

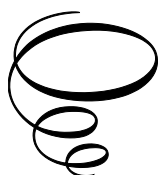
Using Empathy Coaching to Improve Interpersonal Relationships at Work

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By

William J. Rothwell, Jamie Campbell,
Phillip L. Ealy and Behnam Bakhshandeh

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William J. Rothwell dedicates this book to his wife *Marcelina*, his daughter *Candice*, his son *Froilan*, his grandsons *Aden* and *Gabriel*, and his granddaughters *Freya* and *Lina*.

Jamie Campbell dedicates this book to his parents, *Wilhemena* and *Claude*, his wife *Kimberly*, and his daughters *Grace*, *Vivian*, and *Lillian*.

Phillip L. Ealy dedicates this book to his wife *Michelle* and kids *Cain*, *Phillip*, and *Terrell*.

Behnam Bakhshandeh dedicates this book to his late parents, *Hossain* and *Paridokhet Bakhshandeh*. Thank you for my life and the great upbringing.

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PREFACE

Empathy, the capacity to understand and share another person's feelings from their perspective, is a cornerstone of meaningful human interaction. It fosters genuine connections, promotes compassion, and enhances social cohesion. *Sympathy* is not the same and involves acknowledging another's hardships from your standpoint, often prompting pity rather than a shared and meaningful emotional experience. The distinction between empathy and sympathy is crucial. Sympathy creates an uneven power dynamic, positioning you as a compassionate observer, but empathy involves immersing yourself in another's experience, fostering more profound understanding and connection. Empathy creates a connection, but sympathy can drive disconnection.

Is there a growing decline in empathy in modern society? Some observers of the contemporary world believe so (Konrath et al., 2011). It is attributable to increased social isolation, digital dependence, and societal polarization. Excessive screen time and online interactions can occasionally impede the development of emotional intelligence and empathy. Social polarization hinders empathy by making it difficult to understand and relate to individuals with opposing views. A lack of empathy can lead to social strife, discrimination, and a lack of compassion. It can make it more challenging to work with others, especially those whose views conflict with your own.

How can individuals be helped to demonstrate more empathy? That question has provoked much thought among business leaders, government leaders, social activists, and workers. Employers, many of whom have been hard pressed to recruit and retain workers, find that many of today's workers can talk effectively about empathy but struggle to demonstrate it in their daily behaviors.

In our previous books--*Rethinking organizational diversity, equity, and inclusion: A step-by-step guide for facilitating effective change* (Routledge, 2022) and *Beyond symbolic corporate social responsibility: Toward sustainable social impact and social change* (Routledge, 2023)--we provided detailed guidance on effective ways for diversity practitioners to implement Diversity, Equity, and Inclusion (DE&I) programs in

organizations and effective ways to go beyond organizational diversity to enact social change that supports diversity outside employers. However, as we completed the book, we realized there is a difference between establishing a corporate culture supporting diversity and helping individuals demonstrate empathy in their daily behaviors. That led us to empathy coaching—and this book.

Coaching is a popular topic in the United States and globally. According to LinkedIn:

- The global coaching sector is worth \$2.85 billion.
- There are 23,000 qualified coaches in the United States and 71,000 internationally.
- 99% of people and businesses who hire a coach are "satisfied" or "very satisfied" with the results.
- 80% of coaching clients think coaching helped them enhance their self-esteem or self-confidence.
- According to 73% of coaching clients, coaching helps them improve their relationships, communication skills, interpersonal skills, work performance, work/life balance, and wellness.
- 51% of organizations with a good coaching culture outperform their competitors in revenue.
- 68% of people who hired trainers recouped their investment.
- The average ROI is seven times the investment.
- Coaching has a 221% ROI.
- Life coaches earn between \$100 and \$150 per hour. There are many types of coaches, including fitness coaches, life coaches, nutrition coaches, executive coaches, management coaches, image coaches, sports coaches, music coaches, and many more. Name a topic, and some can coach others on it!

While it exists, empathy coaching receives less attention than other issues. If you do not believe us, do a Google search and see for yourself: How much is written about empathy coaching? What research has been conducted on it? What are the facts and figures about it?

