

Coaching & Mentoring, in a Life & Language Coaching World

Where, it's also important to decide, just: 'Who is the 'Active Listener'?'

by Jacqueline Melbourne-Milner

When asked, I often describe 'Life Coaching' as: *'... a unique bridge-way to individual support that can be tailored on an individual basis, helping to maintain 'your' ongoing progression within the workplace, social interaction - or, even towards the achievement of a better work-home-life balance.'*

This is the '*stance*' I still continue to work by [it's even included within my self-published Coaching Workbook], particularly: as, like so many other '*Coaches*', I have found that an adaptable working '*niche*' will often help to widen the '*coaching: practice-work-load*' - and, not just at a local level, but on an international level too.

Now, that my own '*coaching practice*' offers '*targeted one-two-one language support*' to [both children and adults] who speak '*English*' as *their second or other language*', I often describe myself [whilst providing a series of '*supportive*' connections, based on '*motivational influences*'] as a: '*Teacher, Tutor and Coach*' too - but, not necessarily in the same working order.

¹ Melbourne-Milner. J. [self published 2017] 'Coaching Workshop: Advanced Personal Development. Executives - How to work towards the achievement of better [inner]-happiness: And, how to recognise it when it presents itself', p.5.

When I 'coach': I ensure that I have both the time and energy to '*actively listen*', whilst also providing my full attention. I have also found that: when '*coaching & mentoring*', we naturally learn to both '*give and take*' - and, whilst within our own practice/s of established '*niche*' working '*links-of-support*', the '*client coach relationship*' will often begin to integrate on a level which '*surpasses the idea of basic coaching support*'. I also maintain my '*belief*' that this is because there will always be a requirement for any '*coach*' to both '*actively listen*' and also '*respond*' [appropriately and '*with knowledge*'], at some point, which then serves to support the client at a level which will be '*beyond a surface-level*' approach to that of a more '*person-centred*' approach.

Coaches [become '*resilient*' and], will often become experts at '*soaking up*' the '*angst*' of a client - whilst, also '*listening and absorbing*' the variants of '*barriers*' which might present themselves within the '*coaching remit*', based on levels of conversation [whether apparent or when '*reading between the lines*'].

For many, the idea of connecting to a link of '*coaching support*' is still a new one - and, whilst '*niche working*', helps to ensure the '*coach*' and '*coachees*' are able to begin '*on the same page*' [of Initial Assessment], it's still important to acknowledge the role of each when '*actively listening*'.

Just as a classroom or teaching hour, will have a set of guidelines [learning agreement] for both the Teacher and student to follow - so, too will an agreed plan of '*coaching*', as an essential element of the '*coaching process*' - and, '*niche working*' helps to determine what elements of the '*coaching practice*' is addressed first, in the sense that there will often be an established platform from which to work from.

For instance: a Teacher will often work from a lesson plan, whilst their students naturally follow their guidance - but, when this connection also involves '*links-of-*

support through *'niche-coaching'* [on a one-two-one basis], the *'coachee'* is then provided with the *'space to both think and to say-out-loud'* their life's concerns.

Essentially: With *'no judgement'*, or preconception [from their *'coach'*]: the coachee's talking space has the ability to become *'much more than a gripe, or a link of inner or outer concern'*, it becomes an area when *'they are able to both acknowledge and begin to sound-out ways to work-through their barriers'* - and, as they continue to accept support towards their building of *'inner-provision'*, that will help provide the *'driving force'* of *'motivation'* [which is often needed], it's then that they also begin to recognise, and even find ways towards, the solutions that they already have within.