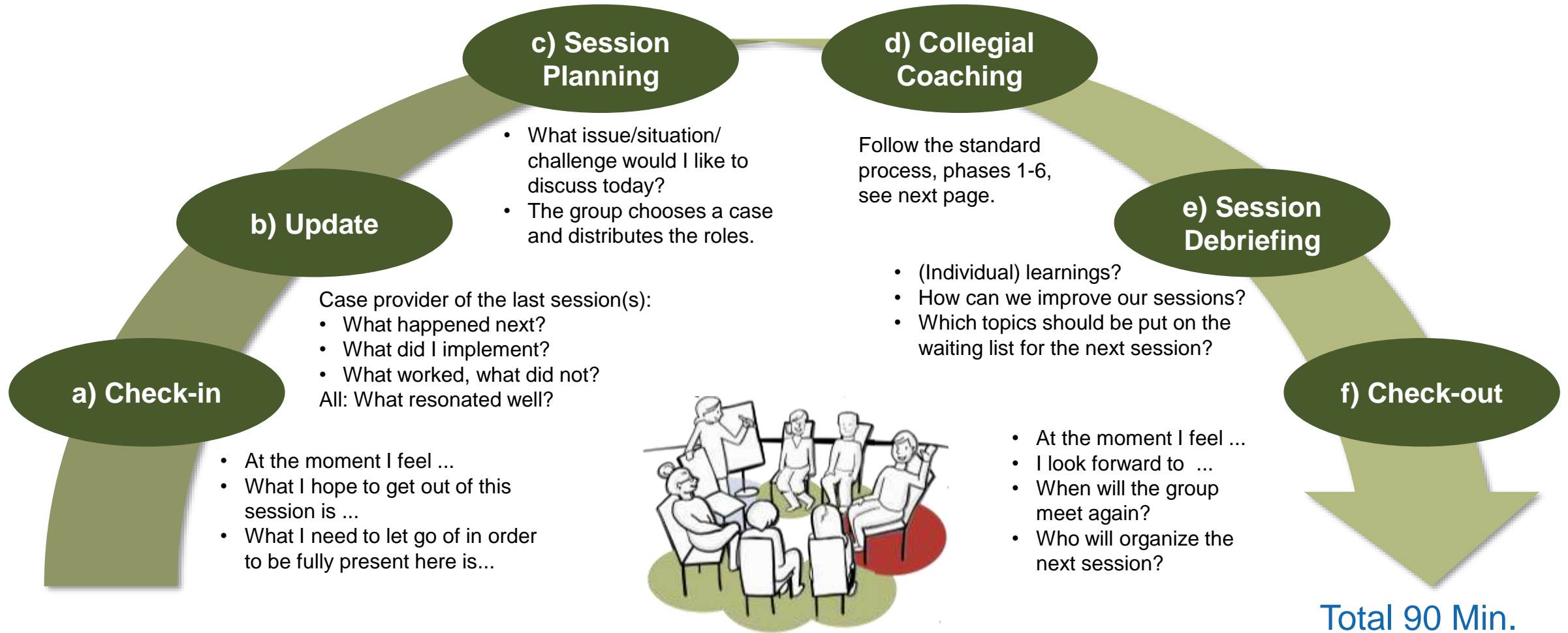
Collegial Coaching Session

Procedures for established, self-organized groups



Collegial Coaching Session

Procedures for established, self-organized groups



Collegial Coaching in Groups: Process overview

(ca. 60 Minutes, excluding the selection of a case and distribution of roles)



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«Typical» concerns and limitations of the method



- Difficult situations that arise and cause concern when dealing with issues, processes and teams in everyday work.
 - Project-, time management-, leadership issues, ...
 - For procrastination, for «going round in circles» feelings, for (personal) crossroads:
Where should the journey go, what could be the next steps ...
-
- Complex interpersonal problems can only be tackled in an absolutely confidential circle.
 - Conflicts cannot be dealt with using this method with the same people involved in the issue.
 - The collegial coaches should not be "affected by the problem" / too close to it, therefore e.g. (personnel) leadership issues cannot be dealt with team members.

Contact:

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More information:

[Coaching Mindset – Services & Resources | ETH Zürich](#)

[Collegial Coaching - in Groups – Services & Resources | ETH Zürich](#)



[An introduction to Collegial Coaching in groups at ETH Zurich - explanatory film](#)