Simple online searches do not answer these questions because little or no information is available. But empathy is an important issue. Consider these facts and figures (Reiners, 2023):

- Those previously considered "minorities" may achieve majority status in the U.S. by 2045.
- 48% of Generation Z is a racial or ethnic minority.
- Diverse businesses have 2.5 times the cash flow per employee.
- Diverse management has been demonstrated to boost income by 19%.
- Gender-diverse businesses and management teams outperform their less gender-diverse counterparts.
- Three-quarters of job searchers and employees prefer diverse employers and coworkers.
- Non-Hispanic White people are no longer expected to constitute the majority of Americans by 2045, making the United States more racially and ethnically diverse by that time.
- By 2060, one in every three Americans will be of a race other than White, with individuals of two or more races being the fastest-growing racial or ethnic group in the United States.
- White people make up 77% of the workforce in the United States. As of 2021, Hispanic or Latino people make up 18% of the workforce, Black people make up 13% of the workforce, and Asian people make up 7% of the workforce.
- According to a 2020 Gallup study, 24% of both Black and Hispanic or Latino employees had encountered workplace discrimination (Reiners, 2023).

Working with other people—and especially diverse people—requires empathy. Short-term training is seldom adequate to cultivate that feeling. Coaching is often much more impactful and sustainable.

The Purpose of the Book

This book offers a step-by-step, systematic approach to carrying out empathy coaching. It relies on a fictional frame, relying on a story about coaching and working with an executive. This book then permits readers to go beyond merely reading the story to answering thought-provoking questions about empathy sessions in the story and role-playing those sessions. If the role plays are appropriately conducted, readers will have the opportunity to play the empathy coach and the coachee over the sessions.

The Target Audience for the Book

This book is written for anyone interested in empathy coaching. That would include:

- HR and HRD directors and human resource professionals tasked to facilitate the implementation of training and development efforts.
- Managers and workers who could lead or participate in empathy coaching sessions.
- Teachers or professors who teach empathy coaching.
- Consultants who wish to offer empathy coaching sessions and/or train others to do so.

The Organization of the Book

This book is organized according to the organizational scheme of empathy coaching sessions. An important assumption is that each session can be based on a common agenda and that empathy coaching typically necessitates more than one session.

This book opens with this **Preface**, which is intended to summarize the book. An **Acknowledgements** page thanks the contributors. An **Advance Organizer** provides a hands-on overview of the book, allowing readers to quickly assess their needs and determine what they want to learn most. **The Empathy Coaching Simulation: The Backstory** summarizes the case story/study that is the basis for the simulation. **The Cast of Characters: The Summary** briefly describes the characters in this simulation. **How to Use the Empathy Coaching Sessions** depicts how readers should use each empathy coaching session that follows in the book.

Empathy Coaching Session 1 addresses establishing rapport between the coach and the coachee. **Empathy Coaching Session 2** looks at what is happening in the situation, describing the current events in the case story. **Empathy Coaching Session 3** examines what should occur in the situation, expressing an appreciation for empathy as it should be demonstrated in the organization. **Empathy Coaching Session 4** focuses on pinpointing the gap between what is happening (Session 2) and what should be happening (Session 3). The gap is the focus of action. **Empathy Coaching Session 5** examines why that gap is essential. **Empathy Coaching Session 6** investigates the root cause(s) of the gap. **Empathy Coaching Session 7** is about identifying ways to close the gap by addressing the root cause(s).

Empathy Coaching Session 8 centers on finding the most practical ways to close the gap. **Empathy Coaching Session 9** discussed how to implement the ways to close the gap, and **Empathy Coaching Session 10** deals with evaluating the success of empathy coaching efforts.

Two appendices appear near the end of the book: **Appendix I** consists of Frequently Asked Questions, and **Appendix II** consists of Resources on Empathy Coaching. The book ends with the **Biosketches of the Authors**.

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ADVANCE ORGANIZER

Complete the following organizer before you read the book. Use it to help you assess what you most want to know about empathy coaching.

Directions

Read each item in the Organizer below. Spend about 10 minutes reflecting on your needs by completing the Organizer. Be honest! Think of what you know about empathy coaching and what you would most like/need to know. For each item in the center column, indicate with a *Y* (for Yes), *N/A* (for Not Applicable), or *N* (for No) in the left column whether you would like to develop yourself on that issue or topic. When you finish, score and interpret the results using the instructions at the end of the Advance Organizer. Then, be prepared to share your responses with others to help you think about what you most want to learn about empathy coaching. To learn more about one item below, refer to the number in the right column to find the chapter in which the subject is discussed.

