



Manual for the coding of phases in coaching (MaPCo)

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Introduction

Scope of application

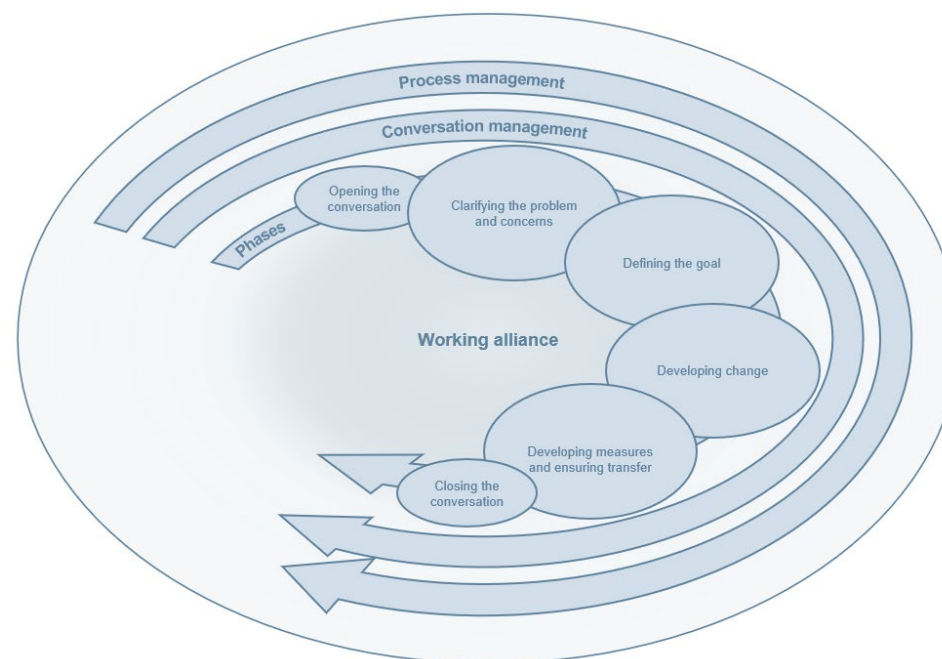
The manual for coding phases in coaching (MaPCo) is an instrument that can be utilized to describe phases in authentic dyadic coaching sessions or processes involving two participants, namely the coach and the coachee. The coaching processes need to be recorded by means of video or audio recordings, to be linguistically transcribed and to be segmented into turns.

Phases

In coaching conversations, phases constitute superordinate structural units that serve to organize the conversation and form complexes of actions or topics (Deplazes et al., 2018; Robinson, 2013). In the TSPP-Model (see Figure 1), phases constitute the third structural level of coaching conversations, situated between the individual turn and the sequence, and preceding the overall coaching process.

In accordance with Goffman (1974), a turn is defined as the entirety of an individual's verbal and non-verbal actions during a single speech act. A turn is contingent upon the preceding turns within a conversation, simultaneously establishing the context for subsequent turns. The principle of linking turns is exemplified in conversation analysis through the concept of conditional relevance. A sequence is constituted by a minimum of two turns (Couper-Kuhlen & Selting, 2018; Schegloff, 2007).

Figure 1
TSPP-Model



In their article, Deplazes et al. (2018) delineate the phases of the TSPP-Model: (a) Opening the conversation, (b) Clarifying the problem and concerns, (c) Defining the goal, (d) Developing change, (e) Developing measures and ensuring transfer, (f) Evaluating and (g) Closing the conversation. The phases of a phase model represent successive periods of time during which specific activities are to be completed. These phases typically adhere to an idealized model of how coaching should proceed. In practice, however, there are always instances where a phase is temporarily suspended, or a preceding phase is revisited. In this manual, the phases are not conceived as a linear sequence of thematic or action-oriented units; rather, they are understood as activities initiated by coaches flexibly and in the service of process management (Graf, 2015). The evaluation phase is not integrated in this manual, as it is assumed that evaluating interim results, for example, is an ongoing task of coaching conversations and does not constitute an independent phase.

