

UK
COACHING



Duty to Care

Where is the line?

Conversation Guide



Introduction

Welcome to the **“Where is the line?”** Conversation Guide.

The film has been created to demonstrate good and poor coaching practice. It follows the story of a young coach, Sabrina, who is embarking on her coaching journey and faces a number of challenges along the way.

This guide will support you in discussing, debating, and reflecting on the coaching styles used and the environment portrayed in the short film “Where is the line?”

We have created the activities to enable you to work through them in a variety of ways; on your own, with a colleague or friend, or in a structured group at a workshop.

We hope you enjoy the film and find this guide helpful.

Tip: Before continuing with this guide, watch the short film **“Where is the line?”**.

1. What is the role of the coaches a) Vincent and b) Sabrina?

Think about: Actions, language, behaviour and impact.

Consider: Is it purely skill development? Or is it for well-being? If so, in what way? When does a coach’s role start and end?



2. What are the motivations of the coaches and participants in the film?

Think about: Actions, language, behaviour and impact.

Consider: Vincent (as a coach), Sabrina (as a coach) and the participants Lewis, Conner, Christopher, Maxine and any others.

3. Observe the behaviours and actions of a) Vincent b) Sabrina and c) the participants.

Use the table on the next page to list five key moments that stand out for you. Identify who is demonstrating the behaviour and describe who is impacted and how.

Think about: Actions, language, behaviour and impact.

Consider: Acceptable and not-acceptable behaviours, low level concerns and high-level concerns



Observation Activity: Behaviours & Actions

	The person demonstrating the behaviour	The Behaviour observed	The Impact (who is impacted and how)
Step 1: Pick a moment from the film.	Step 2: Decide who is demonstrating the behaviour that you have observed.	Step 3: Describe the behaviour that you observed, thinking about acceptable behaviour, low level concerns and high-level concerns.	Step 4: Identify who is impacted by the behaviour, and how the person is impacted.
<i>Example</i>	<i>Vincent</i>	<i>'It's not been brewed long enough; you can tell by looking at it. You won't go far if you don't get the basics right kid', as Sabrina takes Vincent a cup of tea (under brewed)</i>	<i>Sabrina could feel belittled by her head coach, which could result in low self-esteem and impact on her confidence.</i>
Moment 1	Vincent		
	Sabrina		
	Participants		



Moment 2	Vincent		
	Sabrina		
	Participants		
Moment 3	Vincent		
	Sabrina		
	Participants		



Moment 4	Vincent		
	Sabrina		
	Participants		
Moment 5	Vincent		
	Sabrina		
	Participants		



Next steps

By opening up the conversation and working through the activities in this guide, whether on your own or with others, you have taken a significant step toward making positive change.

We encourage you to continue to be a change maker by;

- Inviting others to watch the film and join the conversation
- Exploring more of the Duty to Care Hub and sharing it across your coaching network.