Table A.1
I Would Like to Develop Myself

<i>I Would Like to Develop Myself in the Following:</i>						
Level of knowledge No knowledge, 1 to knowledgeable, 5					The area of knowledge, understanding, and development	Book chapter in which the topic is covered
1	2	3	4	5		
					Establishing rapport between coach and coachee.	One
					Describing the present situation (what is happening?).	Two
					Describing the desired situation (what should be happening?).	Three

					Determining the gap between what is and what should be.	Four
					Exploring why the gap is essential.	Five
					Investigating root cause(s) of the gap.	Six
					Selecting a practical way to close the gap.	Seven
					Devising implementation strategies to close the gap by addressing root cause(s).	Eight
					Interviewing to find the impact of transformation	Nine
					Evaluating results of the empathy coaching effort.	Ten
					The subtotal of each column on the left	
Total					The total of all five subtotals	

Scoring and Interpreting the Organizer

Give yourself 1 to 5 points for each item listed above. Total the points from the numbers column and place the sum in the line opposite to the word TOTAL above. Then, interpret your score:

Score

- **1-20 points** = Congratulations! This book is just what you need. Read the chapters you marked 2 or 1.
- **21-30 points** = You already have great skills in *Coaching for Empathy*, but you also have areas where you could develop professionally. Read the chapters you marked 2 or 1.
- **31-40 points** = You have skills in *Coaching for Empathy*, but you could still benefit from building skills in selected areas.
- **41-50 points** = You believe you need little development in *Coaching for Empathy*. Ask others—such as mentors—to see if they agree.

THE EMPATHY COACHING SIMULATION: THE BACKSTORY

Mary Gordon, 54, is a professional coach. She has been asked to work with Ronald Dahl, 58, a senior executive of operations in a large manufacturing company called Footings, Inc. (Footings makes shoes, socks, and other items for the feet). Footings has over 3,000 employees worldwide, but Gordon works by herself in a one-person consulting company called *Empathy Coaching Horizons*.

It is essential to understand at the outset of this simulation that Dahl has not been the focus of complaints for making insensitive remarks or demonstrating insensitive behavior toward people who are not like him; instead, his immediate supervisor and mentor (Footings CEO Linda Gateson, age 62) wants him to improve his appreciation for empathy with people who are not like himself. Gateson has hinted that, if Dahl participates in the coaching, she will look favorably on him as her possible successor. Dahl has never engaged in inappropriate words or deeds but has agreed to participate in the coaching process. Gordon plans to carry out empathy coaching with Dahl over 10 coaching sessions. She plans to use the following empathy coaching model to guide empathy coaching sessions and to guide the agenda for each coaching session:

- *Step 1:* How can rapport be established? Describe how the coach and the coachee can "get to know each other."
- *Step 2:* What is happening? Describe the current situation. Describe who Dahl interacts with and any unique challenges.
- *Step 3:* What should happen? Describe the desired situation. Describe how Dahl could improve his appreciation of empathy.
- *Step 4:* What is the gap or difference? Describe the difference between what is happening and what should be happening.
- *Step 5:* How significant is the gap? Explain why the gap is essential and needs to be narrowed or eliminated.

- *Step 6:* What causes the gap or difference? What could be the underlying reasons for the gap?
- *Step 7:* How can the gap be narrowed or eliminated?
- *Step 8:* How can Dahl narrow or close the gap between his present behavior and desired behavior? How can the solutions (the gap narrowing or elimination strategies) be implemented?
- *Step 9:* How can the success of the corrective action be measured or evaluated?
- *Step 10:* How can the coaching relationship be concluded?

These questions will guide the series of 10 coaching sessions. The same model will also be used as an agenda to guide each coaching session.

THE CAST OF CHARACTERS: A SUMMARY

Mary Gordon, age 54, is a professional coach. Her company is Empathy Coaching Horizons. She is a good friend of Footings Inc.'s CEO, Linda Gateson.

Ronald Dahl, age 58, is a senior executive of operations in a large manufacturing company called Footings, Inc. His immediate supervisor and mentor is CEO Linda Gateson. Dahl has never been accused of wrongdoing in his dealings with the people who work with him. He is widely liked by his direct reports.