Instructions for coding

Coding with the present manual presupposes videographed and linguistically transcribed dyadic coaching processes segmented into turns. The transcription of the coaching material should be done according to cGAT (Schmidt & Schütte, 2015). In order to segment the contributions of coaches and coachees into turns, it is recommended to follow the procedure outlined in the manual for the coding of question types and question sequence types in coaching (QueSCoM, Graf et al., 2024). The purpose of coding the turns is to accurately determine the point at which a phase begins, as identified by the coach. The application of the system requires several steps. We recommend the following procedure: (a) teaching theoretical basics and goals of the system; (b) presenting the procedure with first exercises; (c) practicing coding of overall conversations. The training is considered completed when 300 turns have been processed and an interrater reliability of $\kappa \geq .70$ has been achieved.

It is advisable to discuss the deviations in detail and reach a consensus decision. Linguistically and psychologically trained individuals can learn the system on their own with the help of the manual.

Comprehensive information on coding can be found in the relevant sections of the manual. The steps involved in transcribing and coding the turns can be found in the QueSCoM (Graf et al., 2024).

Manual for the coding of phases in coaching (MaPCo)

General coding instructions and assistance	
Beginning of phase	The beginning of a phase is only triggered by a turn of the coach. Instructions and examples for the beginning of a phase are described in the manual.
Change of phase	For short thematic changes that are shorter than three speaker changes, no change of phase is coded. The “defining the goal phase” marks an exception.
Order of phases	Each phase can – but does not have to – occur in a coaching session or an entire coaching process. The implied sequence of phases does not have to be strictly adhered to either.

Coding of phases in coaching		
Phase	Core tasks, operationalization coach & client	Anchor examples (operationalization by coach)
Opening the conversation	<p>Core tasks (Deplazes et al., 2018)</p> <ul style="list-style-type: none"> Defining the situation: Mutual identification of coaches and coachees and establishing a mutual commitment to the conversation. Coaches take responsibility for the conversation and provide a sense of security/orientation. <p>Note: The duration of the opening of the conversation can vary greatly.</p> <p>Operationalization coach &</p> <ol style="list-style-type: none"> Greetings Offering drinks Asking about well-being (also in relation to location and room) Small talk Expressing appreciation for the visit In an online setting: ensure the functionality of the tools used Talking about the coaching process on a meta-level (explanations about the framework) Orientation actions Role constitution (clarifying roles) 	<p>Example for (a) CO: yes (.) then welcome again and nice that we can work here °hh [and]uh (.) can meet [especially in person] that [I find]much more pleasant than</p> <p>Example for (b) CO: if you like water i[f you like an apple spritzer (then/yes) (.) self-ser]vice ((laughs)) °hh</p> <p>Example for (c) CO: °hh it's been quite a while now °hhh um ((smacks)) how are you today ((laughs)) °hh</p> <p>Example for (d) CO: and then you see the (.) alpine pano[rama (.) the](zugspitze) is (.) so beautiful KL: [great] KL: yes (.) I do believe that (.) great CO: yes (.) so I always think I'm so (.) grateful yes so [that's]so</p> <p>Example for (e) CO: then (already) thank you very much for coming °h</p> <p>Example for (f) CO: ((snorts)) now [record h°] KL: [something's been] whistling f[or sure] CO: [yes now I see]also record h°]</p>

