### Table 9.1 Guidelines for coaching using core reflection

<table>
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<th>Phase</th>
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| 1. Describe a concrete situation or experience | The coachee has experienced something that bothers him/her. In this phase it is about clarifying the ‘issue’. The coach tunes in. The goal of this is that a connection is created between them and that the coachee feels heard. | ● Using the elevator  
● Empathic feedback (expressing the other’s feeling)  
● Pointing out the core qualities  
● Giving I-messages (i.e. the coach describes his/her own feeling, how it touches him/her) | Don’t let phase 1 take too long, because this usually doesn’t bring flow to the problem. This phase can be finalized as soon as the coach and coachee are in contact with the problem: if the frustration is being felt, the question of wanting can be asked, which leads into phase 2a. |
| 2a. Reflection on ideal | The coach asks how the coachee would like to have it, so what is the ideal. This has to be as concrete as possible: What does the desired situation look like exactly? What is the advantage of it (for you, for others)? | See phase 1 | From the ideal you can often quickly deduct the key core quality (see phase 2b). Phase 2a will not be completed until flow can be observed. If not, there is not enough contact with the ideal, or its corresponding core qualities. |
| 2b. Reflection on core quality/qualities | This is about tapping into the source of the flow, i.e. your own core qualities. The coach can ask the coachee to name these, but the coach can also do this. However, it is important that the coachee really experiences these qualities. | ● Recognizing and naming core qualities, and making sure that the coachee can feel them inside, and experience their effect.  
● Reinforcing the core quality, e.g.: “this is a very beautiful quality of yours!” | People don’t get into flow only by thinking. Check the non-verbal behavior: is there flow? If not, there is not enough contact with the potential for flow and more attention needs to be paid to the ideal and the core qualities. |
| 3. Reflection on obstacles | The core question is: What stops you from really going for your ideal?? (and calling on the beautiful core qualities that are connected to it?) The coach distinguishes between external obstacles (“those people are being so difficult”) and internal obstacles. Internal obstacles are often limiting thoughts (“I will never be able to do that”) or limiting behavioral patterns (reverting to old and unhelpful behavior). It is essential to focus on the internal limitations. It is also important that the coachee gains insight into the negative effects of this | See phase 1  
● Using the elevator (in a special way):  
- so you think…  
- how does it feel to think that?  
Or:  
- so you are reverting to that pattern of…..  
- how does that feel?  
- is that what you really want to think and therefore feel weak/ miserable?  
● Important are interventions that will allow the coachee to experience s/he has a choice:  
- so as soon as…. you think….?  
- who thinks this at that moment?  
- who is responsible for this | This phase will only be completed once (1) the coachee has become aware of limiting patterns, (2) can observe that s/he instigates these themselves, (3) feels how sad, frustrating or painful that is, and (4) can see that he/she has a choice. In short, the coachee has to start realizing that s/he is responsible for it and that s/he sets off the domino that creates the problem. It is important that the coachee looks at this from a ‘distance’, and chooses to not be dragged into it. Only thinking about the obstacle doesn’t help! The person has to feel how s/he is blocking him/herself. |
### 4. Using the core potential

Increasing the tension between the core potential and the obstacle: The coachee will start to feel the potential for flow and power, but also how s/he is blocking this flow/potential. This tension has to become almost ‘unbearable’.

- **Using the elevator on ideal, core quality and obstacle:**
  “So you feel how much you would like…. and that you have these beautiful qualities that can help to achieve your ideal? (check flow)
  And you are constantly blocking yourself by….? How does it feel to do that?” (Or: “Isn’t it frustrating to keep yourself imprisoned so much?”)
- **I-messages, e.g.:** “I wish for you to become aware of how much you are limiting yourself, and that you will stop being dragged along by it.”

The trap is that everything can seem really clear now: the ideal, the qualities, the obstacle. This often leads to thinking about the situation and looking for a solution, both by the coach and coachee, and this stops the flow.

This phase is all about feeling the contrast between feelings of flow (around ideal/ core qualities) and the frustrating feelings about maintaining the limiting pattern.

When this contrast is strongly felt as an inner tension, this will naturally lead to a break-through: The coachee just knows what they want to do differently. If you end up looking for a solution, you know that the phases have not been successful yet.

### 5. Trying a new approach

This is about applying what you have learned to a problem situation: How could you apply those core qualities more, and no longer be dragged into the obstacle? (This is something different than ‘getting rid of it’.) How would that feel? What would you get out of it? Do you really want this?

- **Getting concrete:** “so imagine that…. happens again, what will you do exactly?” (+ use the elevator)
- **Don’t just check the new behavior, but also how the coachee now deals with this obstacle internally.**
- **A mini role-play can help to strengthen the transfer.**
- **Enforcing:** “Beautiful! I can see you doing it!”

(Only if this is authentic.)

It is important to check now: Do the coachee and coach have faith that it will be different from now on? As a coach, pay special attention to the feelings (trust?) and non-verbal behavior of the coachee, and also make him/her aware of those.

If everything goes well you should be able to see the person becoming stronger right now (and give feedback on that!). Again, if there is no feeling of flow, or if you are ‘looking’ for solutions, this phase has come too soon.

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**29. Guidelines for coaching using core reflection (Table 9.1)**