Linda Gateson, age 62, is the CEO of Footings, Inc. She is a friend of Mary Gordon and is the immediate supervisor of Ronald Dahl. Gateson likes Dahl and would like to see him promoted to CEO when she retires in a few years. But she feels that he needs some empathy coaching because he grew up in a small rural town with parents who never saw a minority in their lifetimes.

Beyond the descriptions provided above, participants in this simulation are free to "play yourselves" when assuming a character for the simulation. If you wish, you may adopt a persona different from yourself, such as someone difficult to deal with, argumentative, quiet, funny, or any other character type you may wish to play.

HOW TO USE EMPATHY COACHING SESSIONS

Read and use the empathy coaching sessions in each scene of this book according to the graphic below (see Figure A).

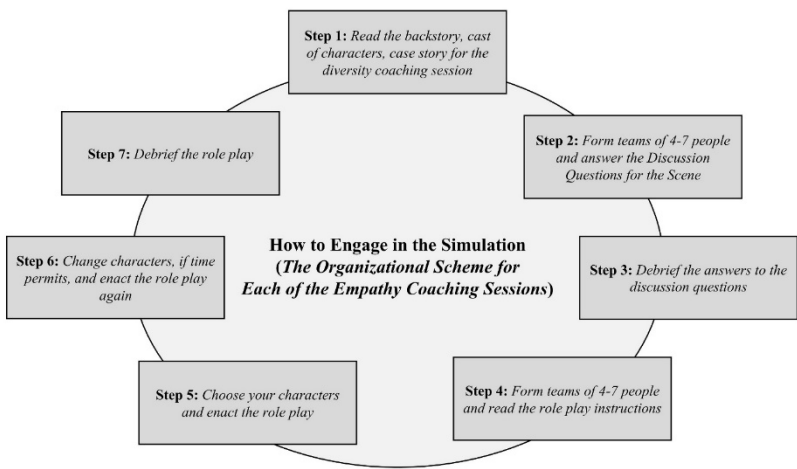


Figure A. *How to Engage in Simulation.*
Source: Authors' Original Creation

Read, get familiar, and use the empathy coaching model following this page according to the graphic below (see Figure B).

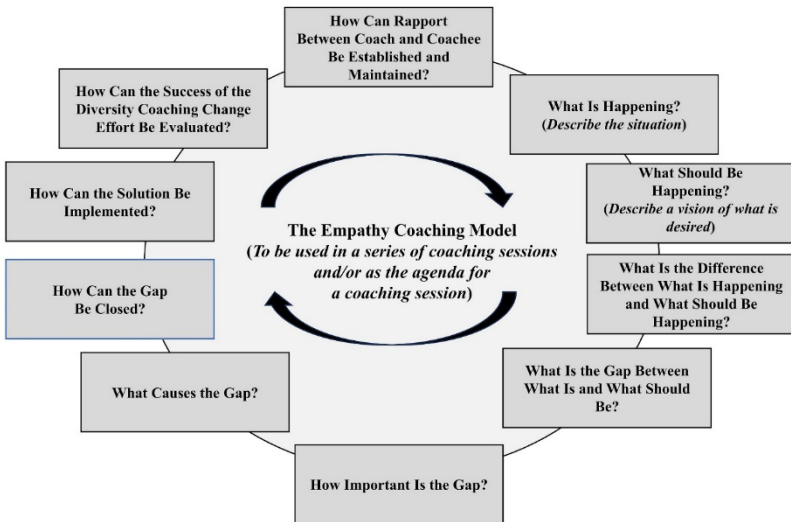


Figure B. *Empathy Coaching Model*

Source: Adapted from Rothwell and Bakhshandeh (2022).

Three Common Coaching Delivery Methods

Throughout this book, at the end of each chapter, we encourage our readers to participate in a "Role Play" as an empathy coach and a coachee to practice what they have learned in each chapter. In those segments, we invite the participants to use the three approaches to a coaching session or style.

This section explains the three delivery approaches and highlights the delivery strategy that an empathy coach would find most appropriate. It does not address which is superior or more successful than the other. Delivery of coaching often takes three forms (Rothwell & Bakhshandeh, 2022):

- Directive coaching
- Non-directive coaching
- Collaborative coaching

Directive Coaching

Because they are subject matter experts, the coaches in the directive coaching method are more closely involved in the coaching process and

offer their expertise, experience, and professional counsel. In this approach, the relationship between the coaches and coachees is similar to that of athletic coaching. The coaches ask questions to gain insight into the coachees' mindset, identify resistance areas, or check in. After that, they offer advice and demonstrate a "how-to" to the coachees (Wilson, 2020). Experts in the technical and performance-related fields favor directive coaching.