	<p>coachee</p> <ul style="list-style-type: none"> a) Greetings b) Small talk c) Talking about the coaching process on a meta-level 	<p>Example for (g) CO: I think (.) so (.) we need an hour (today)</p> <p>Example for (h) CO: I'll just make a few not[es for myself while we talk (so that I can)]°h follow the questioning process or our process a bit better yes</p> <p>Example for (I) CO: exactly I myself am (.) I have been a coach for (.) hm I think twelve years now °h (0.26) CO: and (.) uh accompany people in their (.) uh (.) topics °h coaching the special thing for me is the special thing about coaching °h (.) that it's about (.) helping the client to understand (0.48) CO: what exactly his own challenge is (0.67) CO: most of the time it's not so clear (.) uh °h and to help him °h (.) uh to find solutions and ways that he or she finds useful and to help him °h then in the implementation °h they may already hear it (.) °h so_n a bit (.) coaching is (firmly) about helping the client to solve their own (.) uh effective (.) problems °h (.) less than uh primarily telling them how to do it (.) °h um of course there are situations where I also like to provide a °h (.) professional perspective if I have one</p>
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Clarifying the problem and concerns	<p>Indications of the beginning of the phase «Clarifying the problem and concerns»:</p> <ul style="list-style-type: none"> • The joint negotiation of concrete action tasks and topics for discussion (see example for (a)). • Coaches ask questions that serve to clarify the problem (Question topicalizing problematicity (Graf et al., 2024)). • The clarification`s specificity regarding the concern/topic determines whether the clarifying problem and concerns or defining the goal phase is coded. Example: <ul style="list-style-type: none"> CO: where are you today what would you like to work on today (.) what would be a (.) good result for the session we have together today → Phase: Clarifying problem and concerns CO: °h should I briefly summarize [what]I have understood so that we can then formulate your coaching goal again → Phase: Defining the goal 	
	<p>Core tasks (Deplazes et al., 2018)</p> <ul style="list-style-type: none"> • Clarifications: <ul style="list-style-type: none"> • How the idea of counseling came about, • What expectations the client has, • What explanations exist for the problem`s contexts, • What ideas of a desired solution exist and which parties are affected and how. • The conscious motive – behind a need – is discussed; desirability and feasibility are weighed against each other. • Coaches try to reduce the complexity of the issue and develop a reconstruction of the current situation that is as clear as possible. 	<p>Example for (a) CO: what else do you need from me (.) how can I support you</p> <p>Example for (b) CO: what other things are there (.) what do I have to think ab[out]</p> <p>Example for (c) CO: so it's like this (.) follow-up [has h]ad an effect, so you say more motivation (for) encouragement and actually action</p> <p>Example for (d) CO: so there are moments when you have a place where you feel safe (.) [((unintelligible)) hmhm] KL: [yes exactly] (0.54) CO: °h and also well (.) I'll just put it this way KL: hmhm CO: and um there are moments when you feel lost</p>

