



# C-MAPS in Action

## Coaching MAPS Case Study: Angie Baily, Researcher, Educator & Co-Ordinator

### Introduction:

**Angie is a Ph.D researcher at the University of Bath doing her Ph.D in education, researching family language practices in Ireland. Angie also teaches and is involved in organising intercultural events.**

As a researcher in an international setting, awareness of different languages and cultures is essential to be able to work and study effectively, particularly in online settings. Teaching foreign languages and intercultural communication as well as organising intercultural events all call for a sensitivity and understanding so that all involved feel included.

### Summary:

Angie realised the need for new coaching methodologies to effectively improve communication with her peers who were all meeting virtually for study groups and discussion boards. She also found that teaching online resulted in lower student participation and confidence. CMAPs offered the ideal solution to improve communication and trust within the groups as well as strengthening an understanding of cultural and linguistic diversity.

## Coaching strengthens intercultural communication and understanding:

While moving to an online platform suited Angie she did recognise the challenges it brought to a diverse group meeting, especially when meeting for the first time. The challenges included everything from computer and internet malfunctions resulting in embarrassment and lost time, to misunderstandings and communication errors which threatened to dampen team spirits. Student silence was another ever-present issue.

The CMAP training equipped Angie with the skills to communicate the above issues with her groups and students requesting that all participants were aware of intercultural and technical issues that may not arise in a physical setting. Use of the chat groups over voice was also discussed. There was almost an instant change in the meetings once CMAP was initiated and students became more motivated to share information and experiences and felt more in control of the online settings.

## From trainee to trainer

The training experience with CMAP gave me the skills and confidence to use it within a new setting. Effectively I went from being a trainee to a trainer while also establishing myself as a researcher amongst my peers.

*“CMAP has allowed me the skills I need to develop as a researcher and to work as a part of an intercultural team. It also works to give students a voice in a setting where they may otherwise remain silent.”*



Coaching MAPs a project funded by the Erasmus+ programme. The project set out to develop and test a new coaching model called Coaching MAPS. In addition to a set of pre-prepared C-MAPS, there is a handbook and a training course all of which are available in English, Bulgarian, Italian, Dutch and Portuguese.

**For further information visit:**

[www.coachingmaps.eu](http://www.coachingmaps.eu)



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