One great advantage of the directive coaching strategy is that it is most useful when the coachees cannot identify the problem or are at a loss for what to do! This shortfall might be brought about by a lack of expertise, experience, or a performance level that is not for that specific job, task, or position (Whitmore, 2017).

One drawback of directive coaching is that the coachees may require more time than usual to practice and gain expertise, and may not comprehend the concept or procedures independently. However, the information will sink in, and the coachees can repeat what they have learned with their effort in learning, their manager's or supervisor's assistance, their application of tests, and their evaluation for effectiveness and performance (Rothwell & Bakhshandeh, 2022).

Non-Directive Coaching

To strengthen the coaching connection, coaches in empathy coaching encourage their clients to create opinions about the subject at hand and draw conclusions. Conversely, this method entails coaches listening to their clients' experiences, stories, and problems while simultaneously asking questions to create opportunities and awareness for the clients to make their own decisions as they progress through their inner growth journey (Wilson, 2020).

When a non-directive method is used, the coachees choose solutions that align with their personal or professional needs and goals. Given their own direct engagement, there is a greater chance that the coachees will try to put the acknowledged improvements into practice in their personal or professional environment (Bakhshandeh, 2009).

With this method, the coach need not be an authority on the subject; instead, their role is to allow space for the coachees to think and ask questions and continually remind them to be nonjudgmental, open-minded, and non-

resistant. Non-directive coaching is a well-liked technique that would be excellent for non-technical and non-performance applications (Whitmore, 2017).

Collaborative Coaching

This approach calls for close collaboration to create a mutual understanding of the coachee's aims and objectives. Afterward, the coach and coachee identify answers and successful tactics. Key concerns may be highlighted, skills can be developed, personal accountability can be encouraged, and collaborative coaching can foster teamwork. In collaborative coaching, a collaboration exists between the coach and the coachee (Wilson, 2020).

In the collaborative coaching paradigm, a coach poses thoughtful questions to a coachee to promote introspection and critical thinking. Afterward, the coach and the coachee collaborate to develop a workable solution. Collaborative coaching is employed when working with coaches who possess the expertise and understanding to analyze a lesson and determine whether parts succeeded or not. With helpful coaching derived from research-based methodologies, collaborative coaching functions under the premise that the coach can solve their problem and expand their practice (Whitmore, 2017).

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CHAPTER ONE

EMPATHY COACHING SESSION 1

ESTABLISHING RAPPORT

BUILDING A BRIDGE TO TRUST AND RELATEDNESS

Introduction

This chapter introduces empathy coaching while allowing for an interactive experience with the information you are reading. You can collaborate with a client in a "real-time" situation throughout this chapter and the coming chapters. Each subsequent chapter will be designed to allow one reader or (better) multiple readers to play out each scene with the intent of not finding the *right* answer but the *best* answer for the client's situation. Though the cases may appear the same, they could have different solutions when the human component is added to the equation. Each person is different, and so is each path for development. The coach must figure out how to help their client develop to the highest potential; this is done by establishing rapport.

This section will help you understand the difference between coaching and mentoring. The rationale for this clarity between the two individuals will be discussed further in the chapter. However, it is also important to note that being a good coach or mentor is not a passive role. That is one of the similarities that causes individuals to confuse the two roles. Being a good coach is being active, but being a great coach involves being empathetic and not sympathetic. Being sympathetic can imply some pity or a feeling of being sorry for an individual's plight. An empathic coach understands the situation of their coachee and can make suggestions based on experience and wisdom (Foster, 2022).

Note: Figures 1.2 and 1.3, Empathy Coaching Session 1 is about demonstrating how the coach can investigate "How can the coach build rapport and readiness?" and the coachee working on "How can you help to build rapport and readiness with the coach?"

Keywords: *Rapport, Developing Trust, Coaching, Empathy, Career Development*

Key Concepts

Throughout this chapter, some concepts could be vital for you to develop an understanding of as you work through your coaching journey. The concerns of the coachee will not always appear right away, but understanding the concepts below will help you to bring your coachee's concerns to light:

- Rapport is never easy, but it is among the most important things between a coach and a coachee.
- A coach can never rush to a solution point; the problem that quickly presents itself may not be the actual problem that needs to be solved.
- Information sharing needs to be a two-way process for trust to be built.