	<p>Operationalization coach &</p> <ul style="list-style-type: none"> a) Clarifying interest and expectations in the coaching b) Encouraging the client to describe their circumstances c) Understanding the current situation and relating it to the past d) Discussing wishes, needs, ambiguities, motives and expectations e) Summarizing/paraphrasing the circumstances/concern f) Organizing thoughts g) Reflecting on internal perception h) Drawing attention to problems/challenges/unfavorable habits i) Scaling questions that serve to understand the problem/concern or inquire about emotions in relation to the problem/concern <p>coachee</p> <ul style="list-style-type: none"> a) Identifying motivation for coaching b) Recognizing obstacles c) Describing the circumstances, the people involved and the background and explanations regarding it d) Expressing concerns e) Identifying wishes, needs, ambiguities, motives and expectations (if these do not yet serve the concrete development of a solution) f) Clients rate their emotions in relation to the concern/problem g) Working towards overcoming unfavorable habits 	<p>Example for (e) CO: yes °hh umm then I'll take that up right away [umm]so the clarity you expect from your future career (.) umm you said uh what makes sense</p> <p>Example for (f) CO: so that's also a new task so I have to coordinate my work and my child and uh everything [((unintelligible, 1.52s))]°h okay KL: [to coordinate everything (.) for sure]</p> <p>Example for (g) CO: ((smacks)) I won't (play) but I'll report (.) give a feed[back] (.) what I hear there and what I (.) pick out (.) and that's my wor (.) [d]°h so to speak.</p> <p>Example for (h) CO: yes a °h well there could be a very strange dynamic °h because he actually wanted to have this function too if I hear that correctly (.)</p> <p>Example for (I) CO: sometimes it goes well (.) no sometimes it doesn't go so well but °h most of the time it goes well that's how it comes across to me (2.39) CO: so on a scale of one to ten (.)°hhh ten it always goes great °h one it's actually (.) just (.) difficult exhausting bad and °hh where would you prescribe yourself there</p>
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Defining the goal	<p>Indications of the beginning of the phase «Defining the goal»:</p> <ul style="list-style-type: none"> • Mentioning the word «goal». • Summary of the problem/concern by the coach with the aim of starting to define the goal (see example for (c)). It is frequently necessary to ascertain whether the problem or concern has been correctly interpreted and the essential elements of the topic adequately understood. • In some cases, metacommunication takes place via the clarification of the goal. Example: CO: if you like, we can also go into this in more detail and uh that it is a good everyday help for you and perhaps also makes it easier to rethink um (.) [but we may also have another goal for coaching today • Coaches ask questions that serve to develop a specific goal (e.g. Questions topicalizing client motivation, goal, and/or process expectations (Graf et al., 2024)) 	
	<p>Core tasks (Deplazes et al., 2018)</p> <ul style="list-style-type: none"> • The coach and coachee discuss and define the explicitly named goal together, which emerges as the result of the wishes and concerns of the coachee. <p>Note: The defining the goal phase is often of short duration.</p> <p>Operationalization coach &</p> <ol style="list-style-type: none"> Providing suggestions for possible goals of the coaching Providing assistance in formulating goals Summarizing/paraphrasing the goal Defining tasks – in terms of sub-steps of the goal – for the session <p>coachee</p> <ol style="list-style-type: none"> Providing comments on possible goals Defining a concrete goal Explaining the relevance of the goals 	<p>Example for (a) CO: and (.) umm (.) so it would be our goal to get a picture of your situation toge[ther]</p> <p>Example for (b) CO: [(clears throat)] how would you formulate the goal for today's s[ession] h° [...] KL: uh yes the goal um h° (0.83) KL: the reflection of one's own questioning pe[rhaps] °hh]umm [...] CO: °h ((smacks)) maybe you get (.) a positive goal for[mulation]°h what do you want</p> <p>Example for (c) CO: exactly h° °h now h you have formulated, so the goal for today's s[e]ssion um is °h that you focus more on yourself [(.) can]stay with yourself [can]and be happy (.) yes [°hh and]d these are also things that you can influence yourself and]d um [°h]hm hm hm hm and now you're also focusing on yourself again (.) yes so I heard the [little word]again and that means you've already succeeded in doing °h well</p>

		<p>Example for (d) CO: um that's why my suggestion would be that we start with the (.) um (.) the (.) first sentence you say where I see myself in my future °h (.) that you uh set that [as a goal] again for this coaching today (.) yes °h and we work towards making that more precise for you</p>
<p>Developing change</p>	<p>Indications of the beginning of the phase «Developing change»:</p> <ul style="list-style-type: none"> • Alternative or «instead» desired behavior/experience is asked about or activated; often with an emotional focus (see example (a)). • There is a change in the frame of reference: From problem to solution/vision (<i>problem</i> → <i>solution talk</i> (de Shazer, 1989)). • Coaches ask questions that initiate a change of perspective (e.g. Questions topicalizing ideal solutions / solution projection, Questions evaluating interim results (Graf et al., 2024)). 	
	<p>Core tasks (Deplazes et al., 2018)</p> <ul style="list-style-type: none"> • In order to develop change, coaches accompany the coachees along the defined goal; the issue is dealt with on an intrapersonal and interpersonal level. • The specific approaches are varied: for example <ul style="list-style-type: none"> • previous attempts at solutions are discussed, • resources from the past are activated and drawn upon for similar challenges, • exceptions to the problem are identified, analyzed and used to solve the problem. • The possible solutions and their effect(s) are also examined in the context of the affected social system. 	<p>Example for (a) CO: (I) make this observation that the more you have told about it and maybe even mentally felt °hh into these topics that support you there in presence and mindfulness (.) °h into this lightness (.) uh (.) to go in (.) °h (.) that you are also more and more calm and (.) uh (.) organized with this telling</p> <p>Example for (b) CO: °h yes and how is that then so first of all it sounds like it would be a solution (.) °h with um (.) with [this is]yes also a political environment then [through the]leadership °h (.) and um (.) so from a systemic perspective you are making an adaptation there [that you are]adapting (.) in the way you present something that is important to you °hhh and yes how is it for you to adapt in this way</p>

