

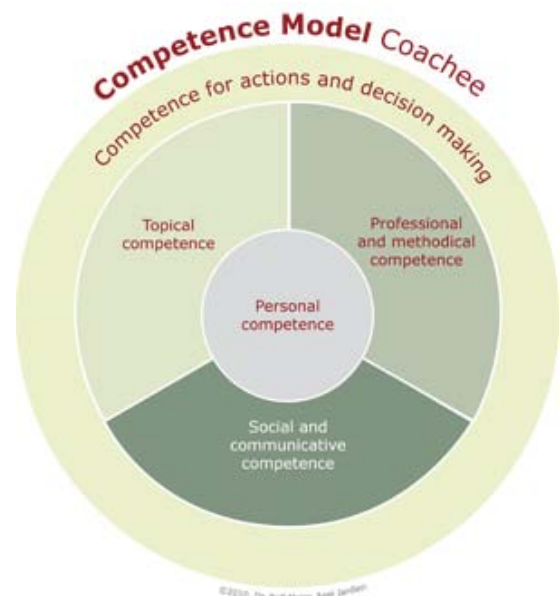
Core Models and Definitions

The Competence Model Coach of the Hamburger Schule

The competence model of the Hamburger Schule is first and foremost a generally accepted model. A model is the reduced complexity and abstract depiction of reality. It describes in an abstract way the abilities and skills which a human being has needed to develop within a particular context in order to be successful in this context.

The competence model, which is also valid for the context “coaching”, is made up of 5 topical areas which can be studied individually but also interact in a situation:

- Personal competence
- Professional and methodical competence
- Social and communicative competence
- Topical competence
- Competence for actions and decision making



Personal competence

Personal competence means having identified one's own feelings, motives, needs and values within a context and to be able to assess one's own behaviour.

Professional and methodical competence

Professional and methodical competence means possessing the professional know-how and skills for a context and being able to organise work processes in a results-oriented way within this context.

Social-communicative competence

Social-communicative competence means dealing with, in a self-controlled fashion, feelings, motives, needs and values of one's self and of other people and recognising differences in order to be able to agree upon a social context which incorporates the interests of all those involved.

Topical competence

Topical competence means having had reflected experience in a field, in a topic or culturally within a context.

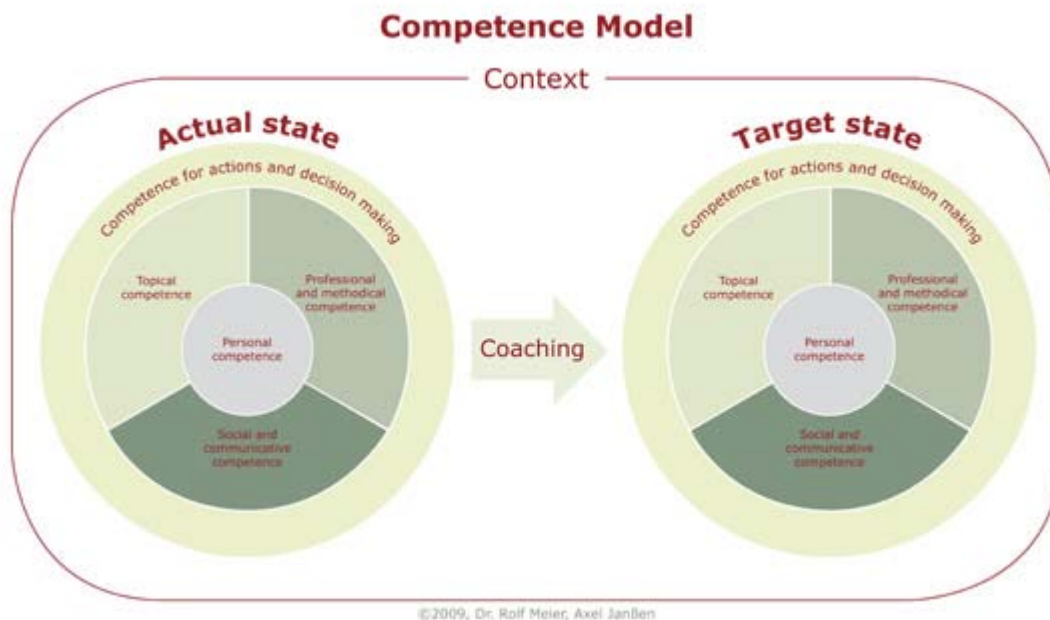
Competence for actions and decision making

Competence for actions and decision making means being able to recognise the meaning of a context as well as differences to other contexts as well as being able to coordinate all of one's own resources into situational individual action.

Based upon the question: "if the coachee has managed to gain competences in the sense of self-guidance within his topical context - what kind of self-learn concept does he then still require?" then reaching the coachee's objective (the change topic) is mirrored in the competence model.

The handling of a coaching reason with the aim of a sustainable self-learn concept requires, therefore, the identification (analysis) of existing competences within the relevant context and the identification of further necessary competences of the coachee.

The reflection of competences by the coachee within this context requires a sustainable self-learn concept.



Through coaching, the coachee develops on the basis of a self-diagnosed actual competence a target competence within the topical context. The "sustainable self-learn concept" means that the coachee is conscious of his individually aspired target competence and is able to develop relevant behaviours on his own as well as also use these in similar topical contexts.