Defining Key Terms and Aspects

- **Career Development** – the action of individuals enhancing their skills and tactics to advance within the organizational structure in which they work.
- **Coach-** an individual contracted to help a client move to a better employment or social situation (Ross, 2018).
- **Coachee** – an individual who seeks help and support from an experienced person in a particular area of expertise.
- **Coaching** – a procedure where knowledge is passed from an expert or a well-informed individual in a particular field (Bennett & Bush, 2009).
- **Developing Trust** – the communication process that will allow for forthright and safe conversation between two or more individuals.
- **Empathy** – the intentional ability to understand and see a situation from another person's perspective.
- **Rapport** is key to professional development, coaching, and leadership development that builds trust, dialogue, and knowledge advancement.

Defining Coach and Coachee Relationship

Setting expectations and boundaries for both parties is essential in defining the relationship between the coach and the coachee. David Clutterbuck, the owner and founder of Clutterbuck Coaching and Mentoring International (CCMI, 2024), stated several expectations and outcomes for the coach and coachee. Though CCMI speaks on over 20 topics, some of those points are as follows (see Table 1.1):

Table 1.1
Boundaries and Expectations for Coaches and Coachees

Boundaries and Expectations for Coaches and Coachees	
Coaches	Coachees
Assisting the coachees in identifying their desired outcomes and understanding their reasons.	Recognizing and embracing the need for personal growth or change.
Providing impartial feedback on their progress.	Taking time between coaching sessions to reflect on the insights gained.
Guiding them in developing a plan to reach their objectives	Periodically assessing the strength and effectiveness of the coaching relationship
Acknowledging and celebrating accomplishments	Engaging in discussions to clarify and agree on their goals and their reasons.

Note: Adapted from Roles and Responsibilities of Coaches and Coachees (CCMI, 2024)

Understanding Rapport

Coaching can be one of the most rewarding yet difficult and stressful jobs. According to the International Coaching Federation, the business generated over 2.8 billion dollars in billable hours. That indicates that many people globally (the Carrean and Eastern Europe in particular) have seen a need to seek experienced and well-rounded coaches with cultural dexterity and agility. The coach's job is to understand the coachee and help them improve themselves. However, before going too far, it is important to evaluate or better understand two words that are often confusing in this space: *mentoring* and *coaching*.

People often confuse coaching with mentoring because the words are frequently used interchangeably. Think of these terms in this way: a baseball hat and a fedora are both hats, but the rationale for when to use one or the other is different. A baseball cap is seen as an informal or even casual hat. A fedora is a formal head covering. Yet both are hats, and when to wear the baseball or fedora hat is challenging. Hence, the difference between coaching and mentoring. As defined by Clutterbuck (2008), coaching focuses on a client's professional or social life performance. Farzam and Campbell (2021) determined that mentoring is when an individual shares honest and accurate information with someone new to the organization going through a challenging period or having difficulty performing a task or responsibility. This person also serves as a confidant for the individual being mentored (Rothwell & Chee, 2013).

Successful coaching can begin once the difference between coaching and mentoring is understood.

It has been established that coaching is the focus for this client. Hence, the work now shifts to creating a rapport with the client. Remember, this part of the experience will be different for everyone. Some clients will be open to sharing parts of their knowledge immediately, while others will keep one eye on the clock and one foot out the door. Martins (2024) stated that there are appropriate ways to establish rapport with your client.

These points include:

- A. Understanding Oneself
- B. Active Listening is Important
 - a. Body Language
- C. Similarities Matter
- D. Empathy is Key
- E. Use Open-Ended Questions when Talking

These are essential points to consider and should be understood as the foundational parts of making a strong coach. A brief explanation of these aspects is warranted.

Understanding Oneself

Before assessing clients to help them reach their maximum potential, a coach should know who they are. Every individual has blind spots. Coaches must understand who they are as they help their clients, who may have

different opinions or find it even more complicated when their clients closely mirror themselves. Abramson (1996) stated that it is essential to know an individual's prejudices, prejudgments, loves, and satisfactions before they can help someone else.