	<p>Operationalization coach &</p> <ul style="list-style-type: none"> a) Experiencing and processing solutions, alternative behavior or experiences b) Discussing potential solutions and their effects in the context of the social system concerned c) Interventions: e.g. imagination exercises, role-playing, self-awareness exercises, inner team, shadowing d) Reflecting on previous attempts at solutions e) Activating resources from the past and asking people to think about them f) Identify benefits or the meaning of the behavior/problem g) Encouraging reflection/reconsideration of thought structures h) Deconstructing the background/connections of behaviors i) Knowledge transfer j) Psychoeducation <p>coachee</p> <ul style="list-style-type: none"> a) Recognizing and adopting new feelings, contexts and perspectives b) Experience feelings, circumstances, alternative courses of action and solution projections during coaching c) Identifying advantages, disadvantages and meaning of behavior and associated feelings d) Reflecting on internal experience 	<p>Example for (c) CO: so we do a (0.21) CO: (that is then) we then make such a dialog that we now bring into the room, so to speak (0.31) CO: I'll put them on chairs imaginatively °h and you can put yourself in each side °h to see what other aspects might come up now</p> <p>Example for (d) KL: and then when I know that I actually know that it's stupid (0.52) CO: yes (.) exactly (0.44) CO: °h and um (1.53) CO: how have you solved it so far</p> <p>Example for (e) CO: to focus (0.6) CO: rings a bell (1.07) CO: when you think of your own inner resources</p> <p>Example for (f) CO: what do you think is the advantage of thinking like this and always making this comparison</p> <p>Example for (g) CO: [°hh yes °h so what strikes me if I may reflect on that umm KL: yes (0.6) CO: ((smacks lips)) °h uh uh ä ä (0.38) CO: that you have the (.) the topics um so the decisions that you have made which you also think yourself that you then question backwards °hh umhm yes ((creaking voice)) that that uh that</p>
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		<p>seems to me like such a self-runner that is part of your decision-making process</p> <p>Example for (h) CO: [s_ could be that it's not connected at all and that would be exciting maybe uh it doesn't have to be with this exercise °h uh (.) to look into it a bit] more to see if there is a connection</p> <p>Example for (I) CO: something very important is for °h buffers or breaks with [scheduling][(.) °h]it's no use if (I) have the whole day [full] °h so where do I schedule my breaks °h then e stands for making a decision so prioritizing what do I do first what next °hh and en stands for follow-up check</p> <p>Example for (j) CO: ((laughs)) I can see that you have good access to images to dreaming °h so that's actually a great resource especially when you're looking for where you're drawn [to] that you can also use these (.) images that come to you or that you can paint for yourself to get on the track of °h what is it</p>
<p>Developing measures and ensuring transfer</p>	<p>Indications of the beginning of the phase «Developing measures and ensuring transfer»</p> <ul style="list-style-type: none"> • If a change has been developed, concrete and future-oriented action measures are often developed in a subsequent step (see example (f)). • Coaches ask questions that inquire about concrete action plans or transfer achievements (e.g Question securing results and/or topicalizing (solution) implementation (Graf et al., 2024)) 	

