

The "Hamburger Schule"

Differentiation

As an independent explanation system of coaching, the Hamburger Schule consciously distances itself from other explanatory systems. This also involves the conscious use and the conscious exclusion of terms that do not conform with the axiomatic of the Hamburger Schule.

Definitions of terms which lead to "irritations" in everyday linguistic use of these words are not applied in terms of training dogma. Amongst these in particular are the words: advice, suggestion, consulting, to give advice, to convey, tips, roles, to fill a role, to take on a role and similar, solution-anticipatory phrases.

Terms which come from the methodology of other coaching trainings, in particular psychotherapy, transactional analysis (TA), Neuro Linguistic Programming (NLP), are not in usage at the Hamburger Schule or, in order to exclude "transfers", should not be used.

The Hamburger Schule differentiates from other understandings of coaching in particular by means of:

- Basing all action upon theory
- Understanding coaching as a value-interpreted context
- Formulating the expectation of effect (the coaching approach) as described by the sustainable self-learn concept, the 4 values (freedom, voluntariness, provision of resources, alternative actions) and the 3 concerns of coaching (decision-making ability, enhancement of perception, alternative actions).
- A clearly defined coaching process derived from the Rubikon Model (Heckhausen), activity-based learning, transfer theories and the Kepner-Tregoe Method.
- Highlighting constructivism in the sense that the coachee evaluates himself using provided or existing abstract structures within context instead of following an evaluation by the coach.
- The sole responsibility of the coach for the structural progression of a clearly defined coaching process
- The provision of a scientifically based axiomatic for the context coaching
- Being able to reflect on an abstract level instead of an activity level
- The coach creating hypotheses using scientifically verifiable theories, models and axioms.
- Thinking within context, which means that people do not interpret systems but instead what they consider belonging and connected to the subject (systemic: the composite).
- Emphasising personal rights from which the free development of personality is derived.