Active Listening is Important

According to McMahon (2020), the primary responsibility of active listening is to strengthen mutual understanding between individuals. This understanding comes from verbal communication and from nonverbal communication, which is known as body language. Body language is essential when trying to establish a connection with a client. As a coach, the client must feel and see that their coach hears them. Simple things like leaning in during certain parts of the conversation, keeping arms open and not folded across the chest, and finally, not frowning or furrowing of brows will help to create a link between coach and coachee.

Similarities Matter

Once a coach understands who they are, they can "bring their whole self" to the coaching assignment. Finding common points, even ones of dislike, such as a sports team, food, or a place, can be an excellent way to get a foothold in building a trusting relationship.

Empathy is Key

In the workplace, empathy is beginning to enjoy a solid understanding of its importance regarding worker development. Yet, psychologists have often valued empathy in the treatment of clients. Coaches need to make sure that they follow the psychologist's path. While coaches are not psychological advisors or therapists, they often take the role of listener and executive supporter. Marsden et al. (2010) pointed out empathy is relationship-building and strategic. As a coach, you must be able to provide your client with support that does not appear to make the client feel they are being treated as if you feel sorry for them, but you understand their situation; hence, empathy, not sympathy, is the most potent tool in your toolbox when coaching.

Use Open-Ended Questions When Talking

In research, one of the key elements of qualitative studies is the interview. The first few meetings are an in-depth interview. Though you may use a few

closed-ended questions that require only a "yes" or "no" response, the strength of an engaging coach comes from open-ended questions. These questions also allow the client to be reflective while going deeper into an area of issue or needed development.

Table 1.2 below gives ideas on conversation starters. These statements are not the only things that can be used, but they are conversation openers that may make an awkward or tense meeting manageable. As a coach, you already understand the importance of first impressions. When meeting the coachee for the first time, remember they are sizing you up just as you try to figure them out. Making the coachee feel a little more comfortable will go a long way toward establishing trust and creating a safe space between the coach and the coachee.

Table 1.2

Rapport-Building or Opening Conversation Statement

Rapport-Building or Opening Conversation Statement		
Opening	Follow-Up	Purpose
Where did you grow up?	What was that like?	I want the client to share fond memories of earlier experiences.
Where did you go to college?	Did/Do you participate with/in any organizations or sports?	Engaging the client about what they participate in, an insight into their motives
Do you have any hobbies?	How long have you been doing it?	It gives insight into how your client relaxes
Do you have any siblings?	Do you have any children?	Provides the client with the opportunity to engage with possible outside motivators
What do you want to get out of this?	How can I best give you information?	Allows for some goals and boundaries to become established

Do you consider yourself an introvert or an extrovert?	How would you control your introvert or extrovert so they do not interfere with our coaching?	That will help you understand how questions must be framed and what type of responses you may receive.
How did you come to your current position in the company?	What are your future goals?	That should bring some clarity to career engagement and shifts

Source: Authors' Original Creation

It will also be essential to understand the coachee's *why*. For reference, a *why* is a reference point that can help your coachee figure out the reasons for their behavior, be it conscious or unconscious, and can help to create a situation where a path for coaching can be seen (Peloso, n.d). Your coachee's *why* can help to create authentic, significant meaning in sessions on the horizon. Simon Sinek (2023) could be considered the foremost expert on "why." He defines why as "the contribution you make to the world."

In helping your coachee define their why, there is a strong possibility that the coachee may uncover something hidden. An example may be like this: the coachee states that everything they do is to support their family, but through several conversations, it may be discovered that it is not the real motivator for their career path. The meetings between coach and coachee should not be seen as a 60 or 50-minute session but as an open, safe, and constructive environment that creates positive outcomes for you both. Establishing rapport with your coachee can also lead you, as a coach, to find blind spots in your development. By asking the questions in Table 1.1, the coach can create an atmosphere that allows the coachee to know that questions will be asked without judgment or disdain. As the questions asked can be developed, remember at the beginning of these sessions that the number of meetings to establish a quality rapport with a coachee is an art, not a science.

Think of this idea: Art is fluid, engaging, and bound by rules that can be shaped. In art, not everything will be seen in the same way from the same angle simultaneously. Think about the last time you and a colleague watched a painting or listened to a song. Did you come away with the same interpretation? That is the same thing with building a coach rapport. Unlike in science, where there is an exact formula you can plug into a problem that will work every time. Based on transitive properties, 3+2 will always equal