	<p>Core tasks (Deplazes et al., 2018)</p> <ul style="list-style-type: none"> • Coaches and coachees develop strategies, action plans, concrete action plans or transfer practices; what has been learned is anchored. • The development of measures does not necessarily have to take place at the action level (e.g. a concrete change in interpretation patterns that goes beyond simply «recognizing» them). <p>Operationalization coach &</p> <ol style="list-style-type: none"> a) Developing strategies, action plans and concrete action plans b) Developing and/or practicing transfer practices c) Developing and/or discussing what is needed to attain the coaching goal d) Actively aiding and guiding the coachee in (specifically) dealing with the problem experience e) Helping the coachee to anchor what they have learned f) Developing partial steps g) Giving homework that contains concrete options for action h) Developing ways in which resources can be used for the future i) Identifying how successes can be maintained in the long term <p>coachee</p> <ol style="list-style-type: none"> a) Discussing/developing/introducing strategies, action plans and concrete action plans b) Recognizing/talking about changes in interpretation patterns and perspectives c) Reviewing ideals and resources that should be used to achieve the goal. 	<p>Example for (a) CO: ((laughs)) okay °h how can you make sure °h that (0.4) CO: you_try it (3.85) CO: so until we meet again how can you make sure that you will have tried it</p> <p>Example for (b) CO: °h [the mo]tivation is a great energy yes [and][also the im]patience that has its good sides [yes that]gives you the power to go and look [yes and]°hh umm (.) what could you do now to use this energy s for yourself so that it leads you to your goal</p> <p>Example for (c) CO: °h what do you need now to be able to set yourself this goal (0.57) CO: °h to set a block on Fridays or Mondays</p> <p>Example for (d) CO: um (.) they say they then decide a lot and (.) also have to change a lot °h (0.23) CO: what could you do instead when you get this feeling</p> <p>Example for (e) CO: would (.) would there be anything you could think of that you would remember for yourself (0.47) CO: create (.) hm or</p> <p>Example for (f) CO: what would be the first step you could take now if you said (.) so in five years I would like to have achieved that (.) to be in such a big company or in a big medium-sized company °hhh and to be there (.) in the area of training</p>
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		<p>Example for (g) CO: but °h I'll give you a sheet (.) with (.) °hh (.) like the smart formulation of the goal it stands for specific so it's as concretely named °hh as it gets °h promotion is already something very concrete °hh uhm h° ((snaps)) successful that could be defined a bit more precisely (.) where [what]what means successful °hh measurable</p> <p>Example for (h) CO: °h so and (.) I'm now thinking about how you can transfer that (0.59) CO: so into your (0.4) CO: context at home [the thought]°h you're going somewhere now and now [I can]drive then no you don't have to [°h]how can you then (.) what can you do then</p> <p>Example for (I) CO: but (.) how do you keep yourself present (.) is there something like that again because °h I suggested well (.) write it down so to speak (0.8) CO: do you have any idea how you can keep yourself present (.) if (.) it gets tight when it gets towards October</p>
<p>Closing the conversation</p>	<p>Indications of the beginning of the phase «Closing the conversation»</p> <ul style="list-style-type: none"> • After a joint conclusion of the «actual» coaching (e.g. Question evaluating the coaching process (Graf et al., 2024)), this final phase often begins with an appraisal of the interaction (see example (c)). • Discussion of the next lesson (see example (f)). 	

	<p>Core tasks (Deplazes et al., 2018)</p> <p>a) Coaches and coachees acknowledge the interaction, usually by means of a sequence of thanks and wishes as well as the actual farewell.</p> <p>b) In addition, appointments are often made.</p> <p>Operationalization coach &</p> <p>c) Introducing the end of the conversation</p> <p>d) Briefly mentioning homework</p> <p>e) Expressing thanks for the interaction</p> <p>f) Arranging a new appointment</p> <p>g) Engaging in small talk</p> <p>h) Giving a brief outlook on the next meeting</p> <p>i) Saying goodbye</p> <p>coachee</p> <p>a) Expressing thanks for the interaction</p> <p>b) Arranging a new appointment</p> <p>c) Engaging in small talk</p> <p>d) Saying goodbye</p>	<p>Example for (a) CO: yes I'm also pleased that it appeals to you (.) then um (.) let's finish now</p> <p>Example for (b) CO: and homework basically let it sink in (.) what you (.) have experienced today</p> <p>Example for (c) CO: °hh thank you very much for this conversation KL: yes thank you ((laughs))</p> <p>Example for (d) CO: umm (.) well (.) fine (.) let's see (.) make the next appointment (.) or</p> <p>Example for (e) CO: you could have gone to (the) beautiful old town (1.37) KL: yes yes I've read some specialist literature I'll have to do that at some point and I just had time ((laughs))</p> <p>Example for (f) CO: well then we can also discuss how you can organize it and maybe also with your colleague then (0.41) CO: so how you can deal with her what is important there</p> <p>Example for (g) CO: until next time KL: yes tomorrow (.) already [I believe] CO: [In the mo]rning</p>
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